Bilingual bicultural Spanish-speaking American child and the reading program

Mary Francis Aloysius Menarik
THE BILINGUAL BICULTURAL SPANISH-SPEAKING
AMERICAN CHILD AND THE
READING PROGRAM

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

by
Sister Mary Francis Aloysius Menarik, B.V.M.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(READING CLINICIAN)
AT CARDINAL STRITCH COLLEGE
Milwaukee, Wisconsin
1973
This research paper has been
approved for the Graduate Committee
of Cardinal Stritch College by

Sister Marie Colette
(Advisor)

Date March 1, 1973
ACKNOWLEDGMENTS

The author wishes to express her gratitude to the Congregation of the Sisters of Charity of the Blessed Virgin Mary for the opportunity of pursuing a degree of Master of Arts in Education as Reading Clinician.

She also expresses her appreciation to the Faculty of Cardinal Stritch College, especially to Sister Marie Colette, whose direction and assistance have made this possible.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. THE PROBLEM</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Scope and Limitations</td>
<td></td>
</tr>
<tr>
<td><strong>II. REVIEW OF RELATED LITERATURE ON THE CULTURE</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>OF THE SPANISH-SPEAKING CHILD</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conflicts in Cultural Values in an</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Anglo-American Society</strong></td>
<td></td>
</tr>
<tr>
<td>Migration to the United States</td>
<td></td>
</tr>
<tr>
<td>Preservation of culture</td>
<td></td>
</tr>
<tr>
<td>Acculturation</td>
<td></td>
</tr>
<tr>
<td>Cultural Democracy</td>
<td></td>
</tr>
<tr>
<td>Cultural standards</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Economic limitations</td>
<td></td>
</tr>
<tr>
<td>Reaction</td>
<td></td>
</tr>
<tr>
<td><strong>Conflicts in Educational Values in</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Anglo-American Education</strong></td>
<td></td>
</tr>
<tr>
<td>School ignoring native language</td>
<td></td>
</tr>
<tr>
<td>Test interpretation</td>
<td></td>
</tr>
<tr>
<td>Teacher-child reactions</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>
III. THE ADAPTATION OF THE SPANISH-SPEAKING CHILD INTO OUR EDUCATIONAL SYSTEM . . . . . . 39

Goals of Bilingual Education

Content of Bilingual Education
Providing for Individual Differences
Teacher qualifications
Early Programs
The Horn Project
Other Programs
Bilingual-Bicultural Programs

Summary

BIBLIOGRAPHY ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... 67
CHAPTER I

THE PROBLEM

Introduction

Since every man of whatever race, condition and age is endowed with the dignity of a person, he has an inalienable right to an education corresponding to his proper destiny and suited to his native talents, his sex, his cultural background, and his ancestral heritage.¹

The Documents of Vatican II point the way toward educational opportunity for all people in these times of change and concern. Human dignity is one of man's priceless possessions. Without a pride of life, education becomes meaningless. Through his heritage man has the right to preserve his identity with his culture. He should also have the right to choose the values and life styles he desires.

The impact of contemporary values upon a child born of another culture can pose problems which are both bewildering and confusing to him. For too long a time, the neglect of the Spanish-speaking child in our Anglo-centered

educational system has left unfavorable impressions upon him. Educators have tried to cope with the problem and seek solutions to this ever-pressing need.

Schools are patterned according to a one-culture mold. If schools are to change, attitudes of the teachers must change. The Spanish-speaking child has the same right to an education as the English-speaking child. Each brings with him totally different concepts from a totally different environment. The language barrier of the Spanish-speaking child only serves to complicate the problem.

For a child of Spanish descent, his growth and maturity in the early years are dependent upon his mother-tongue. A sense of worth and dignity surround the child in the home. He knows no fears, and his adjustment to life is calm and secure. When the child enters school, he is overwhelmed with language patterns and meanings that are unfamiliar if not totally new to him. "Learning English often becomes a personal and social crisis which requires Spanish-speaking children to reject both our language and our culture."¹ A child is too important to allow his values, ideals and aspirations to be lost. It is in recognizing his cultural heritage for what it is that we can hope to bridge the barriers and invite his acculturation into ours.

Statement of the Problem

Before a child can make a transition into a school system whose cultural values are not those of his own cultural heritage, he needs special educational services designed to meet his needs. The purpose of this paper was to review recent research concerning the cultural background of the Spanish-speaking child, and from the results of this investigation to describe a type of reading program which would ensure his success.

Definition of Terms

For clarity of purpose the term bilingualism "refers to the facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both."¹ Usually a person tends to have a greater facility in one language than in the other.

The term bicultural refers to sociocultural elements that go beyond language. Biculturalism is a functioning awareness and participation in two contrasting sociocultures. For the purposes of greater clarity, it should be emphasized that biculturalism can be attained by a person without being bilingual, and that bilingualism can be attained without dual acculturation.²

²Ibid.
Scope and Limitations

The writer limited the review of literature for the most part to the last ten years. This study described the limitations experienced by a child from a sub-culture which is not the dominant culture in which he must function as an adult. As a bilingual, his language barriers also present difficulties in his effort to adjust to our Anglo-American educational system. It is through the adaptation of a bilingual-bicultural education that the Spanish-speaking child can function as a unique individual and confidently take his place in society. Particular emphasis was placed upon the Mexican-American bilingual because the writer has been engaged in teaching this particular type of child and is interested in the curriculum of education best suited to his needs.
CHAPTER II

REVIEW OF RELATED LITERATURE ON THE CULTURE
OF THE SPANISH-SPEAKING CHILD

Conflicts in Cultural Values in an
Anglo-American Society

The challenge for educators today carries a grave
responsibility for all teachers to meet the child where he
is and provide for his individual needs. With the high
percentage of Spanish-speaking children entering the
American educational system the challenge is unique and the
problem is acute. "There are, for example, about 6,000,000
Americans of Mexican descent, nearly half of them of school
age, and many of these speak English only as a foreign
language, or not at all."¹ Until recent years the majority
of these children have been subjected to a predominantly
Anglo-American curriculum and have been expected to imbibe
as much of the language as they could until such time as they

were ready to fit into the pattern of a one-culture mold. "The attitude has been, 'If you want to be American, speak English.'"¹

For a long time, school teachers have been placing children of different cultural and linguistic backgrounds desk to desk in their classrooms, and have assumed that the children will learn to "get along." We expect that, because of proximity, their cultural diversity will become less and less a barrier to experiencing human unity.²

The Spanish child has been compelled to learn English the hard way, as have millions of Americans. Rodriguez speaks of the history of educational neglect of his people as overwhelming. "Our median level of education is two years behind that of the Anglo. The high percentage of functional illiterates follows the same pattern." By the time a certain facility is acquired with the English language, education has already been delayed one or two years. Over and above the struggle of thus acquiring a second language, Rodriguez continues: "learning English often becomes a personal and social crisis which requires Spanish-speaking children to reject both our language and our culture."³

¹Ibid.


