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BILINGUAL

SUMMARY OF
PRELIMINARY RESEARCH PLANS FOR THE
NIE STUDY OF COMPENSATORY EDUCATION

In the 1974 Education Amendments, Congress instructed the National Institute of Education to conduct a "thorough evaluation and study of compensatory education programs." The study is to be completed by September 30, 1977, in time to provide information requested by Congress to aid in deliberations about the reauthorization of Title I of the Elementary and Secondary Education Act (1965), under which the Federal Government distributes funds to school districts to mount compensatory education projects.

Its content and scheduling are defined under Section 821 of the Education Amendments of 1974, which instructs the National Institute of Education to design and conduct a study which will:

- o Examine the fundamental purposes and effectiveness of compensatory education programs (state programs as well as Title I).
- o Analyze ways of identifying children in greatest need of compensatory education.
- o Consider alternative ways of meeting those children's needs.
- o Consider the feasibility, costs, and consequences of alternative ways of distributing federal compensatory education funds.



The following pages describe NIE's current and preliminary plans for research in response to this mandate. Research schedules provide for the presentation of our report in September 1977, but NIE has also requested permission to present a supplementary report in September 1978, containing additional analyses of the results of experimental programs.

MAJOR RESEARCH AREAS

NIE's research planning and design has been organized around three major areas:

Student development. Under this topic we shall study the development and implementation of local educational programs. The results of the research will help us to understand the requirements of successful compensatory education and will provide evidence about the effectiveness of available classroom instructional techniques.

Resource allocation. Under this topic we shall study the implications of alternative criteria for allocating federal compensatory education funds. The results of this research will help us to identify the range of feasible allocation criteria, and to demonstrate the effects of each criterion on the resources received by various localities, and the effectiveness of the alternative criteria in providing funds for the education of children most in need of compensatory education.



Administration of compensatory programs. Under this topic we shall study the ways in which the administrative machineries of state education agencies convert federal funds and regulations into compensatory education programs. The results of this research will help us understand the strengths and weaknesses of the administrative machinery for compensatory education and will identify ways of improving its performance.

The specific projects to be conducted under each research area are described below.

I. Student Development

The projects proposed in this area respond specifically to clauses (1) and (3) of NIE's mandate:

- 1) "an examination of the fundamental purposes of such programs, and the effectiveness of such programs in attaining such purposes...."
- 3) "an analysis of the effectiveness of methods and procedures for meeting the educational needs of children including the use of individualized written educational plans for children, and programs for training the teachers of children."

Three major projects are planned:

- o a synthesis of existing data on program effectiveness, and secondary data analyses, using materials collected by districts, state educational agencies, the Federal Government, education organizations and independent researchers.
- o a survey of all compensatory education activities in a representative sample of districts, involving on-site observation at regular intervals over the course of one academic year.



- o a more detailed survey of compensatory education in a small number of districts, involving continuous in-depth study for a one-and-a-half-year period.

Research Synthesis and Secondary Data Analysis. Existing information on program purposes and effectiveness will be collected and synthesized to provide a summary of current knowledge on the research variables addressed by Surveys I and II below. A considerable amount of review work exists, and NIE staff will build on this. However, such reviews often concentrate on one aspect of compensatory education (e.g., methods of teaching reading), and tend to focus on work conducted and published by academics. Valuable information collected by states, school districts and education organizations also needs to be collected and synthesized. Therefore, materials will be collected from educators directly, as well as by conventional library and research techniques, and the ERIC Information Retrieval System. In addition, secondary analyses will be conducted using existing data sources, where these data contain information directly relevant to the issues addressed by the present study.

Survey of Program Purposes (District Survey I). A representative sample of school districts will be studied in order to determine the purposes of current compensatory programs that have been developed for preschool, elementary and secondary students.



Within these districts, a range of federally and state funded programs (e.g., Title I, state compensatory programs, ESAA, etc.) will be considered.

The research will involve on-site observation of planning sessions and school programs, and interviews with administrators, teachers, parents and children, which will take place at regular intervals during the school year. The study will be designed to acquire the following information:

- a) The purposes of current compensatory programs as described by the educators responsible for planning them. The proportion of compensatory funds allocated to each purpose-- e.g., increasing reading achievement, improving health, providing cultural enrichment, etc.,--will be determined.
- b) A description of the types of programs that have been developed to meet these goals. We shall determine here the extent to which coherent programs, defined according to certain criteria, have been developed by school districts; the nature of these programs (e.g., teacher training programs, reading programs, sensitivity training, etc.); and the age of the students to which they are directed.
- c) The procedures which are currently used to evaluate programs' success in accomplishing stated purposes. We shall consider whether evaluations have been conducted and, in cases where outcome measures are available, whether these evaluations have produced useful information on the strengths and weaknesses of particular compensatory activities. This information will be used to suggest evaluation procedures which might be helpful to local districts in planning their programs; and also to describe the types of programs for which it is possible to conduct meaningful evaluations, and those for which assessment of goal attainment is not yet feasible.

Although District Survey I will emphasize these three areas, data will also be collected to describe other aspects of compensatory

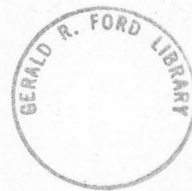


programs--in particular, the procedures used for conducting needs assessments within schools; the role of parent advisory councils; teacher training programs; and funding levels per student and per school.

Study of Program Effectiveness (District Survey II). In this portion of the research, a small sample of selected school districts will be studied to identify relationships between certain characteristics of compensatory programs, characteristics of the districts and schools in which they are developed, and the effectiveness of these programs. In contrast to District Survey I, this project is designed to analyze in considerably greater depth a small number of school districts with certain characteristics (e.g., district planning, the use of special, individualized instruction approaches, etc.) hypothesized to be relevant to the development of effective compensatory programs. The study will be designed to determine:

- a) Characteristics of districts and schools which encourage the effective planning and implementation of coherent compensatory programs. More precisely, the research will examine such variables as:

- in-service teacher training programs.
- school-community relationships and parental involvement in compensatory education.
- teacher and principal participation in substantive planning activities and the determination of program purposes and design.
- an efficient evaluation and communication system between schools and district personnel providing regular feedback on ongoing compensatory programs which schools can use in improving these programs or designing future compensatory activities.



--the role of the principal in implementing schoolwide compensatory programs.

- b) Instructional techniques which are effective in teaching basic academic skills to target pupils. The research will emphasize:

--the effects of incorporating individualized instructional techniques for the teaching of basic skills.
 --the relative merits of mounting separate remedial programs for compensatory education pupils as against using compensatory funds to introduce schoolwide changes in curriculum and teaching techniques.

II. Resource Distribution

The projects proposed in this area respond specifically to clauses

(2), (4) and (5) of NIE's mandate:

- o an analysis of means to identify accurately the children who have the greatest need for such programs, in keeping with the fundamental purposes thereof;
- o an exploration of alternative methods, including the use of procedures to assess educational disadvantage, for distributing funds under such programs to states, to state educational agencies, and to local educational agencies in an equitable and efficient manner, which will accurately reflect current conditions and insure that such funds reach the areas of greatest current need and are effectively used for such areas;
- o not more than 20 experimental programs, which shall be reasonably geographically representative, to be administered by the Institute, in cases where the Institute determines that such experimental programs are necessary to carry out the purposes of clauses (1) through (4), and the Commissioner of Education is authorized, notwithstanding any provision of Title I of the Elementary and Secondary Education Act of 1965, at the request of the Institute, to approve the use of grants which educational agencies are eligible to receive under such Title I (in cases where the agency eligible for such grant agrees to such use) in order to carry out such experimental programs.



In response to these requirements, the following research activities are planned:

- o Studies of the costs and feasibility of using alternative eligibility criteria for the allocation of Title I funds.
- o Assessment of the effects of the alternative eligibility criteria on the incentive structures of local educational agencies.
- o Simulations of the effects of alternative Title I eligibility criteria on the amounts of grants provided to states and local education agencies.
- o Studies of the practices actually employed by states in allocating funds to their constituent districts, and by districts to schools and eligible children.
- o Experimental projects which permit selected school districts to allocate Title I funds according to eligibility criteria other than those established by Section 103 of Title I.

Studies of Alternative Funding Criteria. In popular and Congressional debate, three alternative concepts of equity in the allocation of federal compensatory education resources are commonly proposed. They are: a) that compensatory funds should be used to assist schools with large concentrations of low-income children. This notion has been reflected in the methods used to allocate Title I funds to date; b) that compensatory funds should be used for the purpose of equalizing school district resources. This has been proposed and examined extensively in the academic school finance literature, and by school finance reform commissions in several states; and c) that compensatory funds should be used to provide services to all low-achieving children,



regardless of their parents' income or their district's relative need. This was the subject of a major effort to redesign the allocation procedures for Title I in the 93rd Congress.

For each of these criteria, operational definitions will be developed and the statistics identified which would be required for that criterion's use. Revised poverty measures which take account of, e.g., regional consumption differences and alternative concepts of income are, under the Education Amendments, to be studied by the Assistant Secretary of Education in association with NIE and the National Center for Education Statistics. These joint activities will include the development of alternative methods for estimating the number of children in poverty by state and sub-state units. Measures of district economic need will also be surveyed, and the feasibility of building a set of standard national statistics of district need assessed. Finally, measures of students' academic performance will be examined. The state of test technology, the feasibility and costs of using existing methods for the purposes of gathering national statistics, and the availability of appropriate analytical techniques will all be investigated.

Studies of Incentives Implied by Funding Criteria. Poorly designed eligibility criteria might, e.g., encourage a decline in local property tax rates, or introduce negative incentives to teach



pupils successfully. Careful attention to such possible outcomes is necessary and NIE will sponsor analyses of the incentive structures of each alternative eligibility criterion.

Computer Simulations. This project will conduct simulations of the distributional implications of each of the alternative eligibility criteria. In addition, because the three alternative criteria are not completely independent of one another, the simulations will also indicate whether changing criteria can really make substantial changes in the allocation of Title I funds.

Studies of State Allocation Procedures. The development of operational allocation criteria, and simulations of their effects, will be supplemented by a study of current state practices in allocating funds at the sub-county level. NIE will synthesize existing reports on current practices and supplement the information by selecting a sample of states which represent the range of sub-county allocation procedures currently in use. For selected counties in those states, the project will simulate the effects of using the various state sub-county allocation criteria, and examine the variance in fund allocation which results. In districts studied as part of the Student Development Research (District Survey I, page 4 above), the mechanics of fund allocation to schools will also be studied.



Experimental Projects

Alternative allocation criteria and their effects will also be studied by conducting up to 20 experimental programs, authorized under Clause (5) of NIE's mandate.

Proposals will be solicited from interested school districts, which might propose to allocate funds according to measures of student achievement or according to other composite criteria. The number of districts in which experimental projects are actually mounted will depend on the quality and variety of proposals received and on the additional information which they promise to yield. Possible results of the projects include:

- o An understanding of the legal, administrative, and political mechanisms required to implement a change in the eligibility criteria used to distribute funds within a district.
- o More concrete information than now exists about the sources of support and opposition to changes in eligibility criteria.
- o Evidence about the effects on program planning at the district level, and program offerings at the school level, of any changes in the allocation of Title I funds that result from changes in eligibility criteria.
- o Evidence about the actual allocation of funds achieved through the alternative eligibility criteria.

III. Program Administration

The research proposed here is designed to supplement that described in the previous two sections by examining the administrative framework through which a federal compensatory program works, and the



ways in which it can best implement Congress' substantive concerns. It is, therefore, a direct response to Congress' intention of using this study in reauthorization hearings, and to Clause (6) of NIE's mandate, which requires the study to include:

"findings and recommendations, including recommendations for changes in such Title I or for new legislation, with respect to the matters studied under Clauses (1) through (5)."

We propose to conduct:

- o a survey of the regulations which states employ to supplement USOE regulations of Title I and to administer other federal and state compensatory education programs.
- o case-studies of implementation regulations in a regionally representative sample of states, and of districts within these states; and of their effects on school-level program activities.

Survey of Regulations. Although a considerable amount of work has been done on the Federal Government's management of Title I, little has been done to consolidate information concerning the ways states interpret and add to Title I regulations, or regulate state compensatory programs. A mail survey of state education agencies will therefore be conducted, and the data synthesized to provide a profile of the legal framework of compensatory education in the United States.

Case Studies of Administrative Practices. Case studies in a regionally representative sample of states, and of districts within those states, will examine the factors over and above technical wording of regulations which affect the administration



of compensatory programs. The research will be designed to examine relationships between program administration and each of the following factors:

- Organizational patterns: the way in which a state or district organizes its compensatory education activities will be studied. Particular attention will be paid to relationships with organizations outside the bureaucracy (e.g., state legislature, teacher organizations); to relationships with other state and local agencies; and to the degree and type of contact and allocation of responsibility between program and research, state and district, and district and school staff.
- Multiplicity of programs: the ways in which multiple program requirements are actually carried out by educational agencies and schools, and the ensuing effects on program coordination or fragmentation will be studied.
- Incentives for compliance: potential incentives for compliance--e.g., special grants to local education agencies, or dissemination networks which give successful personnel wide exposure and career advancement--will be assessed.
- Enforcement mechanisms: the mechanisms currently used by USOE and state education agencies, and effective "external" mechanisms and the circumstances under which they are successful, will be identified. Particular attention will be paid to the role of parent councils and to legal action.



RESEARCH ISSUES MOST FREQUENTLY RECEIVING PRIORITY

Examine, develop and disseminate information on model monitoring systems, instructional management systems, management information systems, and evaluation systems for SEAs, LEAs, and schools.

Develop appropriate models of both process evaluation, to be used for on-going program improvement, and of summative program evaluation.

Develop a list of nationally relevant variables which each LEA could collect and use for program evaluation, systematic feedback to staff, and comparison of programs.

Determine whether there is any minimal optimum expenditure per student (critical mass).

Despite limitations, identify which tests best measure academic achievement.

Examine the transfer of learning from Title I programs to regular classroom programs.

Examine the effect of Title I programs on the regular school program, and the interaction between Title I and regular classroom teachers.

Identify common and distinctive "learning deficiencies," methods of identifying and prescribing for these on an individual basis, and alternative treatments.

Examine effective teacher training and staff development programs.

Determine the differing interpretations of the regulations at various levels within states and between states, and the consequences, expected and unexpected, of these.

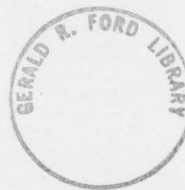
Examine both the feasibility of funding programs for longer periods of time, and ways of ensuring that reporting requirements fit logically into the school year.

Investigate ways to minimize the disruptive effects of present Title I regulations (e.g., taking children out of regular classes).

Clearly define the role of SEAs in Title I (e.g., whether this is regulatory only or also involves technical assistance).

Define more clearly the client population for Title I, and develop specific descriptors of those in need.

Develop a mechanism for trailing children through the school system as they move from school to school in order to improve evaluations of program effects.



THE WHITE HOUSE
WASHINGTON

Date: 10/21/74

Memo to:

Fernando de Saca

From:

Fred Slight

Please prepare reply for Mrs.
Armstrong's signature _____

For appropriate handling _____

For your information ☒ _____

Per your request _____



RECEIVED
JAN 29 1975
CENTRAL FILES

Fred

BILINGUAL BALLOT ERRS IN SPANISH

Some Words Say Opposite
of English Version—City
Sees No Time to Change

By LINDA GREENHOUSE

The Spanish translation on
today's primary ballot, the first
bilingual ballot in the city's his-

panic party. The Spanish
version tells voters to vote for
"cualquiera de los dos" and
"cualquiera de los tres"—any
one of the two or any one of
the three.

Began With '74 Lawsuit

The bilingual ballot is re-
sult of a lawsuit brought earlier
this year in Federal Court by
the Puerto Rican Legal Defense
Fund and City Councilman
Ramon S. Velez, Democrat of
the Bronx. In his July 25 de-
cision, Federal Judge Charles E.
Stewart Jr. wrote that "it is
simply fundamental that vot-
ing instructions and ballots
... must be in Spanish as
well as English, if the vote of
Spanish-speaking citizens is to

More Suits Predicted

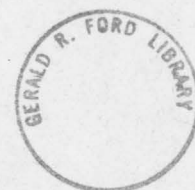
Mr. Hiller said he had found
numerous mistakes in the
original translation, which he
had corrected after consulting
with native Spanish speakers
in his office.

"I would not presume to
make changes myself," he said.

Both he and Eric Schnapper,
counsel for the NAACP Legal
Defense and Education Fund,
Inc., predicted yesterday that
the mistakes might lead to ad-
ditional lawsuits if it could be
shown that Puerto Rican vot-
ers had unwittingly invalidated
their votes.

In the Bronx, Beatrice Ber-

*sent from
10/25/74
K.*



BILINGUAL

AN EXPLORATORY STUDY OF PUBLIC ATTITUDES SUPPORTIVE OF BILINGUAL-BICULTURAL EDUCATION

PROBLEM:

The poverty and lack of upward social mobility of a large segment of America's Spanish speaking population is directly related to the disadvantages a Spanish speaking youngster faces in public schools where instruction is given exclusively or primarily in English, and where the curriculum lacks cultural relevancy. Recognizing that Spanish speaking youngsters will remain educationally disadvantaged until substantial progress is made in the introduction of bilingual-bicultural educational programs in public schools, this study will measure the degree of public support for such programs in order to determine the most feasible means of securing their implementation, and/or the need for an alternative programmatic approach.

OBJECTIVE:

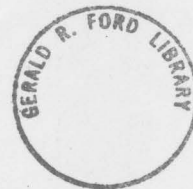
An in-depth investigation of public attitudes towards proposals for bilingual-bicultural education (Spanish-English) in four American cities with large Spanish speaking populations designed to measure such factors as public acceptance of the view that non-English speaking youngsters are not "disadvantaged" in the same sense as those coming from low income environments. That, in fact, the youngster who comes to school already



able to speak one language other than English can contribute linguistically and culturally to the mono-English speaking youngster; that beginning in the early stages of a child's schooling he should be learning another language and be able to perform with it in classroom instruction; that in environments, communities and schools, where there are significant numbers of non-English speakers mono-English youngsters should share that language and culture in the classroom.

Incorporation of the non-English speaking youngster's "mother tongue and cultural background" in public school curriculum would alleviate the language based disadvantage to which those youngsters are now subject. The extent to which that objective can be attained within our public schools will suggest the extent to which programmatic solutions of a remedial nature outside the regular classroom will be required.

Empirical data concerning public attitudes towards alternative approaches to bilingual-bicultural education would constitute a valuable guide for Public Agencies and for United States Education officials responsible for implementing Title VII programs as amended (1974). The 1974 Act places great emphasis on curriculum development which integrates "the language and cultural background of all students." The Act also directs the U.S. Commissioner of Education to suggest "model guidelines...of potentially successful bilingual educators programs for appropriate voluntary use by local and state education agencies" (emphasis added). The study's findings would suggest how best to execute Congress' directive by measuring an element crucially pertinent to the design of any potentially successful model curriculum - i.e. public acceptance.