Adaptation to a new language does not mean forsaking the mother-tongue. Such an attitude has been prevalent in American schools. Language is more than a means of communication. It is the expression of customs, thoughts and values. "It is a link to a whole culture, and abandoning your mother tongue is not unlike losing a good part of your soul." Children of Spanish descent have found acculturation into the American system of education an arduous task. Baca indicates that this is where the difficulty lies.

One of this country's greatest errors has been to encourage ethnic groups to strip themselves of unique language and cultural values so they might become assimilated into the mainstream culture. Although many ethnic groups migrated to the American Dream and voluntarily stripped themselves of their languages and traditions, the Spanish-speaking American has not done this.

It has been a tragic mistake for communities to allow a school to bring in its own set of values and ignore the very things that the community valued so much.

In order to understand this problem and what is being done to solve it, the problem must be viewed in its historical perspective, Baca recalls that "a language without its culture is like a child growing up without a name." It is in this mode that reference is made to the past for an understanding of the present.

---


3Ibid.
Migration to the United States.—Spanish influence and culture had spread through a great part of our western land long before colonization had begun in the East. The Spaniards had already founded a university in Mexico City, and had established a series of missions along the California coast. When migrations spread to the Southwest, it was the Mexican who encouraged settlement and taught the Anglo how to survive. As Anglo population grew, so did tensions among the Mexican and American governments. As a result of economic and civil strife, many Mexicans became American citizens. During the political and economic upheaval in Mexico between 1910-1920, the first of three large waves of migration occurred. The educated upper classes were able to integrate into American society, but the uneducated and unskilled migrant was handicapped. Both groups, however, considered their residency in the United States as a temporary one.

"Consequently, they clung to those aspects of Mexican culture that reinforced their Mexican identity, and this slowed down their assimilation into the mainstream of Anglo-American life."¹

Thousands of Mexican laborers became the living foundation for the agricultural empires of the Southwest. In time, they were extremely hard-hit by the economic

depression which swept the country in the 1930's. Legal rights were ignored and "local agencies sent carloads of Mexican Americans back to Mexico."¹

From 1940 to the present was yet another wave of immigration toward agricultural labor. Through each of these migrations, a constant reinforcement of Mexican culture has left its impression with this minority group. "No other American minority group faces this situation which forms the basis for the Mexican-American's separate ethnic identity within the American 'melting pot.'"² The Spanish-speaking people now form the "second largest of our population groups."³ Bernbaum reports:

Of the population of over 4 million United States citizens whose native tongue is Spanish, 80 per cent live in the southwestern States of Arizona, New Mexico, Texas, and California (over 40 per cent of the population of New Mexico is non-English-speaking). The other 20 per cent live in or near New York City, Miami, on the Island of Puerto Rico, and scattered through the South and Midwest.⁴

The Spanish-speaking are a distinct minority group whose historical and cultural characteristics set them apart from the Anglo Community in which they live.

¹Lozano, "Perspective," 22.
²Ibid.
In a detailed study of immigration of Spanish-speaking people to the United States, Manuel identifies significant generalizations. He notes that although the majority of Spanish-speaking people reside in the Southwest, most of them are distributed among English-speaking people and not concentrated in a particular area which would set them apart. Manuel did indicate that within large communities, there do exist small communities which are almost entirely Spanish-speaking. Often these small groups tend to occupy different residential sections, which is quite natural. A similarity of language and culture, as well as economic status, does draw people together. Such circumstances may be more comfortable at times, but Manuel goes on to say that

... living in different residential sections creates problems. The isolation of Spanish-speaking children tends to defeat their attempts to learn English; it weakens motivation and decreases opportunity. It tends also to support historic hostilities of the groups, and it lessens the chances of improving understanding through association. It retards the development of a common culture.¹

Preservation of culture.—An adequate description of the culture of a group is difficult to assess because the term is so broad. The human activities and life characteristics of a people indicate their culture. How people

¹Manuel, Spanish-Speaking Children, 31.
live, what foods they eat, what recreations they enjoy, what arts they develop, what customs they observe, what language they use all indicate basic elements that distinguish their own culture. Another difficulty is that cultures may change. This is particularly true of a group whose customs and culture were developed in a rural environment and are suddenly transplanted into modern urban living. It is important to remember "when two peoples are brought together geographically, cultural differences tend to keep them apart and cultural likenesses to bring them together."¹

Hernandez emphasizes a further distinction in this conflict of cultures. He maintains that while the Anglo culture recognizes this vast minority group numbering over three million human beings, it fails to accept the Mexican-American identity as an American culture or subculture. By further imposing the dominant Anglo culture, the Mexican-American has been labeled a second-class citizen. In this role, "he cannot function adequately, let alone equally, in the dominant society until he achieves the society's identity."²

In the historical past, socially subordinate groups were recognized as having a decided contribution to the

¹Ibid.

total social structure. Today, however, Madsen agrees "the tendency is to see such a minority as deviant rather than subordinate,"  as one not conforming to the general norms of society.

Acculturation.—This conflict in society has led to the exclusionist melting pot philosophy that, as Christian describes, "all cultures in the United States should fuse to become our one great common culture." Difficult as this may be, Christian deplores the fact that some people have been willing to do just that for the sake of expedience. "Expediency has begotten expediency. It has left us with an existence which, from the point of view of other cultures, often seems shallow, crass, and provincial." 2

Not all people have succumbed to this philosophy, least of all the Spanish-speaking. "The Spanish-speakers of the Southwest are perhaps peculiar in the tenacity with which they have held to their vernacular in the face of blatant object lessons shouted at them from all sides to Anglify." 3


Considering their rich ancestral heritage, the Spanish resent the effect such attitudes might have upon their children.

The attitude implicit in the melting pot philosophy is that the culturally different child must change his values and life styles in order to achieve "success"—however that might be defined—comparable to that of his Anglo peers. That is, this philosophy maintains that the culturally different child is not only lagging behind mainstream children in intellectual and emotional development, but also that the reason for this deficiency is the fact that his culture has had a negative effect, and injurious effect, upon his development.

The exclusionist melting pot philosophy does not consider that, as a result of living in a particular culture, many children have culturally unique communication, incentive-motivational, human-relational, and learning styles. In order to "succeed", therefore, the child must accept and adapt to the styles of the institution.¹

A more realistic approach to the problem is seen by Manuel. Considering the fact that both English-speaking and Spanish-speaking people are in contact with each other in the same community, the goal of preserving two distinct cultures in such a group is doubtful. He recognizes the fact that cultures in such associations invariably change. Not only that, but effective cooperation between groups becomes more difficult because of their differences. "A more reasonable goal is probably that of developing a common culture which includes the best of both cultures and yet permits wide individual variation."²

¹Manuel Ramirez III, "Implications of Cultural Democracy and Cognitive Styles of Evaluative Research," Riverside, California, 1972, 2. (Mimeographed.)

²Manuel, Spanish-Speaking Children, 41.
Cultural Democracy.--Again Manuel emphasizes that "it is our privilege to choose freely from the past and to develop a way of life that best fits our present and future needs in a changing world."¹ Within this structure, values of the culturally different are legitimate. Value differences within a particular culture are recognized. The special feature of such a framework is cultural democracy.

This philosophy is incorporated into the Multilingual Assessment Project presently operating in Riverside, California. The authors clarify the concept of cultural democracy as "the right of any American child to remain identified with his own ethnic group while adopting mainstream American values and life styles." Thus the child has the legal right as an individual to be different in choosing his life style, while at the same time he is a personally responsible member of a larger dominant society. "Different cultures or ethnic groups must live beside one another with respect and understanding for their differences."²

Such a panacea is not without its difficulties. A common language is the first step toward complete group participation in the community life on the whole, and in


the community life of the school. The prevailing language will inevitably be that of the government and industry. "This is a stern reality faced by the Spanish-speaking child. If he wishes to be effective outside his Spanish-speaking subcommunity, he must know English."¹

Learning a common language does not imply that the Chicano child must change to fit the educational system. The school, in recognizing the identity of the child, adapts its philosophy of education to fit the child. He should be given the freedom and the opportunity to select the best from both cultures. "The Mexican-American of the future is a bicultural person who defies the prediction that a person cannot be comfortable identified with two cultures at the same time. He is cultural democracy in action."²

The culture and language a child brings to the school community is that which is learned in the home. "In the first six years of his life, the child undergoes a process of acculturation which imprints its effects much more indelibly than any other process he will go through in the remainder of his life." In the home, he learns the language of his parents. The experiences he has in his early years give meaning to all he perceives. He is dependent upon words and their meanings which he gains through his culture.

¹Manuel, Spanish-Speaking Children, 41.
Through this process "he becomes a human being. It is the most meaningful heritage his parents can give him."

Cultural standards.--"Central to the Chicano socialization pattern is emphasis on loyalty to the family and on a close interpersonal relationship between the mother and children." Children from traditional Spanish-American families are reared with a set of values radically different from those of the typical middle-class Anglo child. Zintz has made a study of specific conflicts in the traditional values of the child in Spanish-American families. These children may be said to have accepted a level of aspiration that is satisfied with the present, a hesitancy in the acceptance of change, and a humility that is satisfied with the "status quo". Coveted aspirations of success are not long-term goals, yet the Spanish-American is not encouraged to be passive.

The Chicano child is encouraged to be responsible and independent, and also aggressive and assertive as long as he is achieving for the family and/or protecting it.


2 Southwest Regional Laboratory for Educational Research and Development, "Program Plan: Systems for Comprehensive Educational Programs," Los Alamitos, California, 1972, 19. (Mimeoographed.)

While the mainstream American is typically encouraged to establish an identity independent of the family, the traditional Chicano is encouraged to always view himself as part of his family. He is reared in an authoritarian environment where roles of dominance and submission are fairly well-defined.¹

In an interview survey conducted with Spanish-speaking parents in Southern California, Mercer discovered that Mexican-American parents are apt to use more power-assertive sanctions than Anglo-American parents. He also found these parents to have unrealistic goals for their children. They expected high occupational achievement with low educational attainment. He concluded that Mexican-American parents are not apt to realize the "factors governing the relationships between educational and occupational achievement in American society."²

Limitations.--Parents of Spanish-speaking children realize their differences and are tempted to stay within the confines of their own groups. Their children may not have travelled outside the group nor beyond the confines of the neighborhood. This restricted environment is not likely then to nurture the experiential background needed in the child's educational development. Frequently, "no one has guided his perception of the things he has experienced,

¹Southwest Laboratory, "Systems," 20.

²James R. Mercer, "Imprints of Culture on the Personalities of Children," Claremont Reading Conferences Yearbook, XXXI (Claremont, California: Claremont College Curriculum Laboratory, 1967), 58.
and he has not had the opportunity to manipulate verbally his ideas about his experiences."¹ The first speech patterns of most Spanish-speaking children are learned in the home and immediate neighborhood. When these in-group experiences are restricted a very small vocabulary of basic Spanish words and concepts is acquired.² Generally speaking of the children of the Southwest, Manuel states that "even the fund of ideas which words express is limited. In their homes they lack the opportunity and stimulus to develop the concepts which other children normally develop."³ Hakes also calls attention to the language deficiency experienced within a limited environment. "What this means, of course, is that the child's grammar is going to be no better than that of his tutors, and these are going to be mainly his parents, other adults in his immediate environment and his peers."⁴

Language.--The language problem is more serious than appears on the surface. Language is used in thought processes as well as in communicating with others. It is not enough


³Manuel, Spanish-Speaking Children, 117.

just to be able to carry on conversation and perform the daily routines of a particular occupation. There is need to go further.

There must be a mastery of language sufficient to interpret experience and to extend knowledge in ever widening circles and at progressively higher levels. This is precisely the mastery which many Spanish-speaking children fail to achieve, in either English or Spanish. They are handicapped both in their own thought processes and in communication. The result is that the individual fails to attain to his full possibilities, and the community loses human resources which it greatly needs.

Another factor to be considered is the amount of exposure to the second language. Within limited surroundings in a subcommunity, the English language may be heard very little. In some areas the language spoken at the church, the store, and in the neighborhood is the mother tongue. The rate of acquisition of the second language is labored and slow because it is seldom heard. "Desire is also partially controlled by language spoken in the home." If parents can speak the second language fairly well, they will probably use it in speaking to the children. But if a parent—especially the mother—does not have confidence in the use of the second language, she will likely prefer her native tongue and expect the children to respond in the same way. If grandparents live in the home, this tendency is more pronounced.