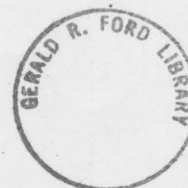


The study's findings would further suggest a preliminary index of basic attitudes towards bilingual-bicultural education for any of the five languages with which the U.S. Office of Education is presently involved (Spanish, French, Portuguese, Cantonese, and Native American), even though the communities to be investigated would be the object of English-Spanish programs.

Project Design

A survey utilizing in-person interviews by indigenous interviewers will be conducted in four cities with significant Spanish speaking school age populations which are located in different regions of the country. (Miami, San Antonio, Philadelphia and Los Angeles). For reasons of statistical reliability from 1,000 to 1,500 households will be interviewed in each city in accordance with principles of representative sampling to obtain an in-depth profile of the public attitude in such areas as (a) understanding of the concept of bilingual-bicultural education (b) support for adoption of such programs in their local school system (c) how intensive and inclusive a program they would favor (e.g. Do they believe bilingual-bicultural programs ought to be limited to Latino youngsters, open to all students, or required for all student?) (d) fears and reservations concerning such programs, (e) willingness to have local funds expended for bilingual-bicultural education.

The interviews would be structured so as to permit correlation of respondents views to variables of income, education, ethnic background, etc.



The study shall be conducted by Progressive Enterprise Group, Inc., in association with the National Center for Urban Ethnic Affairs which will assist in the design of the research instrument and analysis of the data. Completion of the study will require thirty (30) weeks.

Personnel

Professional personnel shall consist of a Project Director, Program Assistant, Research Coordinator, Field Coordinator.

Qualifications:

Project Director - Senior level administration and personnel experience, training/or experience in survey research or social science data analysis required. Knowledge of Lation community and Spanish language helpful (See resume, L.Francis Bouchey)

Program Assistant - Bilingual Spanish-English skills and experience in research and writing required (To be recruited)

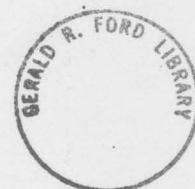
Research Coordinator - Experience in research instrument design and analysis together with ability to compile data in form of final report required (See resume, Gerson Green and memorandum from National Center for Urban Ethnic Affairs)

Field Coordinator - Market or survey research experience and field program coordination and training required (See resume, Robert Cuellar)

Non-Professional Staff

1 Secretary

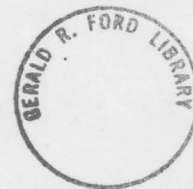
8 Field Interviewers



Facilities

Project Headquarters will require space and equipment for the Project Director, Program Assistant, one secretary and, from time to time, the Field and Research Coordinator. Appropriate space has been located in downtown Washington, D.C. within walking distance of OEO and Mr. Cuellar's office.

Additional space will be available as required for consultants and special clerical help at the Center for Urban Ethnic Affairs at Catholic University.



Implementation Strategy (See Timetable)

Phase I: Staff Recruitment:

Central staff who will operate out of Washington D.C. will be ready to operate upon signing of the contract.

Field interviewer will be identified and selected during this period of the operation. The interviewers will be mostly part-time employees.

Phase II: Start up Operations:

During this period of time the Central staff will acquire and arrange for all necessary equipment and facilities beyond those already in existence. The research design will begin to take shape and consultants will be contacted for schedule of work.

Phase III: Research Instrument Design:

Questionnaires will be designed and tested for maximum effectiveness. Reproduction of all materials will take place. In addition all training materials will be completed for training.

Phase IV: Training Materials Completed:

All training materials for the four research cites will be completed and the schedule for training will be established as cited in the time table. It is estimated that training sessions will last approximately three days for each cite.

Phase V: Field Training

Field training will be conducted by city. It will be designed to equip the interviewers with precise instructions on how to complete the questionnaires and data retrieval systems.

Phase VI: Field interviews:

This phase involves completion of all questionnaires.

Phase VII: Data Retrieval:

This will involve the gathering of data from the field as it is completed by the interviewers. As it is gathered it will be catalogued for computerization and analysis.

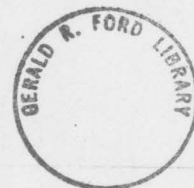


Phase VIII and Phase IX: Review and Analysis:

As data is gathered and fed into computers it will go through several phases of cross-tabulations. Subsequently it will be reviewed for accuracy and, finally a complete analysis will be made.

Phase X and XI: Final Report and Program Conclusion:

Preparation of the final report will be a three week function. The report will include findings, conclusions, and recommendations. This normally will also include the final stage and closing or extending of the contract.

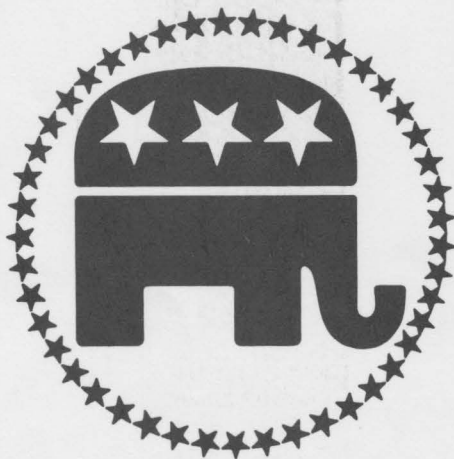


TIMETABLE

MONTH →	FEB.				MAR.				APRIL				MAY				JUNE				JULY				AUG.				SEPT.				OCTOBER			
WEEK →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
ACTIVITY																																				
1. STAFF RECRUITMENT a. CENTRAL b. FIELD																																				
2. STARTUP OPERATIONS																																				
3. RESEARCH INSTRUMENT DESIGN																																				
4. TRAINING MATERIALS COMPLETED																																				
5. FIELD TRAINING: CITY a CITY b CITY c CITY d																																				
6. FIELD INTERVIEWS: CITY a CITY b CITY c CITY d																																				
7. DATA RETRIEVAL																																				
8. REVIEW & ANALYSIS																																				
9. CROSSTABULATIONS/CATALOGUING																																				
10. PREPARATION OF REPORT																																				
11. FINAL REPORT & CONTRACT CLOSE																																				

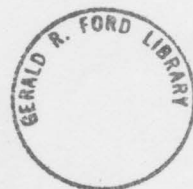


education



Prepared by the
Spanish Speaking Advisory Committee

REPUBLICAN NATIONAL COMMITTEE
310 First Street, S.E.
Washington, D.C. 20003



EDUCATION

American school systems have and continue to destroy the culture, language, and self respect of Spanish speaking youth. Programs of bilingual education are limited and concentrated at the elementary school level, and the number of Spanish speaking youths who enroll in institutions of higher learning is still discouraging low.

The number of Mexican Americans enrolled in higher education institutions would have to increase by 330 percent in order to achieve a proportional representation in colleges and universities. According to a well known Mexican American educator, less than one percent of all Mexican Americans get to graduate school: there are less than one hundred Chicano PhDs; only eight Chicano Doctorates in Sociology, one in Political Science, one in Economy; lastly, there are approximately 120 CPAs across the United States.

Figures on the Puerto Ricans place this group four years behind all other Americans. On the average, Puerto Ricans 25 years and older have only completed 8.5 years of school. A mere 5 percent of Puerto Rican college age youth are progressing to higher education. In New York City, where 14 percent of the population is Puerto Rican, only 1.3 percent of the 60,000 professional educators are Puerto Rican and only 30 out of every thousand school principals are Puerto Rican.

There are no specific figures collected for other Spanish Americans born and educated in the United States, but for those who come from other Spanish speaking countries, the median number of school years completed is approximately 10.

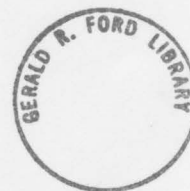
For the Spanish speaking women the statistics are even bleaker, the median number of school years completed for Spanish speaking women 25 to 34 years old is 11, yet, the median income for Spanish speaking women is almost always below the poverty level.

The Statistics in education for the Spanish speaking people depict a tragic situation. This group continues to be most educationally deprived in the country.

The following recommendations are given in an effort to eradicate the educational difficulties that confront the Spanish speaking youth.

- (1) A concerted drive must be made for the recruitment of Spanish speaking students into institutions of higher learning.
- (2) College preparatory summer institutes should be established for junior and high school Spanish speaking students.

The same effort must be made at the college level, and special programs developed for the Spanish speaking student in pre-law, pre-med, and other critical professions, such as sciences, and engineering.



- (3) *Financial Aid must be increased for the Spanish speaking student:*
- (a) *The work study program must be high priority area and more Spanish speaking students must be participants in these programs.*
 - (b) *The 'trio' program must increase the participation of Spanish speaking students, specially in the areas of dense Spanish speaking population.*
 - (c) *New funds must be made available for adequate scholarships for Chicanos, Puerto Ricans, Cubans and other Spanish speaking groups.*
 - (d) *Special funds must be available to Spanish speaking students in the areas of science, dentistry, and medicine.*
- (4) *The mechanisms to implement the given recommendations are:*
- (a) *Agencies involved with the programs described must be required to implement the recommendations.*
 - (b) *Existing funding opportunities must be redesigned to solve the problems of the Spanish speaking people.*
 - (c) *New programs must be sought and implemented to accelerate the resolution of the special problems of Spanish speaking students.*
 - (d) *All Spanish speaking students which qualify to receive grants under the Basic Educational Opportunity grants program must be helped to apply for it, and encouraged by high school counselors to enter post secondary institutions.*
 - (e) *More Spanish speaking professionals need to be hired at the federal, state and local level in educational agencies to participate in decision-making, review and administration of funding programs.*



March 3, 1975

President, Gerald Ford

Honorable, Casper Weinburger, Secretary
DHEW

Honorable, T.H. Bell, Commissioner
of Education

We as experienced educators in Bilingual Education have a deep concern regarding the intent and the implementation of the present Bilingual Education Program.

Accordingly we present the following for your immediate response.

We are asking that Mr. Fernando C De Baca, Special Assistant to the President, be responsible for channeling those responses to all who attend this conference.



OFFICE OF BILINGUAL EDUCATION

P.L. 93-380 Sec. 731 states:

- (a) There shall be, in the Office of Education, an Office of Bilingual Education through which the commissioner shall carry out his functions relating to bilingual education.
- (b)
 - (1) The Office shall be headed by a Director of Bilingual Education appointed by the commissioner, to whom the commissioner shall delegate all of his delegable functions relating to bilingual education.
 - (2) The Office shall be organized as the Director determines to be appropriate in order to enable him to carry out his functions and responsibilities effectively.

Additionally, P.L. 93-380 Sec. 2 (c) (1) states:

That unless otherwise specified each provision of this act and each amendment shall be effective on and after the sixtieth day after the enactment of the act.

COMMENTARY:

Today, after four months after the sixtieth day after the enactment of the act, the commissioner of Education has still not complied with PL 93-380 Sec. 73 (a) in establishing the Office of Bilingual Education. This office continues to be called and function as the Division of Bilingual Education within the Bureau of School Systems, under the direct supervision of the Associate Commissioner for compensatory Education. Furthermore the Commissioner of Education has not complied with PL 93-380 of Sec. 731 (b) (1) in delegating all his delegable functions relating to bilingual education to the Office of Bilingual Education.

As a direct result of non compliance on the part of the commissioner of Education, the proper implementation of the Bilingual Education Program, in the Office of Education, is being suppressed and stymied causing the functions and responsibilities of the Office of Bilingual Education to be carried out ineffectively.

QUESTIONS:

- (1) When will the Office be established?
- (2) Will the Director be given the authority to re-organize the Office as stated in P.L. 93-380?



(3) Will the Office be authorized new positions?

NATIONAL ADVISORY COUNCIL

P.L. 93-380 Sec. 732 states:

- (a) There shall be a National Advisory Council on Bilingual Education composed by the Secretary... The members of the Council shall be appointed in such a way as to be generally representative of the significant segments of the population of persons of limited English-speaking ability and the geographic areas in which they reside.

THE COUNCIL

At least eight members of the council shall be persons experienced in dealing with the educational problems of children and other persons who are of limited English-speaking ability at least one of whom shall be representative of persons serving on boards of education operating programs of bilingual education

At least three members shall be experienced in the training of teachers in programs of bilingual education.

At least two members shall be persons with general experience in the field of elementary and secondary education.

At least two members shall be classroom teachers of demonstrated teaching abilities using bilingual methods and techniques.

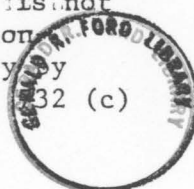
- (c) The council shall advise the commissioner in the preparation of general regulations and with respect to policy matters arising in the administration and operation of this title, including the development of criteria for approval of applications, and plans under this title, and the administration and operation of other programs for persons of limited English-speaking ability.

Additionally P.L. 93-380 Sec. 742 states:

- (b) The National Advisory Council on Bilingual Education, for which provision is made in section 732 of such act, shall be appointed within ninety days after the enactment of this act. (August 21, 1974)

COMMENTARY:

Today, three and one half months after the ~~ninetieth day~~ there is not a legally constituted council which is representative of the congressional mandate in P.L. 93-380, Sec. 732 (a). The Secretary design, has not permitted the commissioner to comply with Sec. 732 (c) of P.L. 93-380



As a direct result there has been no input into the development of the regulations nor has the commissioner had any input as far as being advised on policy matters, much less on matters concerning other programs in P.L. 93-380 pertaining to children and other persons of limited English-speaking ability.

QUESTIONS:

- (1) Why hasn't the Council been appointed as designed in P.L. 93-380?
- (2) Why can't the Council be selected by parents of children of limited English-speaking ability?
- (3) Who has been responsible for the delay in naming council members?

STAFFING - DIVISION OF BILINGUAL EDUCATION

1. What is the ceiling (GS rating average) for the Division of Bilingual Education?
2. What is the composition of total staff presently operating within the Division of Bilingual Education?
 - (a) G.S. rating and name
 - (b) Experience in dealing with problems of children of limited English speaking ability
 - (c) Professional training
 - (d) Comparison of Title VII and Title I staff
3. Why are there still some vacancies within the Division of Bilingual Education?

EIGHT MILLION SUPPLEMENTARY

1. Why did it take from August 23, 1974 to December 31, 1974 to allocate the \$8 million supplementary monies?
2. Who is responsible for delay in getting grants to children for whom the \$8 million supplementary was intended?
3. If it took four and one half months to distribute \$8 million, how will the Division distribute \$85 million in two and one half months?



FY 75 PROPOSED RULES

1. Why have the proposed rules been delayed and who is responsible for this action?
2. If P.L. 93-380 was signed into law on August 21, 1974 and the Commissioner assured Congress of a January 13, 1975 publishing date, why wasn't this done?

CHILDREN OF LIMITED ENGLISH - SPEAKING ABILITY
VS
ENGLISH SPEAKING

DEMONSTRATION PROGRAM VS SERVICE PROGRAM

1. Is it conceivable that the present administration would advocate a Service type program?
2. How many children of limited English-speaking ability are enrolled and receiving bilingual instruction from Title VII funds?
3. How many English dominant children are benefiting directly from Title VII funds?
4. How many bilingual and how many monolingual speaking teachers work in the Title VII projects? How many teacher aides?

QUESTIONS:

1. Departmental Position Paper by Carlucci:
 - (a) Who specifically formulated DHEW positions?
 - (b) What specific language and legal sources were used?
2. What specific role did the White House and OMB play in the development of FY 75 and FY 76 Bilingual budgets?
3. Why and by whom was the decision made concerning \$15 million rescission?
4. What will the official role and functions be of the Regional Offices pertaining to the Division of Bilingual Education and what services are they capable of providing (specifically Regions IX, VI and II)?
5. How many model programs have been identified and where are they located?
6. How are NIE's program policies related to USOE program policies?



PRE-CONFERENCE WORKSHOP DESCRIPTION - SUMMARY SHEET

(A DESCRIPTION FOR EACH OF THESE WORKSHOP TITLES FOLLOWS THIS SUMMARY SHEET.)

TWO-DAY WORKSHOPS

May 20 - 21

- A. DIAGNOSTIC TESTING FOR INDIVIDUALIZED READING PROGRAMS
- B. ESL CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOL TEACHERS
- C. TEACHING OF READING AND THE DEVELOPMENT OF LANGUAGE SKILLS IN SPANISH TO SPANISH-SPEAKING CHILDREN
- D. MEETING THE NEEDS OF CHILDREN WITH DIVERSE LINGUISTIC AND CULTURAL BACKGROUNDS
- E. NATURAL LANGUAGE ASSESSMENT IN THE BILINGUAL CLASSROOM
- F. UNDERSTANDING DIFFERENT CULTURES THROUGH NON-VERBAL COMMUNICATION
- G. STIMULATING CREATIVE WRITING
- H. EVALUATING THE NATURE OF SPANISH-ENGLISH LANGUAGE DEVELOPMENT AMONG BILINGUAL CHILDREN FROM AGES 12 MONTHS THROUGH EARLY GRADE SCHOOL

ONE-DAY WORKSHOPS

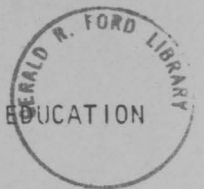
May 20

- I. LEARNING DISABILITIES - THEY'RE ALL AROUND YOU
- J. MULTICULTURAL MULTILINGUAL CURRICULUM DEVELOPMENT PROGRAM
- K. ARTS AND CRAFTS FOR THE BILINGUAL CLASSROOM
- L. ONE SCHOOL - FOUR LANGUAGES (CHINESE, JAPANESE, SPANISH, AND ENGLISH)
- M. TUTORING AND BILINGUAL READING
- N. BILINGUAL EDUCATIONAL TELEVISION
- P. LINGUISTIC AND CULTURAL ASPECTS IN BILINGUAL BICULTURAL EDUCATION
- R. BILINGUAL TEACHER EDUCATION: STRATEGIES FOR PLANNING, ORGANIZING, AND CONDUCTING TEACHER INSERVICES

ONE-DAY WORKSHOPS

May 21

- S. CULTURAL PERSPECTIVES IN BILINGUAL EDUCATION
- T. CHILD DEVELOPMENT AND PRESCHOOL EDUCATION: SOME PERSPECTIVES
- U. BILINGUAL BICULTURAL EDUCATION - TEACHER TRAINING PROGRAMS
- V. INCORPORATING ETHNIC STUDIES INTO THE CURRICULUM
- W. BILINGUAL BICULTURAL EDUCATION: A WORKABLE MANAGEMENT PLAN
- X. TOWARDS BETTER UNDERSTANDING OF YOUR GREEK NATIVE-SPEAKING STUDENT
- Y. SCDC CURRICULUM IN THE CLASSROOM
- Z. EVALUATION OF BILINGUAL EDUCATION PROGRAMS



PRE-CONFERENCE WORKSHOP DESCRIPTION

TWO-DAY WORKSHOPS MAY 20-21, 1975

A. DIAGNOSTIC TESTING FOR INDIVIDUALIZED READING PROGRAMS

Sarah López
University of Texas

James Hawkins, Fredrico Paniagua, Don Hendrix
Eagle Pass Independent School District, Texas

The major emphasis of this workshop will be the demonstration of Spanish reading diagnostic techniques. The presentation will include a discussion of the philosophical basis of individualized reading programs, oral language diagnosis, initial contextual analysis (rather than phonetic analysis), placement techniques, and a management and accountability system.

B. ESL CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOL TEACHERS

Victoria Bergin
Houston Independent School District, Texas

Melanie Uzzell

This workshop will teach both bilingual and monolingual secondary teachers some simple and easy techniques for teaching English as a Second Language. The first half of the workshop will deal with specific and easily implemented classroom techniques. The second half will focus on the integration of these techniques into the specific content areas, and the development of classroom units which teachers can begin using immediately.

C. TEACHING OF READING AND THE DEVELOPMENT OF LANGUAGE SKILLS IN SPANISH TO SPANISH SPEAKING CHILDREN (Presentation in Spanish language)

Alma Flor Ada
Institute of Bicultural Bilingual Services
Mercy College, Michigan

Pilar de Olave

The three major areas to be dealt with in this workshop are: philosophy of teaching reading, methods of reading instruction, and the content of a reading program. The workshop also deals with the importance of the presence of children's literature in bilingual programs.

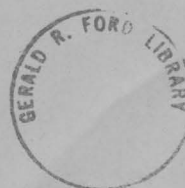
D. MEETING THE NEEDS OF CHILDREN WITH DIVERSE LINGUISTIC AND CULTURAL BACKGROUNDS

Lawrence F. Bouton
University of Illinois

Mary Fritz
King School
Multicultural Program
Illinois

Lee Mydill
Elk Grove
Multicultural Program
Illinois

This workshop includes a demonstration of the DUSO program for development of self concept, ESL methods and materials for multi-ethnic, multicultural programs, first and second language programs and materials, as well as a discussion on the role of culture in the classroom.



PRE-CONFERENCE WORKSHOP DESCRIPTION

TWO-DAY WORKSHOPS MAY 20-21, 1975

E. NATURAL LANGUAGE ASSESSMENT IN THE BILINGUAL CLASSROOM

Charles H. Herbert, Alba Moesser, Anthony R. Sancho
CHESS and Associates, Inc., San Bernardino, California

This workshop will concentrate on a language diagnosis instrument developed by CHESS and Associates, Inc., called the "Basic Inventory of Natural Language (BINL)". The BINL accurately determines the language dominance and language proficiency of students in bilingual classrooms.

F. UNDERSTANDING DIFFERENT CULTURES THROUGH NON-VERBAL COMMUNICATION

Carolyn Ebel, Tom Bowder, Annette López, Judith Ninecourt
Temple University, Pennsylvania

This workshop includes demonstration of similarities and differences in body language used in the American culture and in the Latin American culture. Small group sessions will be held to develop materials using body language for use in classrooms. The materials will be based on Latin American body language.

G. STIMULATING CREATIVE WRITING

Priscilla Baker, Norma Davis, Carmen González
Region I Education Service Center, Texas

This workshop will emphasize techniques and procedures in utilizing a creative writing approach to teach Spanish-English bilingual reading. The presentation will be based on the creative writing component of the total reading curriculum developed by the Region I Education Service Center.

H. EVALUATING THE NATURE OF SPANISH-ENGLISH LANGUAGE DEVELOPMENT AMONG BILINGUAL CHILDREN FROM AGES 12 MONTHS THROUGH EARLY GRADE SCHOOL

Gary Keller
York College, New York

The workshop will cover the following four areas: (1) what aspects of Spanish and English are first acquired among children learning to speak in a bilingual environment, (2) compound and coordinate structures in bilingual children, (3) teaching Spanish and English reading and writing skills: an analysis of some problem areas, and (4) testing for language dominance and for achievement.



PRE-CONFERENCE WORKSHOP DESCRIPTION

ONE-DAY WORKSHOPS MAY 20, 1975

I. LEARNING DISABILITIES - THEY'RE ALL AROUND YOU

Patricia Peterson Robert Abbott
Waukegan School District, Illinois

The workshop is designed to acquaint the bilingual educator with various aspects of learning disabilities. The specific topics discussed will include: how learning occurs; identification, prevention and treatment techniques; and culture and learning style differences.

J. MULTICULTURAL MULTILINGUAL CURRICULUM DEVELOPMENT PROGRAM

Nell González Constantine Ress Steven Shiu
Kathy Canale Blanca Soto
Board of Education of the City of Chicago, Illinois

Discussions on multilingual curriculum development and English as a Second Language activity are the highlights. The ethnic groups represented are Chinese, Italian, Greek, and Spanish. Activities include review of curriculum materials and demonstration of instructional techniques.

K. ARTS AND CRAFTS FOR THE BILINGUAL CLASSROOM

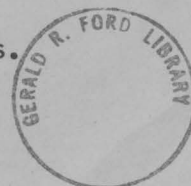
María Luise Michel Almonte
Tacoma, Washington

This is a demonstration session in which the session leader will present art techniques geared for the classroom. The workshop will include work with papier-mâché, paper flowers, and puppets. Participants are asked to bring their own scissors.

L. ONE SCHOOL - FOUR LANGUAGES (Chinese, Japanese, Spanish, and English)

Manuel Jiménez, Gladys Peng, David Kan
William Land School, Sacramento City Unified School District, California

An overview of a linguistically and culturally unique program, as well as the management procedures employed in organizing instruction for children of four (4) distinct linguistic groups.



PRE-CONFERENCE WORKSHOP DESCRIPTION

ONE-DAY WORKSHOPS MAY 20, 1975

M. TUTORING AND BILINGUAL READING

Ernesto Ramos and Staff
ASPIRA - M.A.C.E., Chicago, Illinois

This workshop will deal with three major topics: (1) preparation of teachers in bilingual reading instruction, (2) setting up a tutorial reading program in a bilingual education classroom, and (3) accreditation requirements for the instruction of reading in bilingual programs.

N. BILINGUAL EDUCATIONAL TELEVISION

Joseph A. Quiñones
Children's Television Workshop, New York

This workshop includes a presentation of the new film "Sesame Street Está Donde Quiera" and the new record "Sesame Mucho", and a demonstration of how the reinforcement goals are used in the show.

P. LINGUISTIC AND CULTURAL ASPECTS IN BILINGUAL BICULTURAL EDUCATION

Ernesto Juan Fonfrías
Instituto de Lexicografía Hispanoamericana Augusto Malaret
San Juan, Puerto Rico

The major theme of the workshop will be the factors influencing bilingualism and biculturalism of Spanish-speaking people living in the United States. The workshop will also include a discussion of the programs of the Institute of Spanish American Lexicography, at San Juan, Puerto Rico.

R. BILINGUAL TEACHER EDUCATION: STRATEGIES FOR PLANNING, ORGANIZING, AND CONDUCTING TEACHER INSERVICES

Elisa Gutiérrez
Texas Education Agency, Austin, Texas

The workshop will include a discussion of problems in planning and implementing bilingual teacher inservice institutes. The presentations will be based on the problems which came up during the implementation of the institutes, the materials gathered, and the results of the implementation of the materials developed.

PRE-CONFERENCE WORKSHOP DESCRIPTION

ONE-DAY WORKSHOPS MAY 21, 1975

S. CULTURAL PERSPECTIVES IN BILINGUAL EDUCATION

Louise Eggert and Team
Board of Education of the City of Chicago, Illinois

This is an activity oriented workshop encompassing the areas of language arts, social studies, mathematics, second language acquisition, and school-community relations. Development of teaching aids will be the major activity. The focus will be on a bicultural approach.

T. CHILD DEVELOPMENT AND PRESCHOOL EDUCATION: SOME PERSPECTIVES

Yolanda Rosés López
Bilingual Education Service Center, Mount Prospect, Illinois

This workshop will feature a presentation of principles, theories, philosophies and models of early childhood education, and will examine the role of early childhood curriculum in child development.

U. BILINGUAL BICULTURAL EDUCATION - TEACHER TRAINING PROGRAMS

Gilbert N. García Roger Shuy
Center for Applied Linguistics, Arlington, Virginia

The workshop will include: (1) whole group discussion on language proficiency, linguistics, culture, instructional methods, curriculum utilization and adaptation, assessment, community relations, and specific competencies and (2) small group sessions for the formulation of specific strategies necessary for the implementation of the outlined competencies.

V. INCORPORATING ETHNIC STUDIES INTO THE CURRICULUM

Joseph Frattaroli, Laveta Johnson, Rita Dee
Urban Education Section, Illinois Office of Education, Chicago

The workshop will deal with three major topics under ethnic studies: (1) techniques and strategies for ethnic studies; an affective approach, (2) introducing ethnic studies into the classroom, and (3) inter-group communication: strategies for multicultural classroom activities.

PRE-CONFERENCE WORKSHOP DESCRIPTION

ONE-DAY WORKSHOPS MAY 21, 1975

W. BILINGUAL BICULTURAL EDUCATION: A WORKABLE MANAGEMENT PLAN

Frank O'Connor, Alicia Meza, Ricardo Torres
Sacramento Unified School District, California

Presentation of the Sacramento Unified School District's management plan for a Spanish-English bilingual program will be the emphasis point of this workshop. Each aspect of the management plan has undergone field testing at one or more school districts. The plan is applicable to any individual school district with minimal adaptation.

X. TOWARDS BETTER UNDERSTANDING OF YOUR GREEK NATIVE SPEAKING STUDENT

Sotiris Rekoumis
Board of Education of the City of Chicago, Illinois

This workshop will include (1) a discussion of Greek history, (2) the structure of the Greek family: its underlying social, economic, and human dynamics, and (3) the teaching of English to the newly arrived Greek child: similarities and differences between English and Greek phonemes, syntax, intonation, and idiomatic expressions.

Y. SCDC CURRICULUM IN THE CLASSROOM

Ralph Robinett, Eneida Hartner
Spanish Curricula Development Center, Florida

This workshop will include an overview of the Spanish Curricula Development Center, an evaluation of its instructional materials, demonstration lessons for different areas of instruction in Spanish, small group sessions on the "study parts" of a teacher orientation module, development of an activity related to one area of instruction, and a discussion and evaluation of the workshop.

Z. EVALUATION OF BILINGUAL EDUCATION PROGRAMS

Bernard Cohen and Staff
Bernard Cohen Research and Development, New City, New York

Bilingual measurement techniques to assess program effectiveness in meeting educational objectives in dominant and second language instruction will be the key topic. The workshop includes discussions on measurement of growth in reading and academic areas, oral language development, readiness, and the affective domain. The languages considered in this discussion are Chinese, French, and Spanish.



For your Info

1113 East Crockett
Harlingen, Texas 78550
April 4, 1975

Editor
Valley Morning Star
1310 South Commerce
Harlingen, Texas 78550

TO THE EDITOR,

In reference to the recent letters concerning bilingual education and language, the writers have succeeded in exhausting our patience and desire to continue to remain civil to insufferable fools any longer.

There is a mounting anger among the educated mexico-norte-americanos, particularly among those of us who have attempted to build a progressive majority for social change only to ^{be}met with sick minds like that of the writers from Rio Hondo and La Feria.

The disintegration of society threatens the well-being of everyone in general and the Mexican American, Chicano in particular. The chief threat to our social stability continues to be the pseudo-revolutionary on the left and the mindless reactionary on the right.

Reactionaries like them who think they have a solution to all of society's ills by blindly attacking government are like the Civil War surgeons who, unfamiliar with the germ theory, fail to wash their hands and ended up by killing their patients while trying to save them. Government steps in where the extremists threaten the rights of others.

Instead of participating in the process of universalizing children, mass producing sanitary, plastic minds, schools should be enabling ethnics to be genuinely involved in the process of citizenship and not be mock turtles ashamed of their ancestry, their language, customs and traditions. They should stop catering to powerful entrenched vested interest groups and fawning over the perceptions of reactionaries like those two who erroneously and ethnocentrically equate the use of English with Americanism.

Ghandi once said: "I do not want my house to be walled-in.

I want the cultures of all lands to blow about my house as freely as possible. But I refuse to be blown off my feet by any."

Perhaps that is what hurts men like Mr. Wicked and Mr. Rolfe. In spite of military, political, and economic conquest ~~of~~ the Spanish Speaking, Mexican American, Chicano has refused to be blown off their feet by an alien culture, and have silently continued to defy it.

I suggest that it is people like them who are creating hate and revolution in the minds of the people.

Respectfully,

G.G. Garcia
Research Consultant



Letters To The Editor

3/29/75

EDITOR'S NOTE: Because of space limitations letters to the editor must be 300 words or less, otherwise they will have to be left out or edited to come within the 300 word

selves and a lot because they could get welfare. The Latins that were raised in the Valley have had the opportunity to learn to speak English and most of them can speak if they want to

BILINGUAL PROGRAMS

To the Editor: 4/2/75
We, a group of parents and taxpayers of the Rio Hondo Ind. School Dist. are very much

Note:
Language of the
anti-bilingual
ed. petition not
Dr. Gonzalez's.

RD LIBRARY

Bilingual Studies Misunderstood

EDINBURG — A people who are to live in harmony with each other must respect each other's language, traditions and values, Dr. George A. Gonzalez, direc-

a strong desire to speak a second language?"

Dr. Gonzalez said one must not forget bilingual education includes the teaching both

he said.

"Perhaps the very sound methods which the critics of bilingual education have been utilizing all these years should be

children will not be able to function well in secondary school, and (B) their children will be economically handicapped when they finish school?"

profession.

He quoted it as saying "Our English speaking young children are unable to find employment





SETON HALL UNIVERSITY

South Orange · New Jersey 07079

(201) 762-9000, Ext. 505, 372

CHINESE/JAPANESE-ENGLISH
BILINGUAL INSTITUTE

June 17, 1975

Mr. Fernando E.C. De Baca
Special Assistant to the
President
The White House
Washington, D.C.,

Dear Mr. De Baca:

Thank you very much for the letter of May 19, 1975 and the enclosed photograph. It will be a proud and cherished addition to my collection. I also wish to thank you for the list of participants.

As I wrote to you before, Dr. Carl Li of 49 Stonegate Drive, Silver Spring, Md. 20904 (telephone 301-384-1049; Social Security Number 319-38-3467) has the most extensive experience in Asian bilingual education. I am certain that you have his name in your file for any future similar meetings.

The following two persons from California are also outstanding specialists in bilingual education:

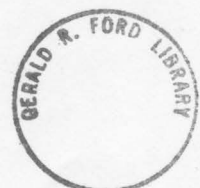
1. Ms. Doris Wong
Castelar Bilingual School
850 Yale Street
Los Angeles, California
Office telephone: 213-622-8310
2. Mr. Ling-chi Wang
Ethnic Studies
Asian-American Division
University of California in Berkeley
Office telephone: 415-642-6555

I hope, Mr. De Baca, that in some small way, I was able to make a contribution to furthering bilingual education. If you feel that I may be of assistance in any way in the future, please do not hesitate to call upon me.

Sincerely yours,

John B. Tsu
John B. Tsu, Ph.D.
Director

JBT/mlr



BABEL

Bay Area Bilingual
Education League



BASTA

Bilingual Alternatives for
Secondary Teachers & Aides

May 12, 1975

Mr. Fernando E.C. DeBaca
Special Assistant to the President
Old Executive Building
Penn. Entrance, Room 171
Washington, D.C.

Dear Fernando:

Muchas gracias for your continued support and for taking time from your busy schedule to speak at our April 25th Bilingual Conference in Oakland.

Just to keep you posted as to the happenings in California and the State Department of Education, we are keeping the pressure on so that Dr. Wilson Riles and the State Department of Education will be more responsive to the large limited and non-English-speaking population of California. A contingency of various civil leaders from A.M.A.E., C.A.B.E., C.R.L.A., L.U.L.A.C., M.A.P.A., M.A.L.D.E.F., B.A.B.E.L., Asian Incorporated, G.I. Forum, and bilingual directors from California are calling a meeting with Wilson Riles on Friday, May 16th, to try to reach a satisfactory solution to the proposed reorganization plan that Riles has submitted.

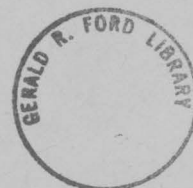
Additionally, I am presently involved in the selection process of the bilingual education bureau positions for the state of California. The interviews are going well, and I am happy to report that all of those individuals that will be placed on an eligibility list are well qualified. It looks like the state of California is coming of age, and that the large number of Chicano organizations are finally uniting to better meet the needs of children in California.

I will keep you posted on the proceedings here and hope that you will be available should I need some assistance from Washington. Gracias por todo, and keep up the excellent work.

Un hermano,

Bob

B. Roberto Cruz, Ph.D.
Director, BABEL/BASTA



BRC:gc

BERKELEY

1414 Walnut Street Berkeley, Calif. 94709 ph. (415) 644 - 6154

DALY CITY

OAKLAND

RICHMOND

MAR 17 1975



CHINESE/JAPANESE-ENGLISH
BILINGUAL INSTITUTE

SETON HALL UNIVERSITY

South Orange · New Jersey 07079

(201) 762-9000, Ext. 505, 372

March 13, 1975

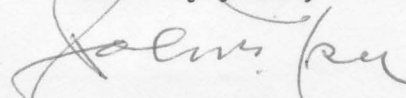
The Hon. Fernando E. C. De Baca
The White House
Washington, D. C.

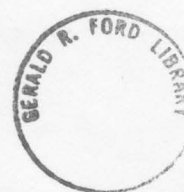
Dear Mr. De Baca:

It was so nice to see you at the Republican Leadership Conference and I want to congratulate you on the very successful bilingual briefing held in the White House. I wanted to introduce to you Dr. Carl Li who is one of the most knowledgeable Chinese in bilingual education. I did not think it was the appropriate time last week and I shall arrange a meeting with you next time when I go to Washington.

With personal regards,

Sincerely yours,


John B. Tsu, Ph.D.
Director





MAR 17 1975

WHITTIER
COLLEGE

WHITTIER, CALIFORNIA 90608

March 12, 1975

Hon. Fernando C. de Baca,
Special Assistant to the President
on Hispanic Affairs
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Fernando:

Thank you for the privilege and the opportunity of being among the select group of individuals who participated in the events of "Tuesday at the White House" on March 4th. It was, indeed, a most enjoyable and productive event, since the broad representation of the participants reflected a genuine interest in bilingual and bicultural education.

Judging from the comments and reactions of those present, the event served its intended purpose, and I believe it was a very good beginning for future discussions and deliberations in promoting bilingual and bicultural education.