— Manuel, Spanish-Speaking Children, 42.

Just as experience in the home is not enough to develop or acquire a second language, the same is true of the first language learned in the child's formative years. Formal education is necessary to raise the ability the child already has, so that his performance will benefit both himself and the community. "Formal education is necessary to carry the language skills forward." ¹

**Economic limitations.**—A primary source of difficulty in learning a second language is said to be the economic conditions in the home, according to a wide sampling of the opinions of parents undertaken by Manuel. A Texas mother expressed the opinion that "the economic conditions of the Spanish-speaking have a direct bearing on the ability of their children to learn English." ² Because of insufficient income, educational materials in the home were lacking. Often parents have to withdraw the children from school because they must find work in another community. Manuel also found the average economic level of the Spanish-speaking people much lower than that of the average population. ³

¹Manuel, Spanish-Speaking Children, 42.
²Ibid., 75.
³Ibid., 130.
Ulibarri agrees that "lower-class children come from an impoverished background where there is a minimum of artifacts and symbols conducive to academic growth and development."\(^1\)

Holland found a significant difference between verbal and performance I.Q. scores among Spanish-speaking children of low socio-economic status. He suggests that "low-socio-economic status is more often conducive to limited development of both verbal and performance skills, and not just verbal skills alone." Because of limited opportunities to develop proficiency in verbal skills as a result of unfavorable economic conditions, Holland further states: "the significant poor verbal skills of these youngsters may more logically arise from other factors such as their typical patterns of language learning and development and not just as a lack of opportunity, per se."\(^2\)

Reaction.--Wide differences in economic level lead to further complications. Not only do people tend to keep apart, but those of lowest income tend to nourish feelings of inferiority. This the child shares. When poverty is

---


\(^2\)Holland, "Language Barrier," 47.
accompanied by a language deficiency, meager success in school, and finally, rejection by others, the outlook is bleak, and the situation is most difficult. Many a Spanish-speaking youth develops a sense of futility and wants to give up the struggle.  

... many children resist English acquisition because of the factors in the home and in the school environment; at times, this process of necessary acculturation can become so overpowering that it alienates the non-English speaking child even from his own native language, culture, even from his family, and not infrequently even from himself.  

"Or conversely, he may decide that his parents have provided him with an inferior world, and subsequently attempt to reject entirely what they have provided for him as a cultural base upon which to build a meaningful life." This may mean that the life he chooses will lack the meaning provided for him in childhood.  

Frequently, the underlying causes of the difficulty in acculturation can be attributed to unhappy experiences Spanish-speaking students encounter in their initial years in English-speaking schools. "In too many cases spirits were broken, human potential was smothered, and dignity lost."  

2P. F. King, "Bilingual Readiness in Primary Grades," NCR/ERIC Micro Form, ED 033 238.  
To the extent that he suffers as a result of the concomitant pressures put on him, he is a victim of this social situation into which he has been born. He himself has done nothing to create it, he doesn't understand it, and we should have no cause for surprise when he reacts against his parents or his teachers or both.1

When a child is appropriately oriented toward learning a second language, he may have a more favorable reaction when adapting to a biculture. When viewed from a social-psychological perspective, he may consider the acquisition of a second language as a broadening experience, a reaching out to a broader community. Quite the opposite reaction may also occur. He may develop apprehensions which "can engender anomie, a feeling of not comfortably belonging in one social group or another."2 Suffering through this process of biculturation can be painful and have harmful effects. "Indeed, many a youth is caught between parental group and the rest of the community and is rejected by both."3

Negative self-concepts frequently stifle any aspiration to academic success. In an extensive study conducted by Anderson and Safar with community members and school personnel, Spanish-American minority groups tested were found to have inferiority feelings of themselves. These perceptions were reinforced through subsequent failure in


3Manuel, Spanish-Speaking Children, 7.
school. Interpretation of this research suggested that a "self-fulfilling prophecy" might be operating in these communities. The Chicano might even come to feel "that his failure is deserved."¹

Carter declares that most educators involved in teaching the Mexican are convinced that the Spanish-speaking students view themselves negatively. He also suggests that this negative self-image is thought to precipitate school failure because the child is marginal and is caught between two cultures—the Mexican and the American. Frustrations are many.

Yet, experience indicates that such youth are quite resilient as a group, and seem fairly successful in withstanding the temptation to think of themselves negatively. Rather than judge themselves solely by "Anglo" standards, they appear to judge by norms established by their own peer society or by the Mexican-American society of which they are a part.²

In one of Carter's studies, the profiles drawn of 190 Mexican-American and 98 Anglo ninth-graders were almost identical, the Mexican-American having a slightly higher positive rating. Carter offers the suggestion that "the supposed negative self-image of the Mexican-American is, in reality, our own stereotype projected into him."³


³Ibid., 219.
Aligned with Carter's evaluation was the result of the study carried out by Mercer with pre-school youngsters. He found no significant difference between ethnic groups. It was concluded that children reared almost entirely within their subculture had entertained a positive self-concept of themselves and of how they were regarded by others.¹

With a healthy attitude toward learning the child is conditioned for success but he is penalized with his language deficiency. In speaking of the millions in the United States who must learn English as a second language, Strang holds that some, as they become increasingly retarded in reading, develop a sense of inadequacy "and become apparently or actually indifferent to learning. These pupils are likely to drop out of school prematurely and to become hostile to school and society."²

The teacher is of paramount importance in helping the student learning a second language to overcome his handicap and adjust to an Anglo-centered institution. Improper adjustment can lead to low morale and general discouragement. "When the student begins to discover that the teacher does not understand him, he develops negative reactions not only to the teacher but to the educational process and finally

¹Mercer, "Imprints of Culture," 59.

to the entire culture and language that the teacher represents."  

Espinoza maintains that the reason the Mexican-American child holds the record of the highest percentage of drop-outs in the Southwest "is that insufficient attention has been paid to the feeling of alienation that the Mexican-American child encounters in our present school situation."  

Findings according to Blossom indicate that 80 per cent of all students with Spanish surnames drop out in California and in Texas, "but the problem is national in scope."  

This research indicates the enormity of the problem the Mexican-Americans face in the process of acculturation. Ramirez also emphasizes the reasons for their higher drop-out rates.

They experience what the personality psychologist calls an approach-avoidance conflict with respect to education. They want to be educated; they realize its importance. But in order to achieve it they must reject themselves— an understandably painful process for any human being.

---


Conflicts in Educational Values in Anglo-American Education

The American school system, designed as it is to meet the needs of the Anglo middle-class child in preparation for his place in an Anglo middle-class society, has inherent elements which present a problem to ethnic groups unacquainted with its values. The lower class and minority students whose value orientations are unlike that of the institution and who do not fit the mold are less likely to receive a comparable education. "The Spanish-speaking student can learn. His Spanish language should not be an obstacle to his success in school but rather an effective tool for learning." Ballesteros maintains "the real problem in our society today--and therefore the real problem in education today--is not the 'Mexican American Problem,' . . . it is the 'Anglo Point of View Problem.'" This viewpoint determines the attention or neglect given to the cultural and language values the student has when he enters school to begin his education. "What the children need is not special education but rather good schools that meet the demands of the community."\(^1\)

An impediment to the functional learning of the Spanish-speaking child is his language barrier. "A child has a language barrier when his knowledge of Spanish is greater

than his knowledge of English. This condition originates in lack of acculturation."

Most Spanish-speaking children begin their formal education with little or no knowledge of the English language. They are familiar with their native language as a useful means of communication even though it may be limited because of their age and background. "If Spanish-speaking children bring to school with them a limited knowledge of their native language, they bring, more often than not, an even more limited knowledge of English." 2

Figurel made a comparative study of the vocabulary of the culturally disadvantaged children with basic word lists, using the Thorndike Prediction Scale. He found the vocabulary of the culturally disadvantaged to be "approximately 3,500 words, the number that are known by many first and second grade children in higher socio-economic groups." 3

Manuel discloses that for a child to know the meaning of four or five hundred English words before school entrance is, at times, considered a great accomplishment. These he acquires in much the same way that he learns the patterns

1 Holland, "Language Barrier," 48.


of the first language, at home or at play. "If he has the constant contact with and stimulus to use both languages, by and by he will do so. He hears, he understands, he imitates, and he communicates."<sup>1</sup> Manuel emphasizes still another difficulty.

Typically, the Spanish-speaking child has to learn English as a second language and then use this second language in his school work, while his out-of-school language is mainly Spanish. The result for a large number of children is lack of sufficient mastery of any language. This makes learning more difficult and tends toward further isolation.<sup>2</sup>

"Culturally disadvantaged children know, on the average, only every second or third word found in their textbooks." This has a crippling effect on the reading skills necessary for their academic success. Figure 1 analyzes reasons which may lead to retardation.

Reading retardation has a complexity of causes. Nevertheless, one of the main reasons for such poor results in reading is the meagre experiential background children have had in developing an adequate vocabulary. The limitation in vocabulary prevents the culturally disadvantaged child from reading intelligently the many middle class words which are strange to him verbally and experientially. Language develops with the discovery of reality, and reality in those cases is very limited.<sup>3</sup>

Much of the difficulty stems from the fact that the Spanish-American child is exposed to learning a second

---

<sup>1</sup> Manuel, Spanish-Speaking Children, 114.

<sup>2</sup> Ibid., 7.

<sup>3</sup> Figure 1, "Classroom Practice," 164.
language before he has had any hope or opportunity of successfully developing his own. The result of such inadequate timing has added complications in second language learning. The Chicano is "inadequate in English, insecure in his own language, and probably lacking in general verbal development as well."\(^1\) Rosen and Ortego believe that forcing another language on a child unable to handle it is undesirable, especially when the child comes from an impoverished environment. At the rate and within the range of his developmental maturation in his native tongue, the child should be expected to respond to learning a second language.

**School ignoring native language.**--The experiential language deprivation can easily cause frustration to the Spanish-speaking child. Many authors probe deeper into the failure and frustration of school experience and suspect the school system itself for the discouragement many students feel in their effort to acquire a second language. "Many Chicanos come to schools with learning and incentive-motivational styles which are ignored by these institutions, with the resulting school experience ending in failure and

frustration." Horn would censure the institution for completely ignoring or prohibiting the use of the mother-tongue in the classroom. "The school in totally ignoring Spanish, cuts off its major avenue of communication with these children. In ignoring Spanish, it also rejects much of what the child is." This practice of disregarding the native language of Spanish-speaking students, according to Gaarder, has been a tradition of the school system for some time.

... educational practice in the United States supports the "ethno-centric illusion" that for a child born in this country English is not a foreign language, and virtually all instruction in schools is through the medium of English.

There has been an inconsistency in our schools in failing to recognize the language and culture of the Spanish child. The language of the home, that developed in the formative years and inherent in the child's culture, has been ignored at the elementary level and required later at the high school level. Tireman and Zintz strongly advise that the use of the mother tongue as a language of instruction be strengthened and perpetuated. If the second

---


2 Thomas Horn, "Three Methods of Developing Reading Readiness in Spanish Children in First Grade," Reading Teacher, XX (October, 1966), 41.

language is not used for instruction, as in the United States, the mother tongue is sure to disappear as years go by."

*Test interpretation.*--Another inconsistent tendency is to accept achievement and intelligence tests at their face value. "Few, if any, standardized instruments currently available reflect more than one type of communication, incentive-motivational, human-relational, and learning style, obviously the style of the majority Anglo-American culture." The results obtained from these tests do not give an honest estimate of the Spanish child tested. "The results do show, however, that the child's performance does not conform to the style of the instrument, to the style of the institution using the instrument." Yet, on the basis of these tests the child is often considered deficient and made to conform to the prevailing curriculum. "In short, the system, the institution, does not change, but forces the child to do so."\(^2\)

Irreparable harm has been done in some cases when interpretation of low test scores has not met with an understanding of all the factors involved. Ballesteros identifies the calamity when he writes:


\(^2\) Ramirez, "Implications," 3.
Disproportionate numbers of Spanish-speaking students are placed in classes for the mentally retarded because they cannot cope with placement tests given in English. Many are also placed in remedial and non-academic classes. And so frustrated and misunderstood, Spanish-speaking students are rushed through or pushed out of schools.¹

Ulibarri and Cooper also indicate that the slow learner and the low-average bilingual child is too often placed in classes with mentally retarded pupils, and is thus penalized for his language deficiency. "The bilingual, bicultural child is thereby deprived of his right to equality of educational opportunity."²

Attention is drawn to the fact that, because of the lack of validity due to cultural variations, extreme caution must be exercised in the analysis and diagnosis of tests.