I want to re-affirm my own commitment in working together with you in support of the various programs discussed at the meeting. The spirit of the meeting reflected the interest and concern that many of us in the field of education have for bilingual and bicultural education.

Fernando, you can count on me for any follow-up action of the meeting of March 4th. I am prepared to undertake any endeavor or activity to provide an in-pu and support on behalf of the expressed programs.

I wish you well in all of your fine work, and I look forward to maintaining communication with you on this and other matters.

Attached is a copy of a letter I have sent to Mr. William J. Baroody with reference to the meeting.

With my best wishes and kindest regards,

Very truly yours,

Martin Ortiz, Director
Center of Mexican American Affairs
(213) 693-0771, ext. 286

MO/ma



FOR YOUR INFORMATION

COPY

WHITTIER
COLLEGE

WHITTIER, CALIFORNIA 90608

March 12, 1975

Hon. William J. Baroody,
Assistant to the President
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Mr. Baroody:

I wish to commend you, Fernando C. de Baca, and other officials who sponsored "Tuesday at the White House" on March 4th, for providing those of us who attended as participants, with the opportunity to interface on the subject of bilingual and bicultural education.

In retrospect, it was an experience that was mutually beneficial in many respects. It was an occasion that afforded us a one-to-one relationship with administration and Office of Education representatives on a most vital and important subject.

I am particularly grateful to Mr. de Baca who provided the leadership in making it possible for a most select group of individuals, representing a broad, cross-section of the ethnic communities, to be together at one time. Mr. de Baca is a most dedicated, sensitive and committed individual, for whom we have the greatest of respect and admiration.

It is my sincere wish that these type of meetings will continue, so that there can be a two-way communication and in-put.

Again, thank you for the opportunity of meeting with you.

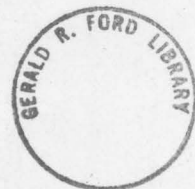
Very truly yours,

Martin Ortiz

Martin Ortiz, Director
Center of Mexican American Affairs
(213) 693-0771, ext. 286

MO/ma

cc: Hon. Fernando C. de Baca✓





MAR 17 1975

NATIONAL EDUCATION TASK FORCE DE LA RAZA

The University of New Mexico — College of Education
Albuquerque, New Mexico 87131 — Phone 277-5649 — 277-5640

NATIONAL CHAIRMAN

Dr. Rupert Trujillo
Director, Division of
Continuing Education
University of New Mexico
Albuquerque, N.M. 87131

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Dr. Henry J. Casso
Associate Professor
College of Education
University of New Mexico
Albuquerque, N.M. 87131

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Denver Public Schools
Denver, Colorado 70202

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Executive Director
Intercultural Research
Development Associates
114 Glenview Dr. W. Suite 118
San Antonio, Texas 78228

MIDWEST REGION

Dr. Salomon Flores
Director
Programs for the Spanish
Speaking
Chicago State University
9500 At King Drive
Chicago, Ill. 60628

WESTERN REGION

Dr. Robert Segura
Assistant Professor
School of Education
Sacramento State University
6000 J. St.
Sacramento, Calif. 95819

March 11, 1975

The Honorable Fernando C de Baca
Assistant to the President
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Fernando:

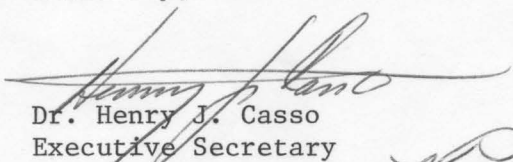
In an effort to follow up the visit of Dr. Roberto Segura (Western Region Chairperson) and myself, as well as the recent White House Conferences on Higher Education and Bilingual Education, the national office recommended that the Executive Committee of the Task Force hold its March 20-21 meeting in Washington, D.C. Following Mr. Gil Chavez's communication with you, the place and agenda was fixed to include interaction with you on the afternoon of the 20th. Gil now indicates you may be traveling on that date. Does this suggest you will not be with us?

We had hoped to meet with you and Commissioner Bell on the occasion of our meeting. This was the reason for meeting in Washington, D.C. If you cannot be with us, would you please let us know immediately?

Gil is attempting to get Commissioner Bell. If we cannot meet with either of you, what do you suggest? What about Mr. Roger Semerad of the Domestic Council who offered to receive suggestions from groups? This could be an alternative. Nonetheless, may we hear from you as soon as possible. We may consider a change in site for the meeting, even at this late date.

Many thanks for your excellent leadership on behalf of our people.

Sincerely,


Dr. Henry J. Casso
Executive Secretary

HJC:mr

cc: Dr. Rupert Trujillo



*Phone call
by mma 3/17/75
to Dr. Casso -
Bell also tied
up - Bell also tied
week - Minnesota
meeting in
Denver*

*telephone
no action
here
Task Force
will write
re. this -*

MAR 10 1975



bilingual children's television, inc.

March 7, 1975

Mr. Fernando De Baca
Special Assistant
to the President
Executive Office Bldg.
Room 197
The White House
Washington, DC 20006

Dear Fernando,

First of all, I want to express my thanks for your efforts in bringing about the White House Conference on Bilingual Education. I think that much can be gained by this first meeting. I will keep in touch with Tomas Arciniega to see if there is anything I can contribute to his paper.

I believe that the Conference will have an impact at both the OE and NIE level especially if they are able to read their audience.

I am enclosing an article that may be of interest to you regarding NIE.

Sincerely,

Benjamin A. Soria
Associate Project Director

BAS/mc

Enclosure



NIE PERSONNEL POLICIES HIT BY CIVIL SERVICE

As if it didn't have enough problems, the National Institute of Education (NIE) has run into trouble with the Civil Service Commission over its personnel policies-- or lack of them. After a routine investigation, the Civil Service Commission has suspended NIE's authority to manage its own internal personnel affairs because it has failed to set up personnel procedures, establish an organization plan and have a description of all jobs. A three-man team from HEW has taken over NIE's personnel operation. Among the problems cited by the Civil Service were the numerous changes in the mission and direction of NIE resulting in the lack of personnel assignments and classifications, failure to develop a merit promotion policy, and jobs performed by people who were either overqualified or underqualified to do the work. Another key problem raised by the Civil Service was NIE's use of so-called "excepted authority," the right to hire staff excepted (exempt) from Civil Service status. The idea was to allow NIE to hire top staff, presumably high quality researchers, who could not be hired under normal procedures. However the law is vague on this point, and the commission believes NIE has abused its authority.

The impact of all this on NIE, which is up for renewal this year and is currently without a permanent director, is hard to tell. Acting Director Emerson Elliott admits that the Civil Service Commission has raised some serious problems and hopes they can be cleared up soon. The freeze on hiring will not actually affect NIE since it has been under a self-imposed freeze since December for budget reasons. Speculation in Washington is that this investigation might help NIE straighten out its organizational problems and be beneficial, or give more ammunition to those who feel NIE has never gotten off the ground.

► An official of the General Accounting Office (GAO) thinks the problems with vocational education programs are not in the legislation but in their administration. "Not very much needs to be changed in the legislative framework," Gregory J. Ahart of GAO told a House education subcommittee on the first day of "voc ed" hearings. "The problem is more in the administration of the programs by the U.S. Office of Education." GAO has written a report critical of federal vocational education programs (see ED USA, p.65, 11/11/74), and Ahart says the major thing Congress should do would be to implement incentives to draw together planning facilities at the local level. Directors of state vocational programs who also testified took exception to GAO's findings, saying the GAO report only emphasized the negative. Defending the federal programs against charges it has not stimulated the growth, Bryle R. Shoemaker of Ohio said, "To say that federal money has not had a catalytic effect on vocational education in the states borders on criminal negligence."

CAPITOL HILL CALENDAR

- ★ Feb. 26--Hearings by the House appropriations subcommittee on the second supplemental appropriations bill for fiscal 1976.
- ★ Feb. 26-27--Hearings continue on vocational education before the House subcommittee on elementary, secondary and vocational education.
- ★ Feb. 27--Hearing on impact aid before the House subcommittee on elementary, secondary and vocational education.
- ★ March 3-18--Hearings before the House Appropriations subcommittee on Labor-HEW on the fiscal 1976 education budget.
- ★ March 10--Deadline for applications for Follow Through grants (details in the Feb. 10 Federal Register (FR)).
- ★ March 24--Deadline for applications for Right To Read state grants (Feb. 7 FR).



TUCSON PUBLIC SCHOOLS

ROBERT D. MORROW EDUCATION CENTER

P.O. BOX 4040

1010 EAST TENTH STREET

TUCSON, ARIZONA 85717

MAR 11 1975

March 6, 1975

The Honorable Fernando E. C. De Baca
Special Assistant to the President
The White House
Washington, DC 20500

Estimado Dr. De Baca:

Cómo puedo agradecerle la magnífica oportunidad de asistir a la conferencia de ésta mañana en la Casa Blanca! Ya era tiempo y espero no sea la última vez porque todavía nos falta mucho para llegar a las metas de la educación bilingüe.

Please feel free to call on us, here in Arizona, or as member of the National Advisory Council on Bilingual Education, when you need support or information on bilingual education.

During the discussion you answered one of the questions and stated that President Ford's speech in Florida had been most helpful and something to have heard. Is there a possibility that I may have a copy of his speech? Thank you so much.

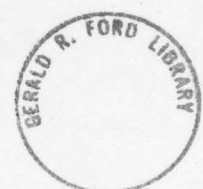
Please keep me in mind when important speeches or information come through your desk that will help us in the field. Fue un placer conocerlo y lo felicito por su posición tan importante y su manera tan profesional e eficiente. Fue un gran placer.

Atentamente,

Rosita Cota

Rosita Cota, Coordinator
Bilingual-Bicultural Project

RC:em





MAR 10 1975

Order Sons of Italy in America
The Supreme Lodge

THE ANTI-DEFAMATION COMMISSION

AMERICO V. CORTESE, ESQ.

Chairman

HON. FRANK J. MONTEMURO, JR.

Pennsylvania

HON. P. VINCENT LANDI

New York

SAMUEL CINO

Canada

PETER J. DESANTIS

California

FRANK BATTAGLIA

Maryland

JUNE ALFANO

Massachusetts

2117 The Fidelity Building
Philadelphia, Pa. 19109
Walnut 3-9494

March 6, 1975

Honorable Fernando E.C. De Baca
Special Assistant to The President
The White House
Washington, D.C.

My dear Mr. De Baca:

I appreciate very much the opportunity
to have attended the conference at the White House
on Bilingual Education.

The discussion was frank, objective
and enlightening.

I enjoyed the proceedings very much
and found them to be highly productive and instruct-
ive.

I wish you would correct my address.
My address is as follows:

Room 2717, The Fidelity Building
123 S. Broad Street
Philadelphia, Pa. 19109

The telegram that was sent to me was
addressed at 2117.

With respect, I am

Sincerely yours,

Americo V. Cortese

AMERICO V. CORTESE

cc: Hon. Wm. J. Baroody, Jr.
P.S. Please have the pictures and other material
mailed to me at the correct address.



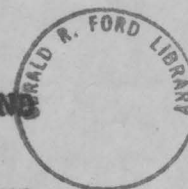
MAR 11 1975

The White House
Washington

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PMS FERNANDO DE BACA SPECIAL ASSISTANT TO THE PRESIDENT, DLR
OLD EXECUTIVE BLDG RM 197 1700 PENNSYLVANIA AVE
WASHINGTON DC

ON BEHALF OF THE BAY AREA BILINGUAL EDUCATION LEAGUE (BAEL) AND THE
MANY MANY EDUCATORS SERVING LIMITED AND NON-ENGLISH SPEAKING
CHILDREN IN THE UNITED STATES, WE WOULD LIKE TO EXPRESS OUR SINCERE
GRATITUDE TO YOU, THE COMMISSIONER AND THE SECRETARY OF HEW FOR THE
COMMITMENT FOR BILINGUAL EDUCATION WHICH EACH OF YOU EXPRESSED AT
THE WHITE HOUSE MEETING OF MARCH 4TH. YOUR EXPRESSION'S OF GOOD
FAITH WILL PROVIDE A BILINGUAL OFFICE REPORTING DIRECTLY TO THE
COMMISSIONER, PREVENT RECISIONARY CUTS IN THE BILINGUAL OFFICE AND
MORE IMPORTANTLY, PROVIDE MORE LIMITED AND NON-ENGLISH SPEAKING
CHILDREN WITH AN EQUAL EDUCATIONAL OPPORTUNITY. THANK YOU FOR YOUR



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SUPPORT

**DR. B. ROBERTO CRUZ DIRECTOR BABEL CC: COMMISSIONER TERRELL
BELL AND SECRETARY CASPER WEINBERGER
NNNN**



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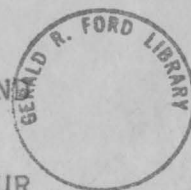
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PMS FERNANDO DE BACA SPECIAL ASSISTANT TO THE PRESIDENT, DLR

OLD EXECUTIVE BLDG RM 197 1700 PENNSYLVANIA AVE

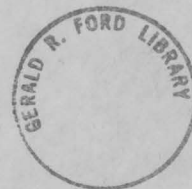
WASHINGTON DC

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10 BELL AND SECRETARY CASPER WEINBERGER
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BILINGUAL EDUCATION EXPERTS

Dr. Hernan La Fontaine
Executive Administrator
Office of Bilingual Education
110 Livingston
Brooklyn, New York 11202
(Puerto Rican)

Teaching experience in elementary, secondary and postsecondary bilingual education.

Dra. Carmen Marina
Biscayne College
16400 N.W. 32nd Avenue
Miami, Florida 33054
(Cuban)

Experience in bilingual curriculum development.

Ms. Arminda Fuentevilla
Department of Higher Education Administration
University of Arizona
Tucson, Arizona 85721
(Cuban)

She is originally from New Mexico now serving her internship at the University of Arizona. Experience in bilingual teacher training programs.

Dr. Jesus Chavarria
Director
Center for Chicano Studies
University of California
Santa Barbara, California 93106
(Chicano)

Experience in bilingual programs at the post-graduate level. He has also coordinated bilingual seminars in the U.S. and Mexico.

Dr. Henry W. Pascual
Director
Cross-Cultural Education Unit
State of New Mexico
Department of Education
Education Building
Santa Fe, New Mexico 87501
(Puerto Rican)

Experience in bilingual education programs.

Ms. Maria Gutierrez Spencer
Bilingual Bicultural Teaching Training Center
New Mexico Bilingual Network
Deming Public Schools
Deming, New Mexico 88030 (Chicana)

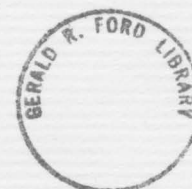
Experience in elementary and secondary bilingual curriculum development and teacher training programs.

Ms. Maria L. Urquides
1221 East Mabel Street
Tucson, Arizona (Chicana)

Broad experience in all aspects of bilingual education.

Ms. Bambi Cardenas
2301 So. Jefferson Davis Highway
Apt. #1013
Arlington, Virginia 22202

Experience in program planning and development in bilingual education.



The resumes of the following individuals, experts in the field of bilingual education are enclosed:

Mr. Jorge M. Perez Ponce
World Association of Community Colleges and
Technical Universities
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Dr. Alfredo G. de los Santos Jr.
President
El Paso Community College
6601 Dyer Street
El Paso, Texas 79904

Mr. Henry Oyama
Director, Bilingual Program
Pima Community College
2202 West Anklam Road
Tucson, Arizona 85709

Mr. Ricardo Martinez
Multi-cultural Task Force
National Institute of Education
1200 19th Street, N.W.
Room #818
Washington, D.C. 20208

Dr. Cecilio Orozco
Institute for Bilingual Education
New Mexico Highlands University
Las Vegas, New Mexico 87701

Mrs. Gracia Molina de Pick
1016 Newkirk Drive
La Jolla, California 92037

Dr. Candido de Leon
President
Hostos Community College
Bronx, New York

Mr. Adalberto Guerrero
Dean of Students
University of Arizona
Tucson, Arizona 85721

Pepe Barron
Executive Director
El Congreso Nacional de Asuntos Colegiales
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
(A copy of this resume has been previously
sent to your office)



El Congreso Nacional De Asuntos Colegiales



National Office: One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036
Southwest Office: 6601 Dyer Street, El Paso, Texas 79905

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Pepe Barrón

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February 20, 1975

Mr. Fernando C. de Baca
Special Assistant to the President
Old Executive Office Building
17th and Pennsylvania, N.W.
Room 197
Washington, D.C. 20500

Estimado Fernando:

Enclosed please find the list of experts in the field of bilingual education.

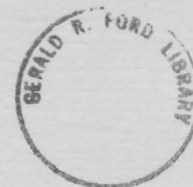
The questionnaire to send to these people, in order for us to have a good meeting will be forthcoming.

Atentamente,

Pepe Barrón
Executive Director

TEZCATLIPOCA
God of Education

P.S.: Your office has a copy of my resume.



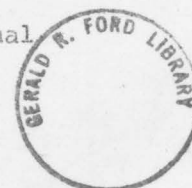
FOR RELEASE UPON DELIVERY

Final

Statement by
Honorable Frank C. Carlucci
Under Secretary of Health, Education, and Welfare
Before the
General Subcommittee on Education
Committee on Education and Labor
House of Representatives
Thursday, March 28, 1974

The Under Secretary is accompanied by:

Dr. John Ottina, U.S. Commissioner of Education
Dr. Thomas K. Glennan, Jr., Director, National Institute of Education
Mr. Charles M. Cooke, Jr., Deputy Assistant Secretary for Legislation
(Education)
Dr. John C. Molina, Director, Division of Bilingual Education, OE
Mr. Homero Acevedo, Education Program Specialist, Division of Bilingual
Education, OE

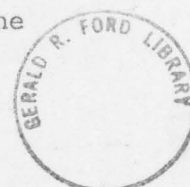


Mr. Chairman and Members of the Subcommittee:

I am happy to appear before your Subcommittee this morning to discuss the policy and program implications of the Lau decision on educational programs to assist students who are disadvantaged because of limited or non-English speaking ability.

The Supreme Court decision in Lau v. Nichols focuses our attention again on the special problems of some children in our society in achieving equal access to educational opportunities available to others in their community, and the need for the public school systems of this country to deal explicitly and effectively with such problems. In its simplest terms, the Supreme Court in Lau affirmed the responsibility of Local Educational Agencies (LEA's) to comply with Title VI of the 1964 Civil Rights Act, and HEW regulations and guidelines issued pursuant thereto. These guidelines and regulations require that school districts take affirmative action to rectify the language deficiencies of limited and non-English speaking children in such a fashion that they may enjoy equal access to the education opportunities provided to all other students by the school system.