Unless administrators, curriculum directors, and teachers are familiar with the lack of validity and often lack of reliability of almost any type of test when applied to bilingual children, these children will be improperly handled.³

Bernbaum points out, according to her research findings, that "no single good test of bilingualism has been devised." She also states that "bilingual children tend to score higher on non-verbal measures of intelligence than on

²Horacio Ulibarri and James G. Cooper, "Exemplary Bilingual Education Programs," Putting Research into Practice, PREP Report, No. 6-C (1970), 14.
³Ulibarri and Cooper, "Bilingual Programs," 14.
In a follow-up study over a 26-month period with 75 Anglo and Spanish-American primary school children, Killian found this tendency toward higher nonverbal performance to be true. The results of individual sub-tests of the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Bender Visual-Motor Gestalt Test suggest that "after three years of schooling, Spanish-American children have a verbal comprehension deficit. . . . These children have no deficiency in general intelligence when it is measured nonverbally, but clearly do have deficiencies when measured verbally."  

In a study of 509 Headstart children, Rieber and Womack found the 271 Spanish children to have an average score 49.7 points lower than the norm. After five weeks in the program he found a 9.6 per cent intellectual gain among these children. They do mention, however, that "the great increase in I.Q. demonstrated by Latin Children results from the fact that they were so low initially and a given increase in MA appears as a greater change in their I.Q." Experiential activities in the Headstart program also had a positive influence upon the intellectual development of these children.

1Bernbaum, "Early Programs," 12.

It can be concluded that exposing these children to novel, stimulating situations in which they are encouraged to conceptualize and verbalize their experiences will have a significant positive effect on their intellectual ability.¹

Perhaps the most significant implication that can be drawn from these studies is the following:

. . . . the need for developing suitable measures for assessing the capabilities, experiential background, cognitive functioning (including range and usability of concepts and cognitive styles), and language levels of Spanish-speaking disadvantaged children.²

Teacher-child reactions.—Significantly important to academic achievement and emotional adjustment of the Spanish-speaking child is the teacher. "The Spanish-speaking child can only learn if he has a teacher who loves him. . . ." This is true of any teacher-child relationship, but especially true with a child who has difficulties to overcome and adjustments to make in order to be accepted among his peers and in the school community as well. Boyd further writes: "We can achieve bilingualism as an educational objective when we achieve human acceptance as an educational objective."³

Teacher attitudes toward culture and the language of the Mexican-American child have a significant effect on the rapidity with which the child will respond in an acceptable manner to the school situation.⁴

¹Morton Rieber and Marcelette Womack, "The Intelligence of Pre-school Children as Related to Ethnic and Demographic Variables," Exceptional Children, XXXIV, No. 8 (April, 1968), 613.
²Horn, "Reading Readiness," 41.
³Boyd, "Educational Objective," 313.
It is incumbent upon the teacher to provide an atmosphere for learning to which the bilingual-bicultural child will respond. "Children expect and can tolerate failure so long as they do not perceive the task as an integral part of their personality. To fail at a task is tolerable; to fail as a person is not." Insight into the background and culture of the Mexican-American will provide insight, understanding and tolerance for this child. "Such knowledge and understanding would result in improved classroom climate—a climate where individuals are accepted as worthwhile human beings who can and do learn."¹

Children are perceptive. If a Spanish-speaking child is apprehensive about his deficiencies and finds that the teacher makes no effort to break through his language barrier, his response will likely be unfavorable. He may oppose not only the teacher, but the educational process as well, and finally the "entire culture and language which the teacher represents."²

Madsen would also have the teacher aware of the fact that he may be viewed as a stereotype in the eyes of his students, especially if he is an Anglo. "If he is from a Spanish-speaking background, he may be viewed as typical of


those who have 'sold out' their cultural heritage for power or money.\textsuperscript{1} Garcia and Zimmerman present the opposite point of view. In their study involving child response to a Mexican-American examiner and an Anglo examiner, the majority of the 40 first graders tested responded better to the adult who used their native tongue.\textsuperscript{2}

Summary.--The writer has attempted in this section to show how the Spanish-speaking child is often the victim of a conflict between his own Spanish-speaking community and the larger English-speaking community in which he finds himself. He is pressured with the preservation of his culture and heritage on the one hand and with abandoning his cultural identity and values on the other. Further complications arise as his language barrier presents another difficult obstacle to overcome. If he meets with understanding and empathy in the school environment, he is likely to respond and develop into the unique individual he is with his own personal contribution to society. If he meets with negativism, he is likely to drop out altogether and rebel.

\textsuperscript{1}Madsen, "Spanish-Speakers," 41.

It therefore becomes essential that programs be developed within the established curriculum which hold meaning for this child not only in relation to the world in which he will eventually take his responsible place, but also in relation to the world in which he now lives. As a bilingual-bicultural person he has a rightful place in cultural democracy.
CHAPTER III

THE ADAPTATION OF THE SPANISH-SPEAKING CHILD INTO OUR EDUCATIONAL SYSTEM

Goals of Bilingual Education

The enactment of the Bilingual Education Act, Title VII opened the opportunity for the non-English speaking child to enjoy a creative learning environment designed to meet his needs. The action of the Senate in 1967 gave impetus to a new philosophy of education based upon cultural democracy. Andersson emphasized that this was the first bilingual education bill of such significance ever to be introduced into the Congress of the United States. 1 Through this enactment the bilingual child was recognized as a unique individual with special educational needs.

Sec. 701. In recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to

---

meet these special educational needs and to preserve and enhance the foreign language backgrounds and culture of such children.¹

"Bilingual education gives the Spanish-speaking child the opportunity to learn educational concepts in all phases of the curriculum in his mother tongue until his knowledge of English is great enough to carry the full burden of his education."²

Lozano continues to emphasize the need for bilingual education projected in Title VII of the Elementary and Secondary Education Act as:

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

Ramirez speaks of the Bilingual Education Act as a "golden opportunity to rid ourselves of the outdated melting pot philosophy." In its place he attests the need of a philosophy that:

... a child need not lose his identity with his ethnic group in order to succeed in school; one that urges recognition of the worth of the child's heritage; one that


³Ibid.
urges recognition of the worth of the child's heritage; one that encourages development of early childhood pro-
grams for Mexican American children—programs that respect
the value system of their culture and the unique learning
and incentive-motivational styles that it produces in
its members.¹

Espinoza probes deeper into the implementation of
bilingual education programs. She maintains that if the
institution is to change, the attitudes of teachers must
change to ensure a climate of success.