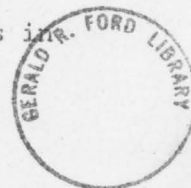
In the Lau case, no specific remedies were sought, and the Supreme Court prescribed none, but rather remanded the case to the district court level for "fashioning of appropriate relief." The Court, therefore, left open the nature of the appropriate relief required, as do our HEW Title VI regulations and guidelines. But while much about the nature and application of remedies for English language deficiencies



remains unclear in the Court's decision, it is clear that local educational agencies are obligated to develop effective affirmative action programs for dealing with such problems, and that HEW, under Title VI, should continue to enforce its regulations and guidelines pertaining to such obligations.

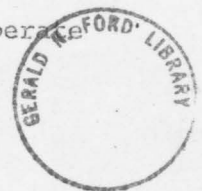
There are several dimensions of both the educational problems of students of limited English speaking ability and potential solutions to their problems which distinguish the needs under discussion today from other special educational issues facing our school systems, and I will deal with those distinguishing characteristics shortly. But first, it seems to me important to deal with the characteristics which this issue has in common with other special educational problems -- those of handicapped students, the student involved in schools undergoing desegregation, and educationally disadvantaged students -- to name some of the most prominent examples. All of these problems have a common dimension, and all raise the question of the proper Federal role in seeking solutions.

- In each case, LEA's across the country are being required, as a matter of Federal statute, Federal or State court order, or just sound public policy, to provide specific educational opportunities for students with special problems. The State and LEA response has ranged from ignoring such problems, to dealing with them inadequately, to doing an excellent job within the constraints of fiscal capacity.
- Providing sound educational opportunities for students with special problems can enable them to become productive or self-sufficient citizens of the nation as well as of the localities and States in which they live.



- While there are exceptions, such as some types of handicaps, the distribution of students with special educational problems is often uneven geographically. They are usually concentrated in a limited number of States or in a limited number of districts within a State.
- Dealing effectively with these special problems usually involves some additional costs, though these additional costs may vary in duration. Desegregation cases would be an example of short term requirements for special funding whereas education of the severely handicapped would be a problem of long-term duration. The additional costs may fall unevenly, due not only to differing concentrations of students having such problems, but also because of the differing character of the problem and the nature of an appropriate solution. As an obvious example, minor speech defects are much simpler and less costly to deal with than serious mental retardation, and similarly, special education for a high school immigrant youngster who is already fluent and literate in one language is far less costly than that for a youngster from the barrio in his first years of school who is literate in no language and speaks only non-standard Spanish.

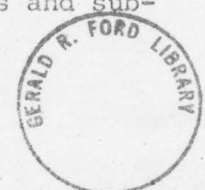
Within this broad framework, it is appropriate to explore the roles which should be played by the local, State and Federal levels of government. Clearly, most would agree that the educational system which directly serves students, with or without special problems, should be operated predominantly at the local level. Only in rare instances where a special problem is so infrequent that few if any States would be able to operate



a program or facility economically should the Federal government consider assuming responsibility for the direct provision of the special services required.

On the other hand, there is a clear Federal role and responsibility in conducting a vigorous civil rights compliance/enforcement activity -- not because LEA's and States are necessarily unwilling to achieve voluntary compliance with the law, but because the Federal government is obligated to ensure that such compliance actually occurs. That is, we must ensure that Federal statutes and court decisions requiring State and local educational agencies to address special educational needs so that all children are provided a sound and equal educational opportunity are carried out. I would note that the growing awareness in all sectors of the legal and educational community of the need to ensure equal educational opportunities has greatly reinforced the importance of a comprehensive Federal civil rights compliance/enforcement strategy.

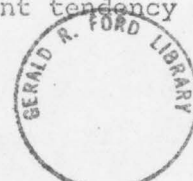
Beyond a Federal civil rights compliance/enforcement strategy, a generally accepted Federal role would include research, testing, and dissemination of educational approaches, models and techniques for teaching students with special education problems. This capacity building role would include such related activities as curriculum development, teacher training, and technical assistance to States and LEA's attempting to meet their obligations to provide equal educational opportunities to all students. While these activities are obviously not exclusively Federal and should not be, the ability of the Federal government to mount such efforts with the needs of the entire nation in mind makes it an obvious and substantial participant in such endeavors.



In turning to the question of who should provide financial support for the actual provision of educational services, and on what basis, we move onto much more controversial and less clear ground. That question -- specifically with respect to the Federal role -- however, is now before us in the education policy implications of the Lau decision and, indeed, most special education problems. It is both a complex and important question, and we all need to think about it as carefully and clearly as possible.

One school of thought would simply embrace all special education costs as a Federal responsibility with the Federal government underwriting the entire incremental cost of providing special education services. I do not believe that a persuasive case can be made for this approach on historic, conceptual, legal, or fiscal grounds. Historically, education has been and remains today a predominantly State and local activity. Although our population is increasingly mobile, and the benefits of a sound education accordingly do in part accrue to the nation as a whole, those benefits obviously most heavily accrue at the State and local level. Legally, there is an increasingly less persuasive case for Federal intervention in the form of direct educational financial support on the ground that States and localities will refuse to provide such support for wholly inappropriate reasons, i.e. in order to discriminate. Federal and State statutes and court orders with resulting appropriate compliance and enforcement machinery are rapidly depriving school systems of the opportunity to avoid such responsibilities.

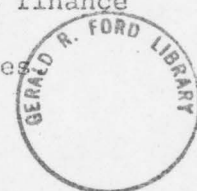
On fiscal grounds, where the case is often argued most strongly, the basis for total Federal assumption of all incremental special education costs is equally weak. I am particularly troubled by the frequent tendency



in discussions of this problem to concentrate solely on the fiscal plight of local educational agencies and to ignore the appropriate role of the States in the provision of educational services. In this regard, I would call attention to the continuing deficits in the Federal unified budget -- estimated at \$14.3 billion in FY 1973, as compared with aggregate State budget surpluses estimated at 11.0 billion in calendar year 1973. We have a situation in which the States are able to address the problems they are confronting as a result of the Lau decision. This is especially true because of probable reductions in budget demands on established State and local tax bases which can be expected to result from decreasing school enrollments.

It seems to me quite clear that many local school systems are fully able to finance, without a large proportional increase in outlays, the incremental cost of providing appropriate educational programs to deal with special problems -- especially where the incidence or concentration of those special problems is low and the fiscal capacity of the school district is sound. In those cases where the incidence or concentration of special educational problems is high, or the fiscal capacity of the school district is low, I believe that the State has a major role in the equalization process to ensure that all children within the State are provided equal educational opportunities.

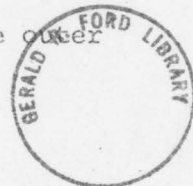
As mentioned earlier, I believe that States are increasingly recognizing this obligation in determining the allocation of their fiscal resources. It is interesting to note that 65 percent of the general revenue sharing money which was made available for State expenditures -- some \$643 million -- in the January 1, 1972 through June 30, 1973 period was used to finance educational services -- 39 percent of which went for new services.



The combination of the Federal budget deficits versus State budget surpluses plus the demonstrated desire of most States to spend their General Revenue Sharing money upon new education services, argues strongly that the increased service costs for equal educational opportunity should be heavily shared by State and local educational agencies rather than solely by the Federal government.

If there is no solid case for total Federal assumption of costs, is there -- conversely -- an argument for no Federal financial participation in the provision of services to students with special educational problems? While such an argument can be made on purely intellectual grounds, the Federal government has already taken the position that it would and should financially support certain high priority programs where there is a clear Federal interest, such as the Title I program for the disadvantaged and desegregation assistance under ESAA to assist LEAs heavily impacted by the compliance requirements of Title VI. There is a question, however, as to whether these precedents should apply in the case of limited and non-English speaking students and, if so, on what basis Federal financial support should be provided.

The response to this question leads me back to the special characteristics of the limited and non-English speaking problem and potential solutions. Data on the size and the target population is not precise, but we can make some estimates. Using 1970 Census data on homes where other than English is spoken and a 1972 survey of the Office for Civil Rights of the traditional national ethnic origin minorities (e.g. Asian American, Spanish-surnamed and Native American), we estimate the

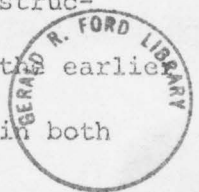


bounds of the target population to be on the order of 5 million. Of this total, clearly a number of the young people speak English, although other languages may be spoken at home. Based on a limited sample inquiry among the States regarding actual students in need of bilingual education, we estimate the national population of students falling within the Lau definition is between 1.8 to 2.5 million.

This population is not evenly distributed among the States. The greatest concentrations of the traditional national ethnic origin minorities occur in California, New York and Texas -- nearly 66 percent of such children. Using the mother tongue Census data, the distribution is not heavily concentrated; but, again, using only the traditional national origin minority data, nine States account for 85 percent of the total target population. (I would be happy to provide for the Record more detailed estimates of the target population).

Given these estimates of the size and distribution of the target population, it would seem appropriate to consider next the nature of appropriate educational programs to rectify English language deficiency. We would obviously like to say much more, and with much more certainty about this subject than current knowledge of the state of the art permits.

Programs to provide competency in English for limited or non-English speaking children vary widely. They can range from special language tutoring, to separate English language instruction classes (and approaches vary widely within this category), to bilingual education to complete bilingual-bicultural education. Bilingual education includes instruction in the native language as well as English--particularly in the earlier grades. Full bilingual-bicultural education involves education in both



the native and English languages for most or possibly all courses, with stress on the cultural heritage of the limited or non-English speaking child.

In some areas, educational television, including a bilingual-bicultural component, serves as a valuable supplement to programs offered through the school systems in assisting youngsters of limited or non-English speaking ability. We believe funds used under this medium should be explored.

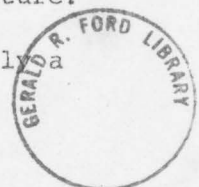
Most expert opinion holds that an effective educational program should go at least as far as a partially bilingual approach, but opinion is divided beyond that point. Intuitively, programs--particularly for younger children--with a sufficient bilingual component to avoid a negative self-image are preferable from both an educational effectiveness and an equal opportunity standpoint to those which may impart some English speaking competence, but leave a negative self-image on the part of the limited or non-English speaking child. The particular content of a model necessary to achieve this result, however, has not been validated. We simply do not have firm evidence to embrace any one model to the exclusion of others.

The variations in concentration of limited or non-English speaking children in a district, the number of different languages involved, and the degree of English language deficiency suggests that different approaches may be appropriate in different situations. In particular, the approach necessary to enable limited or non-English speaking youngsters presently in the school system to attain competency in English at a grade level commensurate with their age may vary widely.



Amidst all these variations in type of language, degree of deficiency, geographic distribution, and proposed approaches to the problem, it is important that we not overstate our major goal. We believe that goal should be to enable limited and non-English speaking children to gain the competency they must have in the English language if they are to compete successfully in American society. Without full competency in English, they are almost certainly destined to end up in drop-out, unemployment or low wage statistics. As I noted above, no program designed to achieve this goal can be a good program if in its effort to achieve English competency the child is left feeling that his native language and background are inferior to that of English dominant children. Ensuring that positive rather than negative emphasis is placed on the child's native language and culture is simply a pedagogically sound and psychologically humane way to achieve competency in English. Nevertheless, the Federal government should clearly not insist, as some would seem to propose, that all special language programs attempt to support the more extensive cultural interests of the various ethnic minorities in American society. The cultural pluralism of American society is one of its greatest assets, but I believe such pluralism should be a matter of local choice and not subsidized by the Federal government.

Given the range of programs which may well be appropriate in the light of our present knowledge to assist in solving the problems of limited and non-English speaking students, it is appropriate to consider next the nature of the costs to put such programs in place. These costs appear to be characteristically and predominantly one-time or temporary in nature. For those school districts which have as yet made no response or only a

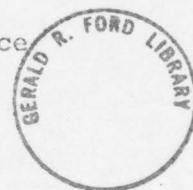


Page 11

limited one to English speaking deficiencies, bilingual teachers or aides must be hired or trained, and appropriate educational materials must be purchased or supplemented. Once these initial investments are made however, the costs of instruction should begin to tail off and return to, or close to, normal costs of instruction.

Such a cost curve, rising initially and then declining, is probable because once the teachers are in place and the educational materials are purchased, there should not be a significant increase in either the number of teachers or the amount of curriculum materials over which would otherwise be required. The resources will be different in kind, but their cost should be roughly the same. Instead of being in classrooms receiving little or no help from unskilled teachers or aides, the children with limited or non-English speaking capability would be in classrooms with skilled teachers or aides and educational materials appropriate to their needs.

The foregoing analysis of the problem suggests two general avenues to pursue in searching for a solution. On the one hand, the appropriate Federal role in the support of Lau mandated efforts carried out by local schools would in some ways be like the Federal role represented in Title I of the ESEA. The similiarity is that we are dealing here with a problem of assisting school systems to provide extra help to individual students so that they will be able to take full advantage of the educational opportunities provided by the schools. In this regard, as you know, Title I funds can now be used for bilingual education, and there is some overlap between the target groups for Title I assistance and bilingual programs.



On the other hand, the problem which school districts will face in meeting their obligations to limited and non-English speaking students is likely to be of relatively short duration, since it is primarily a matter of making certain initial investments and incurring start-up costs. This perspective on the problem suggests that an approach similar to the Emergency School Aid Act would be most appropriate, with Federal funds made available for the limited period in which the school districts are implementing the first stages of a compliance plan with Title VI as upheld by Lau.

It is not now clear which of these approaches is better, and the choice is an important one. Each has its advantages and disadvantages. The Title I approach most clearly conceptualizes a Federal responsibility running to the individual child. However, additional aid through Title I would require special mechanisms to assure appropriate concentration of aid where the most children in need of assistance are located. Moreover, it would be a considerable departure to adjust the Title I distribution formula to a need which is largely for start up resources and time-phased with action to come into compliance with legal requirements.

The ESAA approach could deal effectively with most of the difficulties in the Title I approach, but would leave unresolved the problem of dealing with the overlap between compensatory education for limited and non-English speaking students and separate assistance in meeting their language problems.

Consideration of these alternatives both within the Executive Branch and between the Department and your Committee will require more time, Mr. Chairman, than is available given the urgent need to complete action



Page 13

on this year's bill. In the meantime, however, we need to proceed with some actions which are clearly desirable. Our specific proposals are the following:

First, we would work through the Title VII program and will seek a budget amendment in our Fiscal Year 1975 budget submission for an increase of \$35 million for this program. This would permit the Federal government to allocate more funds for training, selected projects and curriculum development for the benefit of children and school districts in greatest need, leaving until later the development of a long term approach to the problem.

Second, we would recommend a budget amendment increasing funds available to the National Institute of Education for research and related efforts in bilingual education in the amount of \$4.5 million.

These two actions, together, would permit us to make progress in helping the nation's schools develop the educational approaches, manpower resources and conduct some projects which will be necessary whatever future approaches turn out necessary and desirable, after further consideration.

Third, we propose to use Title IV authority of the 1964 Civil Rights Act administered by OE to provide technical assistance to districts seeking to come into compliance with Title VI as upheld by Lau. We believe additional funding is required for this purpose in the amount of \$5 million above the 1975 budget.

That concludes my formal statement, Mr. Chairman. My colleagues and I would be pleased to answer any questions you and members of the Committee may have.



THE WHITE HOUSE
WASHINGTON

Dr. John C. Molina , Director
Division of Bilingual Education
U. S. Office of Education
7th and D Streets, S. W.
Room 3600
Washington, D. C. 20202

245-0861



August 12, 1975

Dear Gloria:

Of course I remember that we were classmates at Albuquerque High. And I'm so glad to hear from you.

Your observations about your children's school/learning experiences are very interesting to me. I have been talking with, corresponding with, meeting with and working with people in the field of education who earnestly believe in the advantages for our children of bilingual education.

It's true that our educational system has been under fire from many directions for a long time now, and there's no indication that all problems will be solved anytime soon. But we try, each in his own way. In this office we are doing all we can to further opportunities for our Spanish speaking Americans and at this time bilingual/bicultural education seems to be one of the more positive ways to do this. However, other viewpoints are stimulating, Gloria, and I appreciate your writing to me.

Best wishes to you and your family.

Tu amigo,

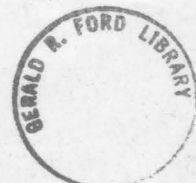
Fernando E. C. De Baca
Special Assistant to the President

Mys/76 Gloria B. Garduno
Post Office Box 4429, Station A
Albuquerque, New Mexico 87106

for Mr. De Baca

MMB:---

FECDeB:mmm



P. O. Box 4429, Station A
Albuquerque, New Mexico 87106

Mr. Fernando C D'Baca
Special Assistant to the President
White House
Washington, D. C. 20500

Dear Ferde,

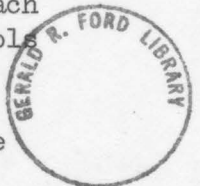
I don't suppose you remember me -- we had history, english and study hall together in Albuquerque High School. My name then was Gloria D. Bazan, now its Gloria B. Garduno.

Ferde, the reason I am writing you is because of the last paragraph on the article in Saturday morning's paper. It stated that nothing could be done for minorities (filling positions at higher levels) because of the lack of education. This is what did it...

Why can't something be done about the Spanish Speaking children that are the citizens of tomorrow. Ferde, I am not trying to knock Senator Montoya's pet project - bi-lingual education - but having had my children in a public school (bi-lingual) I do not feel that here lies the answer. Ferde, this is hurting the children more than it is benefiting them. I know. I can compare my niece and my daughter. They both started public school at the same time, attended first and second grades together. I was able to transfer Renee to a parochial school, but my sister-in-law could not afford it, so consequently Renee is more advanced (education wise) then Maria. If you ever feel that you would like a reading or math demonstration, I am sure this could be arranged. Also, Renee's vocabulary and comprehension are beautiful now. My question is this, why do the children in the South Valley have to suffer because their parents cannot afford to send them to parochial schools?

My girls were both in schools in the South Valley. Jeanette, my oldest who is 15 attended Riverview. Her mother died and we took her in because her father was going to put her in a boarding school. She did not know how to summarize things and did not know what a book report was. Renee, my 9 year old attended Coronado (South Valley also) for the first 2 years. Ferde, when I transferred my girls to parochial school, St. Charles -- the girls were really behind. I realize that the standards of education are always a little higher in parochial schools but why does this have to be? They have lay teachers too. If this is the case everywhere, why not get the nuns to teach lay teachers how to teach children. Then the teachers in the public schools could teach rather than have children feed hamsters. The principal at St. Charles told me they had transfers from everywhere in Albuquerque and that the students that were the furthest behind were the children from the South Valley. She said that she would not blame the children if, when they became adults, they rebelled against their teachers because of their lack of education.

Ferde, Renee was reading Jane and Dick, Puff and Sally in the second grade and here at St. Charles the reading books were much more advanced. They were even writing short stories and Renee didn't even know how to write. Print yes, write no.



Renee tried hard to catch up. I then enrolled Renee in a private tutoring session at the UNM and her reading level is at the 5.2 grade level now. It took $1\frac{1}{2}$ years of private tutoring to bring her level up to the rest of the class.

Jeanette had a tough time too, but she got by -- just barely. At least now I feel she is better prepared for high school.

At St. Charles the children are loaded down with home work, but it really helps, the children learn, and this is what is important.

Ferde, in public school (bi-lingual) they learn numbers, alphabet and colors in English in the morning and in the afternoon, the same thing in Spanish. Where does the advantage lie? This has been bothering me for some time. I have mentioned this before to several people and they told me to keep quiet about it because Senator Montoya had introduced bi-lingual education to the APS system. I am through keeping quiet -- does Senator Montoya have his grandchildren enrolled in bi-lingual public schools? I would really like to know the answer to this. I think it would be better to admit a mistake rather than have Spanish Surnamed children suffer as a result.

My nieces and nephews are attending school in the South Valley. It hurts to think that all these children will ever be able to do is manual and hard labor work. Granted that someone has to do it, but why them?

Sincerely,

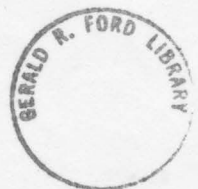
Gloria

Gloria

P.S.

Ferde, thanks for listening. I realize you can't accomplish miracles overnight, but I would appreciate your looking into this matter and possibly keeping me posted.

Oh by the way Ferde, I almost forgot something. Congratulations on your assignment. The President knew what he was doing when he appointed you.



STRAIGHT TELEGRAM

NOVEMBER 7, 1975

BILINGUAL/BICULTURAL COMMITTEE FOR EDUCATION
SAN DIEGO STATE UNIVERSITY AT SAN DIEGO
ATTENTION: DR. ALFREDO MERINO, COORDINATOR
5822 ROCKHURST COURT
SAN DIEGO, CALIFORNIA 92120

ALTHOUGH I CANNOT BE WITH YOU IN PERSON THIS EVENING AS I HAD
ORIGINALLY HOPED, I WANT TO TAKE THIS OPPORTUNITY TO CONGRATULATE
EACH OF YOU FOR YOUR UNTIRING EFFORTS IN HELPING TO FORGE CLOSER
AND MORE EFFECTIVE RELATIONSHIPS BETWEEN OUR COUNTRY AND MEXICO.
FIELD OF
IN THE/BILINGUAL/BICULTURAL EDUCATION.

PRESIDENT FORD HAS ASKED ME TO CONVEY HIS CONGRATULATIONS TO
YOUR GROUP AND TO EACH OF YOUR DESERVING HONOREES FOR THEIR
OUTSTANDING CONTRIBUTIONS TO BILINGUAL/BICULTURAL EDUCATION AND
FOR THEIR COMMITMENT TO THE PRINCIPLE OF EQUAL EDUCATIONAL
OPPORTUNITY FOR ALL AMERICANS.

PLEASE CONVEY THE PRESIDENT'S MOST PERSONAL AND SINCERE APPRECIATION
TO TOMAS ARCINIEGA, JOHN MOLINA, ASSEMBLYMAN PETER CHACON AND
REYES MAZON FOR THEIR SIGNIFICANT CONTRIBUTIONS.

DONDE HAY ANIMO Y DETERMINACION, TODO ES POSIBLE. LOS FELICITO.

SU SERVIDOR,

FERNANDO E. C. DEEBACA
SPECIAL ASSISTANT TO THE PRESIDENT



TELEGRAM

FULL RATE
(STRAIGHT TELEGRAM) ☒
NIGHT LETTER ☐

The White House
Washington

STRAIGHT TELEGRAM

NOVEMBER 7, 1975

BILINGUAL/BICULTURAL COMMITTEE FOR EDUCATION
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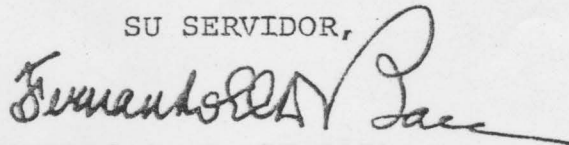
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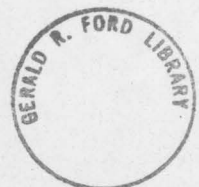
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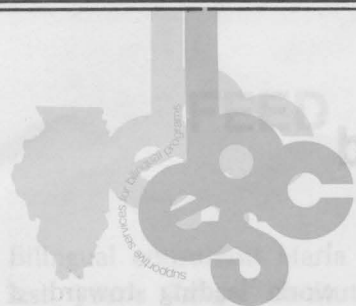


FERNANDO E. C. DE BACA
SPECIAL ASSISTANT TO THE PRESIDENT


APPROVED FOR DISPATCH

11-7-75





NEWSLETTER

BILINGUAL EDUCATION SERVICE CENTER

101 NORTH OWEN STREET • MOUNT PROSPECT, ILLINOIS 60056 • (312) 255-7610

Volume II, No. 3

NORTHWEST EDUCATIONAL COOPERATIVE

January-March, 1975

INTERNATIONAL CONFERENCE MAY 22-24

Preparation is well underway for the International Bilingual Bicultural Education Conference as a result of a meeting of the National Planning Committee in Chicago during early January.

In addition, bilingual educators representing areas throughout the United States and Territories have been contacted to facilitate the thorough dissemination of information regarding the Conference and to insure that there is adequate geographic and ethnic representation in the conference program.

Over 12 Pre-Conference workshops are planned for May 20 and 21, with an evening of culture-related activities scheduled for Wednesday, May 21. The Conference opens on Thursday, May 22 and continues through Saturday, May 24. General sessions are planned for each day. More than 140 concurrently scheduled sessions, both large and small groups, can be attended by Conference participants during the three-day event.

Friday evening, May 23, a dinner-dance will take place in the Grand Ballroom of the Palmer House Hotel. Reservation information will be forthcoming.

Publishers, having been invited to exhibit materials, are reserving booths for the purpose of displaying educational materials of interest to bilingual educators.

The Bilingual Education Service Center is working closely with co-sponsors, the National Association for Bilingual Education (NABE), the Illinois Office of Education, and the Chicago Board of Education, to

insure that the International Conference will provide great opportunities for professional growth and interaction among persons interested and involved in bilingual education.

Registration information will be distributed in the near future to all Illinois bilingual personnel, all NABE members, all out-of-state persons who have requested forms, and, of course, all persons whose names are a part of the NEWSLETTER mailing list.

Members of the National Planning Committee are:

Mr. Eduardo Cadavid, Administrator
Special Language and Bilingual Programs
Board of Education—City of Chicago
Chicago, Illinois

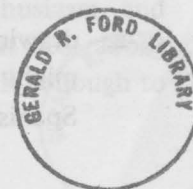
Mr. Guillermo De Hoogh, Assistant Director
Bilingual Education Service Center

Ms. Ann Garcelon, Educational Specialist
Bilingual Education Department
Illinois Office of Education

Mrs. Nell Gonzalez, Director—TESOL
Div. of Teaching English to Non-English-Speaking Children
Board of Education—City of Chicago
Chicago, Illinois

Dr. Arturo Gutierrez, Director
Bilingual Education Programs
State Department of Education
Austin, Texas

(continued on page seven)



Jalapa Institute to be Repeated

The special study institute "Psycho-cultural Problems in the Education of Behavioral Disordered Spanish-speaking Children" is being repeated. Because of the overall satisfaction with the institute, which was offered during the summer of 1974, 30 Illinois teachers will receive fellowships to attend a similar program of studies June 16-August 8, 1975 in Jalapa, Mexico.

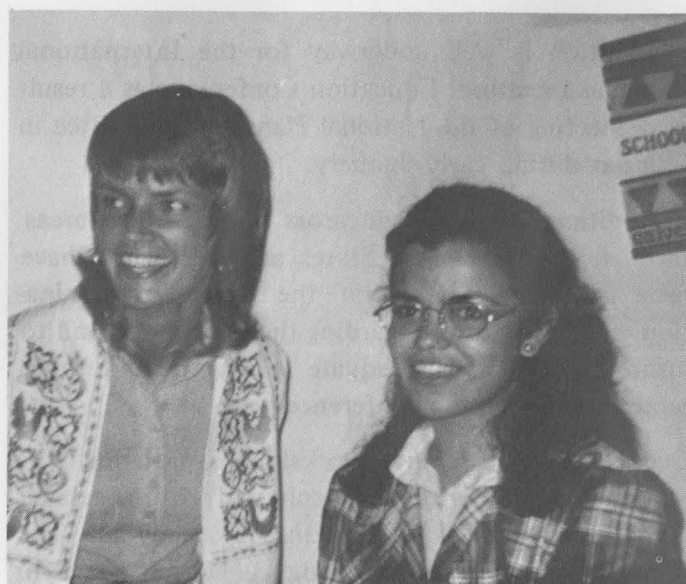
The institute is co-sponsored by the Department of Special Education, Southern Illinois University, by the Bilingual Education Service Center, and by two offices within the Illinois Office of Education: the Bilingual Education Department and the Handicapped Child Section. The Bilingual Education Service Center will coordinate the preliminary arrangements, and the selection committee, composed of representatives of the sponsoring agencies, will be headed by María Medina Swanson.

Through an intensive practicum and formal study period in Jalapa, the institute is intended to—

1. further sensitize the educational personnel working with behavioral disordered Spanish-speaking children, so that they will
 - a. develop a greater personal respect for the customs, values, and general cultural heritage of their Spanish-speaking students,
 - b. more effectively communicate with the child, his parents, and others representing his immediate, cultural-ethnic milieu, and
 - c. encourage the students to deepen their heritage appreciation, thus enhancing their self concept as persons and as learners.
2. to offer professional graduate course work in special education with emphasis on the education of behavioral disordered children which would emphasize current trends, issues, and research in this area of specialization while—
 - a. drawing inferences from this material which might relate specifically to work with the Spanish-speaking child, and

- b. providing course work leading toward a master's degree in special education and/or state approval to teach maladjusted children.

Applicants must be teachers, fluent in Spanish, in either a bilingual education program or a special education program.



Abby Allen, left, and Hilda Rosa Durán, right, participated in the Jalapa Special Study Institute last year.

Fellowships will provide for transportation, room and board, tuition, and registration expenses.

A limited number of participants in the 1974 institute will be selected to return to Jalapa in order to continue their work toward special education certification.

Teachers interested in making application should contact the Bilingual Education Service Center immediately and request application forms. Persons selected to receive fellowships will be notified by April 15.

FEED BACK

Bilingual consultant María Guadalupe Tousek asked last year's Jalapa Institute participants to relate (1) the funniest happening in which they were involved, (2) the most difficult cultural difference to understand, and (3) the most worthwhile learning experience.

The following anecdotes are some of the many returned:

- The happiest happening, but also the saddest, was the good-bye party for the boys in Perote. I remember their enjoyment of the "buffet" provided for them, and I'll certainly never forget our leaving: the boys looking forlorn and waving through the barred windows.
- The most difficult cultural difference to understand was the treatment our maid was given. She was paid wages and sent through *secundaria* by our *señora*. She graduated while we were there. Our *señora* also lent her money to buy her graduation pictures. On the other hand, she had no room for her own. At night she pulled her mattress down from the wall and slept on it. Where she kept her clothes, I still don't know. The confusion comes from what seems to be a lot of concern from the *señora* to complete indifference.
- The most difficult cultural difference to understand was the use to which the *Veracruzanos* put their waste baskets and the almost reverential respect accorded their water closets.
- My most worthwhile learning experience was the opportunity to participate in the day to day life of a Mexican family; to observe the less hurried living style; to appreciate the enrichment provided by extended family ties to its members; and also to evaluate the restrictions imposed by traditionalism versus the greater liberty and individualism provided by the "American way of life."
- My worthwhile learning experience was the whole trip itself—the country, the people, the *Escuela de Educación Especial* staff and kids, the strikes, the oceans and beaches, the food, the hot dog man, and demonstrations—just everything.

Blackburn Teacher Ed. Program

Blackburn College, Carlinville, Illinois, has enrolled its first students in its bilingual, bicultural teacher education program. Director of Teacher Education, Dr. Gary G. Fritz, is also serving as coordinator of the bilingual bicultural education program.

The program is a four-year course of study which includes courses in linguistics, in addition to the traditional college course-work, cultural seminars, practice teaching in schools with Spanish-speaking children, a semester at the *Universidad de las Americas*, Cholula, Mexico, and internship in grade and high schools in Latin America.

Persons interested in further information are urged to write Dr. Fritz at Blackburn College, Carlinville, Illinois 62626, or phone him at 217/854-3231, Ext. 240.

Remember: "Those Who Speak Two Languages are Culturally Advantaged!" ■

Curriculum Resource Library Loan Policy

The Bilingual Education Service Center Curriculum Materials Resource Center exists primarily in order to allow Downstate bilingual project personnel to examine and preview material for instruction.

Downstate project personnel with a Bilingual Education Service Center library card, authorized by the project director, will be able to borrow all circulating materials according to the following regulations:

	Maximum (per project)	Time Limit	Overdue Fine
Books	5	2 weeks	5¢/day
Records/ Filmstrips/ Cassettes	3	1 week	10¢/day
Films	2	3 days	25¢/day

- The most worthwhile learning experience was getting to know the participants. Their enthusiasm and beautiful adaptability taught me a great deal about the kinds of people Illinois has been lucky enough to attract to its bilingual programs. ■

Inservice Training; Mini-Courses

The first half of the mini-course inservice program has been a success. Well over two hundred persons participated (almost all took at least two mini-courses), with 120 of them intending to register for college credit. Of these registrants, 87 will earn graduate credit from Governors State University, while 33 will earn undergraduate credit, either from Governors State University or a community college.

Evaluations of the courses were positive, on the whole, and suggest that bilingual staff members are pleased with this new approach to inservice training.

Recap of Program

Mini-courses offered by the Bilingual Education Service Center are primarily designed to meet the inservice needs of Downstate bilingual program staff, yet other interested persons are welcome to participate. Attendance at three mini-courses satisfies the Illinois Office of Education requirement for inservice training, although participation is not limited to three courses. Indeed, there were several participants who attended four or five of the mini-courses.

Repeated on different dates at different locations, mini-courses are easy to attend because of the flexibility of the plan. Participants can usually select a date and location convenient to them. Saturday sessions are offered for those who wish to take extra courses or who do not have release-time to attend during the week.

Registration with Governors State University will take place in March. Tuition is \$14.00 for the first unit of credit or semester hour and \$13.00 for each subsequent unit of credit. However, mini-course registration is necessary and is accomplished through the Bilingual Education Service Center. Mini-course registration forms, which are sent to Downstate project directors, coordinators, counselors, and instructional staff, are completed and returned to the Bilingual Education Service Center. Persons not associated with Downstate programs are, nonetheless, welcome to request registration information.

The schedule which follows outlines the Spring mini-course program:

COURSE NO. 7

Criterion Referenced Tests: Procedures and Problems in Developing and Using Them

Date	Location
March 7 (Friday)	Mundelein
March 8 (Saturday)	Hinsdale
March 15 (Follow-up)	BESC

COURSE NO. 8

ESL Materials Adaptation.

Date	Location
March 14 (Friday)	Elgin
March 15 (Saturday)	Joliet
March 22 (Follow-up)	BESC

COURSE NO. 9

Early Childhood Education: The Role of Curriculum Materials in Child Development.

Date	Location
March 20-21	LaSalle-Peru

NOTE: Attendance recommended both days for pre-school staff. Others treat as mini-course (one session Thursday with follow-up Friday.)

COURSE NO. 10

Innovative Models in Bilingual Education

Date	Location
April 4 (Friday)	Ottawa
April 5 (Saturday)	Des Plaines
April 12 (Follow-up)	BESC

COURSE NO. 11

Games and Simulation to Develop Cultural Empathy.

Date	Location
April 11-12	Oakbrook

NOTE: This is a two-day workshop. Do not register if you do not intend to participate both days. Limit—40 participants.

(continued on page five)

Districts encouraged to request services . . .

New Projects Needed

Downstate school district administrative personnel who would like to investigate the possibility of requesting State funds for bilingual education programs are urged to contact the Bilingual Education Service Center. This is the time of the year for the writing and submitting of proposals to the Bilingual Education Department of the Illinois Office of Education. School year 1975-76 is the final year for voluntary institution of bilingual education programs under present legislation.

Public Act 78-727 states, in part, "When, at the beginning of any school year, there is within an attendance center of a school district, not including children who are enrolled in existing private school systems, 20 or more children of limited English-speaking ability in any such language classification, the school district shall establish, for each classification, a program in transitional bilingual education for the children therein." Public Act 78-727 takes effect July, 1976.

Consultants are available who can assist school districts both in evaluating the needs of their districts' students and, also, in determining the best possible approach in providing a program of bilingual education. The Illinois Office of Education has set May 1, 1975 as the tentative deadline for the receipt of preliminary proposals.

There are approximately 45 school districts Downstate which apparently should provide programs in bilingual education for their limited English speaking students, but which do not yet provide programs. ■

Mini-Courses (continued from page four)

COURSE NO. 12

Considerations in Special Education to Complement Bilingual Education.

Date	Location
April 18 (Friday)	Chicago Heights
April 19 (Saturday)	Wheeling
April 26 (Follow-up)	BESC

The Bilingual Gifted Child

Information on the education of the bilingual gifted child has been slowly finding its way to the Bilingual Education Service Center. There are some sources of information, but it appears that no identification instruments are yet available. People are getting together to discuss the questions and plan programs. For example, the National/State Leadership Training Institute on the Gifted and Talented is sponsoring a workshop entitled "Disadvantaged Gifted: Promising Practices." To be held at two sites this spring, it will define the need, teach about developing appropriate strategies, and assist participants in becoming familiar with various resources. Secure information by writing: The Council for Exceptional Children, 1970 Association Drive, Reston, VA 22091, or The National /State Leadership Training Institute, 316 W. Second St., Suite PH-C, Los Angeles, CA 90012.

A report entitled "Analysis of Giftedness in Mexican American Children and Design of a Prototype Identification Instrument" is apparently available from the Office of Gifted and Talented, U.S. Office of Education, Washington, D.C. 20202.

Inasmuch as this column is the forum for exchange of information on this topic, your contribution is awaited with impatience. ■



Mrs. Herminia Lopez enjoys a lesson with her students in the LaSalle program. Project Director at LaSalle is Ed O'Brien.

PROJECT NEWS

Champaign

Central High School is the site for a cooperative multicultural, bilingual education program serving students at the secondary level in Champaign-Urbana. Students receive instruction in World History or U.S. History and in English as a Second Language. Three assistants and two teachers work with approximately 25 students who speak any of the following languages: Chinese, Korean, Arabic, Spanish, Thai, Icelandic, Laotian, Finnish, German, Syrian, and Persian. ■



Dr. Bernard Fleener, Champaign Central High School principal, confers with associates, Dr. Larry Bouton of the University of Illinois, and Phyllis Maxey, Champaign Central's bilingual teacher, at the annual meeting of project directors.