A positive atmosphere towards a Mexican American must
be established before implementation of a Title VII
program. This "positiveness" must be instilled among
all of the school personnel who will of necessity be
involved in the program.²

Cordasco emphasized that "at long last the Congress
had before it legislation which would legitimize the culti-
vation of individual differences in our schools."³ Special
types of programs were encouraged. Among those itemized in
Sec. 703 were:

(1) bilingual education programs;
(2) special programs or projects designed to supplement
and enrich the programs of elementary and secondary schools,
including bilingual education programs and bicultural
education programs which acquaint all students with the
history and culture associated with each language;

¹Ramírez, "Cultural Democracy," 46.
(3) efforts to attract and retain as teachers persons who have an intimate knowledge and understanding of the special needs of children of limited English-speaking ability;
(4) efforts to establish closer cooperation between the school and the home;
(5) intensive early childhood programs involving bilingual education techniques designed to provide children during the preschool, kindergarten and early elementary years with educational experiences which will enhance their learning potential. . . . 1

Congress authorized the Bilingual Education Act, and programs were begun without delay. "Funding began in 1969 with 7.5 million for 76 projects and funding has expanded to 25 million in 1971. This money had financed a total of 169 projects which are geographically dispersed throughout the country. 2

Effective state reform programs were put in operation. Michael J. Bakalis, superintendent of public instruction in Illinois, reported that 42 such centers were operative with bilingual instructors to teach Spanish-speaking children in their native tongue. . . "but they reach only about 5,000 of the estimated 100,000 Spanish-speaking children in Illinois." To emphasize the giant strides in the field of Education, Bakalis pointed out: "Formerly, the

1Bilingual Education Act, 29.

chief goal of Illinois' public schools in educating such youngsters was to teach them English, despite a dropout rate that exceeded 70 per cent in Chicago alone." The goals have changed. Bakalis continued: "schools have the responsibility to guarantee every child an ample opportunity to become self-sufficient..." With this philosophy and conviction he has ordered "a series of wide-ranging--sometimes controversial reforms."¹

Programs that respect the value system and culture of the Spanish-speaking child spotlight the need for bilingual education and have been long overdue. Recognition that schools have failed "to develop bilingual and bicultural programs in the past in sufficient number to serve the existing needs is extremely regrettable."² Boyd emphasizes that Americans must "become concerned and work for genuine educational opportunities for all children...", in order to give them the hope of a respectable position in life. She points out two difficulties experienced by Spanish-speaking children: "The language barrier will keep them from receiving an adequate education; and the cultural barrier will keep them from being truly assimilated in society."³

¹"Illinois Innovator," Time Magazine, October 9, 1972, 46.
²Bilingual Education Act, 2.
Respect for another's culture would permit bilingual programs and free this type of child from the difficulties he must now overcome in the present educational system.

Possibly most important of all, the changed public attitude that would be required to permit such a program would free the bilingual American from the incalculable handicaps we now heap upon him... of why one language is considered inferior to another, of why accidents of ethnic background tend to predetermine his success in school in spite of native ability, of what's in a name, that can break a child before he starts.¹

Manuel also compliments the Spanish-speaking child whose native ability is grounded in a "built-in language resource which is valuable both in advancing his own education and in contributing to the public welfare."² In this perspective "bilingual education must be viewed as an asset, not a liability."³

Content of Bilingual Education.--"In many classrooms all over the United States, children from various backgrounds sit side by side, but their worlds never meet. Complex background and environmental forces keep them apart, but perhaps the most powerful of these is language."⁴

¹Boyer, "Mother Tongue," 294.
²Manuel, "School and Society," 213.
⁴King, "Bilingual Readiness," 1.
When a language difference, such as that between Spanish and English, is primarily associated with the differences between a dominant and a subordinate group, enormous emotional sensitivity is associated with these languages.

In this changing and stress-filled situation we are relying on education as one of our major tools to achieve the goal of successful integration.¹

Developing a program to meet the social, psychological, and educational needs of the bilingual child is no small matter. Cordasco highly recommends a positive approach whereby the strengths of the Spanish culture, which are inherent in the child, be incorporated into the curriculum. He suggests that the child's first language be used in bilingual instruction. He would have Spanish traditions as well as American customs incorporated into the program. "Only through such education can the Spanish-speaking child be given the sense of personal identification so essential to his educational maturation."²

The primary thrust of bilingual education for the Spanish-speaking child is to include his own familiar language to some degree in his early education. "It is necessary to state the level of proficiency, in the second language, which is desired of the student." In some programs the native language is used "merely as a vehicle by which the child is directed into learning English as a second language. . . ."


In this case, the major objective is a rapid adaptation into the use of the English language. In programs where proficiency is desired in both languages, the following procedure is usually followed:

Curriculum content may be present in either language, and the choice of which language is to be used frequently revolves around the matter of which language and its attendant culture best facilitates learning of the particular content. There are certain subject matter areas and certain materials that are better presented in one language than another. In these programs it is necessary to have bilingual teachers assigned to second language instruction.

When early education programs are set in a social perspective, they are not without some difficulties. While Fishman and Ulibarri believe in the same type of program for the bilingual child, Ulibarri does not hesitate to identify "the kinds of difficulties that may develop for bilingual education programs if school planners are not aware of the language situations in the communities to which these programs are directed." 2

"The critical issue in the struggle for equality of educational opportunity for Chicanos," according to Ramirez, is to "create educational programs which are consonant with the values and life styles which Chicano children bring with them to school." He incorporates behavioral objectives into

1Ulibarri, "Bilingual Education," 3.

his program for Chicano children. (1) The child should learn in a relaxed atmosphere and feel free to speak Spanish spontaneously. (2) A Mexican American should feel proud of his culture and enjoy membership in his own ethnic group. (3) His ethnic pride should be extended to interaction with other children. (4) He should not only acknowledge but share his Mexican culture. (5) He should show self-respect as he "identified himself as Chicano or Mexican-American."1

Because of the anxieties and timidity of the Spanish-American student, Ulibarri believes these children "must be trained to operate and function smoothly and effectively in the permissive atmosphere." Considering the socio-cultural orientation these children pass through, "it may be necessary to start by creating a relatively direct atmosphere and progressively change it into a more permissive situation." Whatever the approach, it should help the child develop "greater self-confidence".2

Over and above the proper setting for the bilingual students, Carter holds that "exposing the children to middle-class experiences and providing remedial services" will help children succeed in school and society.3 Ballesteros,

1 Ramirez, "Implications," 22.
on the other hand, insists that bilingual education should "eliminate the necessity of remedial instruction by providing the child with sound educational concepts in both his native language and his second language." He summarizes the whole purpose of the Bilingual Education Act: "to develop advantaged students, not disadvantaged."¹

Providing for Individual Differences.--Educators are concerned with the personality and social adjustment of the child as the starting point from which learning begins. Manuel states that "the condition of the learner is a significant factor in determining the outcomes of teaching." He further explains a more compelling reason for interest in the child as a unique individual. Attention must be given to the kind of person he is. Manuel points out: "The traits which are valued because of their influence on learning are also goals of education. Knowledge and ability alone are not enough." Something beyond this contributes to the happiness of the child as a person and to his future position as an effective individual in the community.