Aurora West

We're trying something new in West Aurora to get parents involved in the Bilingual Advisory Council. Parents of students in the Bilingual Programs at Lincoln and Hill School are having monthly meetings at different parents' homes. Our first meeting was held in November. It was very informal and the atmosphere was free allowing parents to share their common concerns and interests.

The December meeting was held at Lincoln School. It

was a Christmas Pot Luck with a program following. The families and friends of students in the Bilingual Program were invited and over 100 people attended. The Pre-School students sang and danced several numbers, a student from the Center at Lincoln read the Christmas Story from a Spanish bible and another student from Lincoln danced to La Negra. Everyone participated in singing Spanish Christmas carols. For a grand finale, three piñatas were broken by children from different age groups. The whole performance was videotaped.

Next month the meeting will be held at the home of another parent, thus continuing the efforts to get more and more parents involved.

by Susan Helmer

Blue Island

Project director Joe Botana announces the implementation of the Blue Island pre-school bilingual program. Edith Grimm, teacher, and Elvira Carrillo, teacher's aide, are using an innovative model whereby nine students arrive at 8:15 a.m. and remain in school until 10:30 a.m. Then, at 9:45 a.m., another group of students arrives and remains in school until 11:45 a.m.

In this way the teacher and the students have an opportunity to be in small and large groups at different times. The arrangement is found to be conducive to better scheduling of activities.



Bilingual teacher Edith Grimm develops an activity with students Francis Caratachea, left, and Anna Carrillo.

The process is repeated in the afternoon with a different group of students.

A folklore and ethnic heritage program will be presented in Blue Island on March 21. Its purpose is to inform, entertain, and stimulate interest in historical and traditional aspects of Mexican culture.

Children were selected by Mrs. Chavez, director of the presentation. They attend the Whittier School.

The program consists of the most pertinent historical facts and geographical features of various regions in Mexico presented through oral descriptions, dances, and music.

A group of mothers from the P.T.A. donated their services in making the costumes for the performance.

information submitted by Dr. Joseph Botana



Costumes for the folklore and ethnic program were made by mothers of children in the program. Standing from left: Dr. Joseph Botana, Mrs. Metzger, Mrs. Juana Esparza, Mrs. Melivia Chávez, and Mrs. Jeanette Trainer. Seated from left: Mrs. Esperanza Esparza and Mrs. Concepción Frausto.

Conference (continued from page one)

Mrs. María Rodríguez Hardie
Bilingual Education Service Center

Mr. Adolfo Jiménez, Director
Special Language and Bilingual Programs
Board of Education—City of Chicago
Chicago, Illinois

(continued on page fourteen)

Have you heard . . . ?

. . . The 1974 Education Act has been signed into law by President Ford. Title VII of the Elementary and Secondary Education Act of 1965 has been amended under the **Bilingual Education Act**. It reads, in part, "the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children (A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, and (B) for that purpose, to provide financial assistance to local educational agencies, and to State educational agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the preschool level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English-speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language."

As a result of the new legislation, Illinois has received a substantial increase (over \$2.3 million) in ESEA Title VII funds to support bilingual education programs in 14 Chicago schools. Chicago Heights and Governor's State University have also received Title VII grants.

A regional meeting outlining the ESEA Title VII rules and regulations for 1975-76 was held in Chicago, February 20-21.

. . . Several articles on bilingual education appeared in the January-February issue of "Today's Education," the Journal of the National Education Association. The special feature carries an overview of bilingual education and articles on ongoing teacher preparation, the Massachusetts story, action by the 93rd Congress, and recent Court decisions.

. . . A Red Cross **Mother's Aide Course** is being taught in Spanish in District 89, Maywood Schools. The course is designed to increase Spanish speaking parents' skills and knowledge in mother and baby care, home nursing, and in serving as a volunteer nurse's aide. Further information can be obtained from Mrs. Gress, 467-5800, or Margaret Larson, 344-3580.

(continued on page ten)

ESL/ABE PROGRESS REPORT

The special grant awarded to the Bilingual Education Service Center for supportive services to ESL/ABE programs throughout Illinois started September, 1974. One of the consultants began September 16; the other came on board October 11. Although consultative services are being provided to all ESL/ABE state-funded programs, the major focus for this year is research, development of specialized publications, and materials acquisition. During its five months life-span, several specialized publications aimed at providing assistance in planning and implementing an ESL/ABE program and evaluating the instructional process have been written. The two primary documents produced are:

1. A MANUAL FOR ADMINISTRATORS consisting of three sections:

- a checklist identifying the four major ESL/ABE program areas and a series of probes to help identify and evaluate each of these areas
- a guide for developing the four areas outlined in the checklist; detailed information necessary for program implementation
- a curriculum planning guide with program goals, objectives, content and expected outcomes.

Completely cross-referred, each section may be used independently, but when used together will provide an overall strategy for planning, developing, implementing and assessing the total ESL/ABE program.

2. An INSTRUCTIONAL PROCESS EVALUATION KIT consisting of three sections:

- a statement describing the purposes and objectives of the self-evaluation kit
- a series of evaluation probes for each of the six ESL/ABE goals to help the local program determine how well it is doing in implementing these goals
- a manual for use outlining the procedures to be followed to conduct the evaluation.

During this same period, a comprehensive collection of curriculum resource materials has been acquired. Commercial, non-commercial and international sources of materials have been identified and contacted resulting in a collection of more than two-thousand titles. One of the most exciting aspects of the collection is the availability of specialized instructional materials developed by state and federally funded projects. Difficult to identify and often more difficult to acquire, the ESL/ABE collection has more than *thirty* such special materials available. We cite just two to give you some idea of the innovative works being done in the field.

1. TEACHING ENGLISH AS A SECOND LANGUAGE. A Self-Instructional Course with accompanying tapes and workbooks designed to be used individually. The course includes:

Unit I—The Nature and Purpose of Language

Unit II—Approaches to Learning and Teaching ESL

Unit III—Teaching Oral Communication Skills

Unit IV—The English Sound System: Discrimination and Pronunciation

Unit V—Language and Its Cultural Context

This material correlates eight areas of adult student needs with eight areas of teacher competencies required to meet these needs. Based on several years of conducting inservice teacher training by the staff of the Bureau of Basic Continuing Education of the New York State Education Department, these training materials have been field tested by over 500 New York State teachers of English as a Second Language to adults. The Bilingual Education Service Center Curriculum Resource Library has eight complete self-instructional kits, seven of which can circulate.

2. THE ASIAN PROJECT. A course for teaching beginning, intermediate, and advanced English for adults with accompanying visuals and teacher's

handbook. Designed to help non-English speaking adults meet their everyday language needs, one of the unique features of the material is the division of lesson components. Each lesson includes:

- Lesson Guide. For teacher use, each guide contains statement of objectives, synopsis of structures, instructional aids, cultural and structural notes, and full instructions for teaching each objective.
- Student Leaflet. For student use, each contains statement of performance objective plus materials for mastering the objectives.
- Evaluation Lesson Guide. For teacher use, each guide presents specific directions and materials for assessing student performance.
- Evaluation Student Leaflet. For student use, each leaflet contains directions and materials for testing student accomplishment of lesson objectives.

Each component is color-coded for easy identification.

The series also includes a HANDBOOK FOR TEACHERS designed to bridge the language and cultural gap between teachers and their students. A valuable aspect of this handbook is a summary chart "Predicted Difficulties of Some Basic English Grammatical Features For Asian and Spanish Speaking Students."

Other materials developed by the ESL consultants at the Bilingual Education Service Center this year are an Annotated Bibliography of Adult ESL Examinations, ESL/ABE Materials Evaluation Form, ESL/ABE Staff Profile Form, Curriculum Description Form, and an ESL/ABE Publishers List.

An annotated bibliography of ESL materials housed at the Bilingual Education Service Center is now being developed. Materials produced by this Illinois Office of Education project will be disseminated to Adult Continuing and Bilingual Education Programs in Illinois.

We welcome your comments and inquiries and invite you to visit us at the center. ■

by John Daugherty
and Joanna Sculley
ESL/ABE Consultants

Migrant Education

For the first time in American history, a marriage of education and technology has become a reality on a nationwide basis. The name of the cooperative venture is the Migrant Student Record Transfer System (MSRTS). The MSRTS is an automated telecommunication system that has associated the 48 contiguous states into one giant school district that has put an unusual thrust behind efforts to provide continuity of educational and health programs for the one half million plus children of seasonal farm workers. The purposes of MSRTS are to rapidly provide school officials with pertinent educational and health information on children of seasonal farm workers as they move from school to school and, also, to provide management data to administrators in planning academic and health programs for them.

MSRTS provides for rapid transmittal of background information on agricultural migrant children. The 48 states are associated by a telecommunication network of 137 teletype terminals that are linked with a computer centrally located and operated by the Arkansas Department of Education in Little Rock. These terminals provide the means through which schools both request student data and enter student data.

Upon enrollment of the child, a Uniform Migrant Student Transfer Form is sent by U.S. Mail on each child enrolled to the school. This record contains the following major kinds of information: student identifying, parent names and current addresses, student's special interests, special programs of student involvement, high school accrual, health screenings and related treatments, inoculations and immunizations, chronic conditions, school attendance history, and standardized test and special academic program information.

The other form sent out to the school on each child is the Uniform Migrant *Medical* Transfer Form. This form was designed to be used by medical professionals in reporting medical abnormalities of each migrant child served. This record contains a detailed health problem list that was designed and sanctioned by the American Academy of Pediatrics.

(continued on page ten)

Project Directors Meet

Project directors attended their annual meeting with personnel of the Bilingual Education Department, Illinois Office of Education, on January 24. Addressed by H. Ned Seelye, the directors, or their representatives, received information regarding the status of bilingual education in Illinois. It was reported that there is cause for much optimism because of the support given to bilingual education by the State Board of Education and newly-appointed Superintendent, Joseph M. Cronin. While State monies for bilingual education programs amounted to \$8 million in FY-75, present indications are that substantial increases will occur for FY-76.

The topic of greatest discussion was the revision of the state standards and guidelines for bilingual bicultural education. One revision concerns the need to detail the in-service program afforded all staff who are in any way involved with students participating in the bilingual program.

The guidelines also establish a minimum amount of contact time for children participating in the bilingual program. Students in grades one to twelve must be provided with a minimum of 90 minutes per day of instruction in the bilingual education program.

Additional revisions concern teacher eligibility, full-day self-contained programs, and children in non-profit private schools. ■

Have you heard . . . ? (continued from page seven)

Cordell Hull Foundation will be providing Illinois teachers with the opportunity to participate in one year exchanges with Latin American teachers. Illinois participants would receive local wages and teach in the area of ESL in host country schools.

Application forms will be available at the Bilingual Education Service Center.

(continued on page eleven)

All Our Voices

The film "All Our Voices," a special project of the Bilingual Education Service Center, is now available. Produced by Claudine Jordan, the film depicts the cultural and language diversity present in Illinois and links this diversity to the development of bilingual education programs.

An explanation of bilingual education accompanies an animated sequence which demonstrates the need for providing school instruction in the language best understood by the learner.

Students participating in bilingual education programs are interviewed as to their attitudes toward their involvement, while Mary Fritz and María Medina Swanson talk about other aspects of bilingual education as presently established in Illinois.

The film is available to Downstate projects in accordance with the loan policy, and can be rented by others for a nominal fee. Please direct your inquiries to Josephine Mallet or Mónica Bustamante, at the Bilingual Education Service Center. ■

Migrant (continued from page nine)

Through the use of information provided by MSRTS, school officials are now able to provide continuity in the educational efforts of migrant children as they move from school to school both within a state or between states.

MSRTS is another major educational development in U.S. history and is made possible through the support of federal aid to education and the voluntary cooperation of the 48 states which are part of the MSRTS.

The terminal for the State of Illinois is located at the Illinois Office of Education, Department for Exceptional Children, Migrant Section in Springfield. Ms. Karen Bangert, Terminal Operator, or Ms. Mona Reid, Office Manager, can be contacted for further information. ■

submitted by the Illinois Office of Education,
Migrant Education Section

New State Board Supports Bilingual Education

The following policy statement was approved on January 24:

"It is the policy of the Illinois State Board of Education to provide equal educational opportunity for all limited English speaking students in Illinois. To ensure full implementation of Public Act 78-727 in July of 1976, the Board is committed to:

1. increased funding for bilingual programs in the state,
2. increased bilingual staff in the State Office of Education so that it may effectively administer this program, and
3. increased flexibility in certification requirements to provide the number of bilingual teachers needed for these programs.

"The Board directs the staff to use this last transition year to take the required administrative actions to ensure full compliance with Public Act 78-727 in July of 1976." ■

Have you heard . . . ? (continued from page ten)

. . . The State of Illinois Board of Higher Education has released its **Bilingual Teacher Preparation Conference Report**. The report contains the Conference recommendations and general formats for undergraduate and graduate programs for the preparation of bilingual professionals and para-professionals. Reprinted in the report are: Public Act 78-727 (the addition of legislation on bilingual education to "The School Code"); "An Overview of Bilingual Education Today," by María Medina Swanson; "A Suggested Standard of Bilingual/Cross-Cultural Teacher Preparation," by Anthony J. Salamanca; and "Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education in the United States of America."

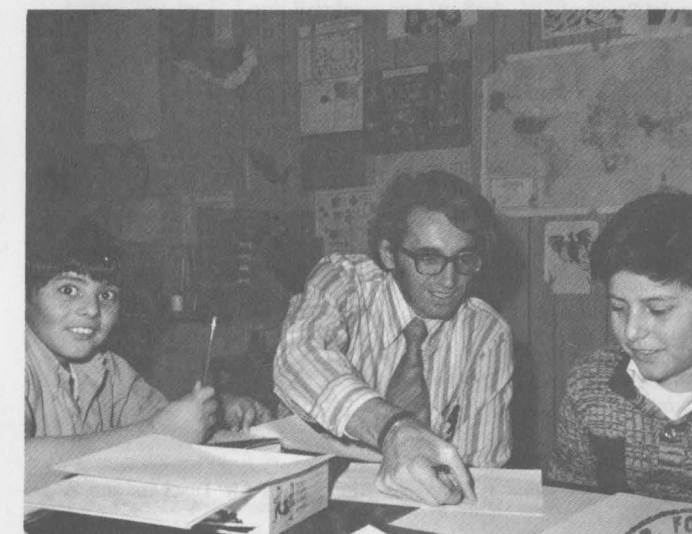
Copies of the report may be obtained from the Bilingual Education Service Center. ■

WANTED! Bilingual-bicultural educators

With the anticipated growth of bilingual education in Illinois comes the need for more teachers to staff the programs. The Bilingual Education Service Center will act as a switchboard for teachers and Downstate personnel directors who are looking for each other in the coming months. It appears that the local demand will outstrip the local supply of bilingual-bicultural professionals.

In defining staff requirements, the State standards and guidelines call for individuals who are bilingual in the predominant language of the target population and English, and who have considerable first-hand experience in the target culture. Although some Downstate programs serve children whose first language is other than Spanish or who are at the secondary level, the vast majority of positions will be for individuals who are bilingual in Spanish and English, and who hold elementary teaching certificates.

Teachers may send name, address, telephone number, information regarding area of specialization, certification status, previous experience, and any additional relevant information to the Bilingual Education Service Center. Then, when a local district notifies us that they are looking for potential applicants, the list of interested teachers will be sent to them. ■



Mendota's bilingual teacher, Ruben Feliciano, explains a lesson to Ricardo Espinoza, left, and Eriberto Espinoza, right. Project Director at Mendota is Oden Jordal.

MUCHAS GRACIAS ...

The assistance given by the following publishers in contributing materials to the Bilingual Education Service Center curriculum resource library is greatly appreciated. They have provided materials which would not otherwise be available to Downstate personnel.

Bay Area Bilingual Education League (BABEL)

Teacher's Resource Materials

Bilingual Testing and Assessment. Proceedings of BABEL Workshop and Preliminary Findings. Multilingual Assessment Program. B.A.B.E.L. Calendar 1975.
A Bilingual Resource Guide for Teachers and Assistants.
Juegos Educativos para las Clases Bilingües.
La Música de la Raza. A Brief History of the Music from México and Aztlán.
Kindergarten Bilingual Activities.

Spanish Reading Program

Spanish Reading Objectives.
A Kindergarten Guide for Spanish Reading.
El Derecho de Leer. Guía de Enseñanza de Lectura en Español para Maestros.
Mi Primer Libro de Palabras. Bilingual Project—ESEA Title VII.
Mi Primer Libro. Método Rápido para la Enseñanza de la Lectura y Escritura Simultáneas.
Mis Primeras Lecturas en Español. To be used as a complementary reader for Aprendamos Español.
Los Dos Asnos. Level I.
Pulgarcito.
El Pastorcito Mentiroso. Levels I and II.
El Burro y El Zorro.
La Liebre y La Tortuga. Levels I and II.
¿Quién Le Pone el Cascabel Al Gato? Levels I and II.
El Cuervo y El Zorro. Levels I and II.
Las Gallinas Gordas y Las Flacas. Levels I and II.
Español Como Segundo Idioma. Teacher's Guide. Level I.
Criterion Referenced Tests. Grades Kindergarten, 1, 2, and 3.

Social Studies

César Chavez: Un Heroe Chicano.
César Chavez: Apostle of Non-Violence.
El Día de Los Muertos. Festividades Folklóricas de la Raza.
Una Vida Sana Para Nuestra Comunidad.
Raza de Aztlán.
El Día de Nuestra Señora Virgen de Guadalupe.
Cinco de Mayo: El Respeto al Derecho Ajeno Es La Paz.
Candelaria 2 de Febrero. Fiesta Folklórica de México y Parte de América Latina.
El Día de Las Madres. Un Saludo Cordial para todas las Madres del Mundo.
Pasos Hacia La Humanidad.
Latin America.
Black American.
Self-Esteem. Unit I. Grades K-1.
Chinese American.

High School Algebra

Algebra A. Volume I. Bilingual Alternatives for Teachers and Aides (BASTA).

Bilingual Education Program, St. Martin Parish,
 111 Courville Street, Breaux Bridge, Louisiana 70517

Test D'Acquisition Du Français. Mathématiques et Arts du Langage. Classe Maternelle, Premier, Deuxième, Troisième, Quatrième, et Cinquième Grades.
Curriculum Guide. Grade 1, Parts I-III; Grade 2, Parts I-II; Grade 3, Parts I-III.
Arithmetic Course of Study. Grades 1-3.
Arithmetic Exercises. Grade 1.

Dissemination Center (DCBBE)

Presentaciones Escolares. A series of programs which commemorate events of cultural value to the Mexican-American. Developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE), 1974.
Serie de Rimas Ilustradas. Rhymes for the primary level concerned with family, neighborhood, community, and school. Developed by CANBBE, 1974.

EMC Corporation

Avventura. An educational program for the beginning Italian student, by Dr. Giovanni Carsaniga, 1972.
Así Son Los Mexicanos: 1. A Multi-media educational program for the beginning Spanish student, by Robert Brett and Wolfgang Kraft, 1973.
Así Son Los Mexicanos: 2. A Multi-media educational program for the elementary grades. Created and Developed by Educational Planners, 1973.
Adventures in Costa Rica. A Multi-media educational program for the elementary grades. Created and Developed by Educational Planners, 1973.
Sports Close-Ups: 2. A supplementary reading program for intermediate grades. 1. Roberto Clemente. 2. Fran Tarkenton. 3. Gale Sayers. 4. Kareem Abdul Jabbar. 5. Ernie Banks. 6. Bobby Orr, by Julian May. Published by Crestwood House, Inc., 1973.
Sports Close-Ups: 3. A Supplementary reading program for intermediate grades. 1. Lee Trevino. 2. Bobby Hull. 3. O.J. Simpson. 4. Roy Campanella. 5. Billie Jean King, by Julian May. Published by Crestwood House, Inc., 1974.

D. C. Heath & Co.

Miami Linguistic Readers. Sample Kit. Level One-A, by Robinett, et al., 1970.
Matching Letters—Unlike Pairs. Learning systems. Minisystem Reading. Cassette tape. Worksheets, 1969.
Reading Beginnings / Patterns / Explorations. Examination Packet, by Botel and Dawkins, 1973.

Regents

Welcome to English. Books 1, 2 and 3, by Thomas Lismore, 1973.
Welcome to English. Books 4 and 5, by Thomas Lismore, 1974.
Método Directo de Conversación en Español. Libros 1 y 2, by Juvenal L. Angel and Robert J. Dixon, 1969 and 1970.
Tests and Drills in Spanish Grammar. Book 1, by Juvenal L. Angel and Robert J. Dixon, 1973.
Workbook in Everyday Spanish for Elementary and Intermediate Students. Books 1 and 2, by Julio I. Andújar and Robert J. Dixon, 1972 and 1973.
Lado English Series. Book and Workbook 1, by Robert Lado, 1970.
The Adventures of Huckleberry Finn. American Classics. Book 9, adapted by Robert J. Dixon, 1973.
Exercises in English Conversation. Books 1 and 2, by Robert J. Dixon, 1971.
Tests and Drills in English Grammar. Books 1 and 2, by Robert J. Dixon, 1972.
Easy Reading Selections in English with Drills in Conversation, by Robert J. Dixon, 1971.
Elementary Reader in English with Exercises for Conversation and Study, by Robert J. Dixon, 1971.
Second Book in English, by Robert J. Dixon, 1971.
Everyday Dialogues in English: A Practice Book in Advanced Conversation, by Robert J. Dixon, 1971.
Graded Exercises in English, by Robert J. Dixon, 1971.
Beginning Lessons in English, by Isabel Y. Fisher and Robert J. Dixon, 1971.

Selections for Developing English Language Skills, by Mary Finocchiaro, 1973.
Essential Idioms in English with Exercises for Practice and Tests, by Robert J. Dixon, 1971.
English Step by Step with Pictures, by Ralph S. Boggs and Robert J. Dixon, 1971.
English in Action, by Robert J. Dixon, 1960
Practice Exercises in Everyday English for Advanced Foreign Students, by Robert J. Dixon, 1957.
Practical Conversation in English for Advanced Students, by Eugene J. Hall, 1967.
Open Door to Spanish! A Conversation Course for Beginners. Books 1 and 2, by Margarita Madrigal, 1972.
Graded Exercises in Spanish, by Julio I. Andújar and Robert J. Dixon, 1970.
Spanish 1-2-1. Level 1. A Self-Instructional Multimedia Course, by Juan Estarellas, 1974.
Skits in English as a Second Language, by Mary Elizabeth Hines, 1973.
Complete Course in English. Books 1, 2, 3, and 4, by Robert J. Dixon, 1972.

Building English Sentences with Verbals, by Eugene J. Hall, 1969.
Building English Sentences with Adverbs, by Eugene J. Hall, 1971.
Alternates in Building English Sentences, by Eugene J. Hall, 1971.
Building English Sentences with Verbs and Verb Phrases, by Eugene J. Hall, 1973.
Building English Sentences with Adjectives, by Eugene J. Hall, 1973.
Building English Sentences with Auxiliary Verbs, by Eugene J. Hall, 1973.
Building Complex English Sentences, by Eugene J. Hall, 1971.
Don Quijote de La Mancha. Parts 1 and 2, by Miguel de Cervantes Saavedra, 1971.
Fuenteovejuna, by Lope de Vega. Adapted by Dr. Alberto Romo, 1963.
Marianela, by Benito Pérez Galdó. Adapted by Dr. Alberto Romo, 1964.
Pepita Jiménez, by Juan Valdera. Adapted by Dr. Alberto Romo, 1967.
Cuentecitos. Humorous Anecdotes in Simple Spanish with Exercises, by John M. Pittaro, 1968.
Tests & Drills. Spanish Grammar. Book 2, by Juvenal L. Angel and Robert J. Dixon, 1973.
Controlled Composition in English as a Second Language, by Christina Bratt Paulson and Gerald Dykstra, 1973.
The Foreign Language Learner: A Guide for Teachers, by Mary Finocchiaro and Michael Bonomo, 1973.
Mastering Spanish Verbs, by Julio I. Andújar, 1968.
Auditory, Reading, and Dialogue Comprehension Exercises in Spanish. Student's Book, by Susanne Vasi and Joseph Tomasino, 1973.
A Handy Book of Commonly-Used American Idioms, by Solomon Wiener, 1958.
Let's Talk: A Book of Conversations, by Mary Finocchiaro, 1970.
Practical Conversation in English for Beginning Students, by Eugene J. Hall, 1972.
Practical Conversation in English for Intermediate Students, by Eugene J. Hall, 1965.
Learning to Use English. Books 1 and 2, by Mary Finocchiaro, 1966 and 1974.
English as a Second Language: From Theory to Practice, by Mary Finocchiaro, 1974.
Family Life in the U.S.A.: An Easy Reader, by Gladys E. Alesi and Dora F. Pantell, 1962.
First Steps in Spanish: A Beginner's Book for Children, by Margarita Madrigal, 1961.
USA: The Land and the People. An elementary reader, by Robert J. Dixon, 1959.
USA: Men and History: Important Events in the Lives of Famous Americans. An intermediate reader, by Robert J. Dixon and Herbert Fox, 1960.
USA: Men and Machines: Inventors and Scientists Who Contributed to America's Greatness. An intermediate reader, by Rachael L. Chapman, 1968.
USA: Customs and Institutions: A Survey of American Culture and Traditions. An advanced reader, by Ethel Tiersky and Martin Tiersky, 1970.
Modern American English. Books 1, 3, and 6 with accompanying workbooks, by Robert J. Dixon, 1971.
Building English Sentences with Be, by Eugene J. Hall, 1969.
Building English Sentences with One Verb, by Eugene J. Hall, 1969.
Building English Sentences with Two Verbs, by Eugene J. Hall, 1969.

Lado English Series. Books 3 and 6 with accompanying workbooks, by Robert Lado, 1970.
House of the Seven Gables. American Classics, Book 1. Adapted by Robert J. Dixon, 1973.
Murders in the Rue Morgue and The Gold Bug. American Classics. Book 3. Adapted by Robert J. Dixon, 1973.
Outcasts of Poker Flat, Luck of Roaring Camp and Other Stories. American Classics. Book 5. Adapted by Robert J. Dixon, 1973.
Los Amantes de Teruel, Classics of Spanish Literature, by Juan E. Hartzenbusch, 1974.
Handbook of Spanish Idioms, by Marta Celoria and Annette C. Barlow, 1973.
El Mundo Iberoamericano: Hombres en su Historia, by Edilberto Marbán, 1974.
El Mundo Iberoamericano: Sus Pueblos y sus Tierras, by Edilberto Marbán, 1974.
Regents English, by Robert J. Dixon.
 Book and Workbook 1. Elementary, 1956.
 Book and Workbook 2. Intermediate-Advanced, 1956. Book and Workbook 3. Advanced, 1969.
Basic Spanish Pronunciation, by Ralph S. Boggs, 1970.

Scholastic Book Services, A Division of Scholastic Magazines, Inc.

Bilingual Early Childhood Programs

Each title consists of five filmstrips plus recorded soundtracks in English and Spanish; Teacher's Guide; Bilingual Reference Guide; and additional materials.

Primeros Conceptos

Unit I. Size, Number, Color, Shape, and Texture.
 Unit II. Opposites, Position, Time, Body, and Growing.
Cinco Niños y Cinco Familias (for cultural awareness).

Puedo
 Unit I. Music and Dance, Cooking, Making, Fastening.
 Unit II. Building, Caring for Self, Caring for Others, Communicating.

¿Quién Soy Yo?—Explores concept of self, feelings, and emotions.
¿Cómo Aprendo?—Explores the different approaches we use to learn and how we all make mistakes and forget, too.

American Adventures Program

A Nation Conceived and Dedicated. Vol. 1: 1620-1860, by Corine Hoexter and Ira Peck, 1970.
Old Hate, New Hope. Accompanying Teacher's Guide. Vol. 2: 1860-1914, by F. Louis Friedman and Ira Peck, 1970.
Between Two Wars. Accompanying Teacher's Guide. Vol. 3: 1914-1939, by F. Louis Friedman and Ira Peck, 1970.
Yesterday Today Tomorrow. Accompanying Teacher's Guide. Vol. 4: 1939-1970, by Florence Epstein and Ira Peck, 1970.
Double Action. Books 1 and 2, by Stella Minturn, et al., 1970 and 1973.
Action. Books 1, 2 and 3. Adapted by Isaac Astimor, 1970.
Take 12 / Action Plays, by Mel Cebulash, 1970.
The Fallen Angel and Other Stories. Reading Levels 2.0-2.9, by Mel Cebulash, 1970.
Double Action. Short Story Anthology. Reading Levels 3.0-3.9, by Stella Minturn, et al., 1973.
Double Action. Play Anthology. Reading Levels 3.0-3.9, by Stella Minturn, et al., 1973.
Double Action. Play Anthology. Reading Levels 3.2-4.5, by Stella Minturn, et al., 1973.

Scott, Foresman, and Company

English Around the World, by Hosman, et al. Revised. 2nd Edition, 1975.
 Level I. Activities Book, Display Cards, Skillsbook, Teacher's Guide.
 Level II. Activities Book, Skillsbook. ■

NEW ACQUISITIONS

The materials in the following list have recently been purchased and are now available at the Bilingual Education Service Center curriculum resource library. The titles are printed to provide updated information on the materials available at the Bilingual Education Service Center. Please review the list and plan to visit us for a more complete evaluation of these materials.

BOOKS

- Tests in Spanish and Other Languages, English as a Second Language, and Nonverbal Tests for Bilingual Programs: An Annotated Bibliography*, by Alan Ehrlich and Roselin Ehrlich. Project BEST. Bilingual Education Applied Research Unit, 1974.
- Language and Culture Units in Spanish: The World of the Hispano-American*, by Guillermo De Hoogh, 1972.
- Bilingual Bicultural Program Spanish: Goals and Objectives*, by Coyne, Hokanson, and Tophan, 1974.
- Compañeros en el Idioma. Partners in Language: A Guide for Parents*. American Speech and Hearing Association, 1973.
- Chicano Literature: An Introduction and an Annotated Bibliography*, by Carlota Cárdenas de Dwyer. Austin: Department of Mexican-American Studies, University of Texas, 1974.
- Raza Women: Chicanas. A Bibliography*, by Carlota Cárdenas de Dwyer, 1974.
- Daily Curriculum Guide for Pre-School Spanish-Speaking Children*. Volume 2; weeks 16-30, by the Spanish Dame Bilingual Education Project, Santa Clara County Office of Education, San Jose, California.
- Simon and Schuster's International Dictionary: English/Spanish, Spanish/English*. New York: Simon and Schuster, Inc., 1973.
- El Español de América. El Español de México*, by José G. Moreno de Alba. México: Programa Nacional de Formación de Profesores, 1972.
- Estructura de la Lengua Española*, by José G. Moreno de Alba. México: Programa Nacional de Formación de Profesores, 1972.
- El Lenguaje Literario*, by Arturo Sorito. México: Programa Nacional de Formación de Profesores, 1972.
- Historia de la Lengua Española*, by José G. Moreno de Alba. México: Programa Nacional de Formación de Profesores, 1972.
- Lengua Hablada y Lengua Escrita*, by Antonio Millán. México: Programa Nacional de Formación de Profesores, 1973.

TAPES

The Council For Exceptional Children Tape Library

- Education: Special for the Mexican American*
- The Quiet Minority—The Oriental American*
- A Conflict of Values: Teaching Indian Children*
- Indian Gifts of Culture & Diversity*
- Teaching Spanish Speaking Children*
- Spanish Americans—Language & Culture*
- Barriers to Learning: Teaching Asian American Children*
- Asian Americans: Cultural Contrasts*
- They Shall Create: Gifted Minority Children*

MULTI-MEDIA

Project Bilingual. Sutherland Learning Associates

- Unit Two: Getting Along At School*. Film: "Ay, ¡Yo Hice un Error!" Teacher's Guide. Maestros. Numbers 1 and 2.
- Unit Three: The Teacher*. Worksheets Numbers 1 and 2.
- Unit Five: Location of School and Home*. Film: "We're Finding Our Way." Worksheet Number 1. Teacher's Guide.
- Unit Eight: The School Class*. Worksheets Numbers 1 and 2.
- Unit Ten: The Five Senses*. Worksheet Number 1.

Conference (continued from page seven)

Mr. Hernán LaFontaine, President-Elect—NABE
Executive Administrator
Bilingual Department
New York Board of Education

Ms. Antoinette Metcalf, Vice-President—NABE
Project Director
Chinese Bilingual Programs — AB 116
San Francisco, California

Mrs. Elena Mulcahy, Educational Specialist
Bilingual Education Department
Illinois Office of Education

Dr. Albar Peña, President
National Association of Bilingual Education (NABE)
University of Texas at San Antonio

Mr. Michael Quinn, Coordinator
City Program Coordination
Board of Education—City of Chicago
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Bilingual Education Programs
New York State Department of Education
Albany, New York

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Illinois Office of Education
State of Illinois

Mr. Juan D. Solís, Secretary—NABE
Director
Dissemination Center for Bilingual Bicultural Education
Austin, Texas

Ms. María M. Swanson, Director
Bilingual Education Service Center
Mount Prospect, Illinois

Ms. Carmen Vázquez, Executive Secretary
Bilingual Education Service Center

Ms. Carmen Velásquez, Bilingual Consultant
Bilingual Education Service Center ■

- Unit Fifteen: Unkind Behavior*. Film: "Es Terrible una Cosa Así." Worksheets Numbers 1 and 2.
- Unit Sixteen: Individual Points of View*. Film: "Depende de Tu Interpretación." Worksheet Number 1.
- Unit Seventeen: The Roles of Parents*. Film: "Mamas and Papas." Worksheet Number 1. Teacher's Guide.
- Unit Twenty-one: Film: "Un Viaje a México."* Worksheets Number 1 and 2.
- Unit Twenty-two: Individual Talents and Abilities*. Film: "Everything You Do." Teacher's Guide.
- Unit Twenty-eight: Household Animals*. Film: "All the Animals." Teacher's Guide. ■



Wilmette's bilingual teacher, Becky Hughes, plays lotto with students Monique Puch and Stephen Puch, whose heritage is French; Emily Tatosian, Armenian; and John Suh, Korean. (Photo courtesy of the Wilmette Life, Pioneer Press, Inc., Rich Frishman, staff photographer.)

The Bilingual Education Service Center NEWSLETTER is published periodically during the school year to inform readers of activities and issues in bilingual, bicultural and multicultural education. It is circulated to all bilingual project staff, personnel of project schools, community members, and other interested educators. Persons wishing to receive the BESC NEWSLETTER will be added to the mailing list upon request.

Editor: Brian E. Bethke

Director: María Medina Swanson



BILINGUAL EDUCATION SERVICE CENTER

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Fernando De Baca
Assistant to the President
Spanish Affairs
White House
Washington, D. C. 20202

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Houston, U of

May 15, 1985

Dear Professor Flores:

Thank you for informing me of your proposal requesting funds from the U. S. Office of Education to implement a Bilingual Bicultural Doctoral Fellowship Program.

Your proposal addresses an area of great need to our Hispanic community and you may count on my support.

Mil gracias y saludos a todos.

Atentamente,

Fernando E. C. De Baca
Special Assistant to the President

Dr. Alfredo R. Flores
Assistant Professor
Department of Curriculum and
Instruction
College of Education
University of Houston
Houston, Texas 77004

FECDeB:mmd:5/15/75





University of Houston

HOUSTON, TEXAS 77004

Department of Curriculum and Instruction
College of Education

May 8, 1975

Mr. Fernando DeVaca
Presidential Assistant for Hispanic
Affairs
The White House
Washington, D. C.

Dear Mr. DeVaca:

This letter is for the purpose of informing you of a proposal that was recently submitted by the University of Houston to the U. S. Office of Education requesting 20 fellowships for a Bilingual Bicultural Doctoral Fellowship Program. A void presently exists in the area of teacher trainers for teachers of bilingual children and this is the problem we are addressing.

Our proposed program would identify 20 prospective leaders in the field of bilingual education and provide them with a quality program that would focus on issues, teaching techniques and strategies, as well as learning styles. In the process the fellows would earn a doctorate degree and could either work directly in bilingual programs sponsored by public schools, jr. colleges, or senior colleges and universities throughout the southwest.

We would appreciate any efforts made on your part in behalf of our proposed program. If you desire additional information, please contact me and I will be most happy to comply.

Sincerely,

Alfredo R. Flores
Assistant Professor
Curriculum and Instruction





**DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION**

April 28, 1975

Dr. Fernando E.C. De Baca
Special Assistant to the President
The White House
Washington, D.C.

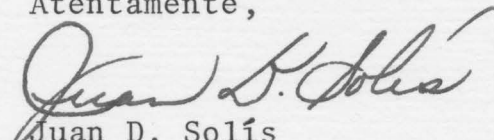
Dear Fernando:

Thank you for your letter of April relative to Información para el Consumidor. I have returned the order form requesting 500 copies to the General Services Administration for the purpose of sending a copy each to all Title VII ESEA project directors in the U.S.

I would like to reiterate my sincere appreciation of the fine hospitality with which you provided us during the White House Meeting of March 4, 1975. I enjoyed our visit with you thoroughly and wish to commend you for your fine work.

Do please advise me if I may be of further assistance to you.

Atentamente,


Juan D. Solís
Director

JDS:fp