The goals for every child are the development of a healthy organism, efficient work habits, emotional balance, a feeling of security and confidence, constructive interests, a sustaining philosophy of life, and good will toward others. . . . The situations in which a child finds himself do not automatically produce corresponding learning. It is his response--thought, feeling, or action--which produces the learning.²

¹Ballesteros, "Advantaged Society," 27.
²Manuel, Spanish-Speaking Children, 153.
Arnold agrees that a child who has been assured of happy or successful experience in a learning situation will be predisposed to return to that endeavor. "If 'tune out-tune off' occurs, the children and the reading program are likely to fail." To insure successful transfer of instruction Arnold proposes that "materials must be designed to reinforce instruction." He further proposes that if instruction is to be relevant, the teacher must draw upon the child's own "experiential repertoire."

Several authors stress the importance of a meaningful experiential background in order that the learning situation has functional value. Hildreth states that the printed word must reflect to the non-English speaking children "more of their own experiences, thoughts and language. . . the only sound psychological approach to the school instruction of these children." Strang also speaks of language experiences as "not only linguistically sound" but as "psychologically acceptable to the child's ways of thinking, his cultural predispositions, and his deep-seated attitudes and feelings." Carter goes a step beyond this concept when he insists that those experiences which the middle-class child enjoys "must

1Arnold, "Components of a Reading Program," 102.


be artificially provided" for the culturally different Mexican-American child.¹

It is interesting that after centuries of conformity in the educational sphere, the diversity of American culture is finally being realized and creative forces are emerging by which the institution recognizes the child as an individual and provides for his mode of learning. Basic concepts presented in the native language carry a sense of security. Meyerson holds that "the mother tongue is the best medium for the child to learn." Later, these concepts can be incorporated into English. "Mastery of both can then be attained."²

Andersson terms bilingual education as "The American Experience." Even though he prefers this thrust in education he does not hesitate to mention: "It has not yet been demonstrated, however plausible it seems, that a Mexican-American child can become literate in English best by first becoming literate in Spanish."³ Manuel would rather stress learning opportunities adapted to each child. "The teacher's difficulty is in finding where the child is in his development and then finding ways of leading him forward step by step as rapidly as he can go."⁴

³Andersson, "Bilingual Education," 436.
⁴Manuel, Spanish-Speaking Children, 133.
In itemizing the components of a reading program for the Mexican-American child, Arnold suggests certain provisions to insure success in scholastic achievement.

Evaluation and diagnostic teaching are of paramount importance if each child is to be given an opportunity to learn at his developmental rate. Behavioral psychologists have contributed much that can be applied to reading. . . . If observable reading behaviors are set as objectives, evaluation is much easier. Diagnosis based on observable behaviors can naturally lead to prescriptive teaching of individuals.¹

A concise methodology used in preferred ways or modes of individualization was presented by the Southwest Regional Laboratory for Educational Research and Development. "Appropriateness is the key word: the best strategy is that which is best suited to the child in a particular learning situation."² This plan of action which "incorporates the child's values and preferred styles of learning" respects the individual as a person and makes provision for a "culturally democratic learning environment."³

Teacher qualifications.--Special preparation for teaching Spanish-speaking children is needed by the teacher. "The teacher is the chief working point of the whole educational machine in relation to the pupil." Parents and peers provide background and assistance at certain times in the

¹Arnold, "Components of a Reading Program," 105.
³Ibid., 10.
life of the child, but the sensitive "teacher carries the major responsibility for setting up the learning situation." Manuel gives great importance to the teacher in the training of the Spanish child. His first concern is directed to the teacher as a person. "The kind of person a teacher is helps to determine the direction and intensity of his professional service." Manuel stresses the positive as he encourages teachers of the bilingual child to "know more about the Spanish-speaking child, his culture, and his problems and more about the problem of building a democratic society out of diverse populations." He proposes the challenge to these teachers as follows:

... the teacher of Spanish-speaking children needs to know how to teach English as a second language, how to teach other materials to children who have a limited acquaintance with the language of instruction, how to teach children of below-average economic status and cultural level, and how to deal with problems of democratic living with different population groups. Carter emphasizes the negative aspect concerning teachers of Mexican-American children when he states: "The severest weakness of teachers is their failure to understand a number of concepts concerning culture, society, personality and behavior." He proposes that "improvements in the teacher

1 Manuel, Spanish-Speaking Children, 165.
2 Ibid., 167.
must be recognized as only an easy place to begin the needed chain of changes."¹

Andersson suggests that the child needs an authentic model of his own culture as a teacher if he is to respond to a direct understanding of the culture he is to learn. In his opinion "a new focus on the bilingual child could well serve to trigger an important revolution in American education."² Rodríguez concurs that the school needs to put before the Chicano a "successful Mexican-American whom he can emulate as he sets his educational goals."³ Brault reveals an opposite view toward the teacher model when he writes:

In a surprisingly large number of cases, however, having a teacher with the same background is merely an added source of embarrassment to the student, notable at the secondary school level. A great deal more is expected of him than of the average teacher. . . .⁴

Manuel's view is unbiased. "There is no sound basis for either special favor toward or discrimination against a teacher because he belongs to the Spanish-speaking or English-speaking group."⁵

¹Ibid., 8.
⁵Manuel, Spanish-Speaking Children, 168.
Another skill often required of these teachers is that the second language teacher "should have studied in that language the subjects they are to teach through it."\(^1\) Espinoza views the task as a difficult yet not insurmountable one.

The solution to this immense problem is of such proportions that it will require a lengthy, costly, but necessary process of re-education in the institutions which prepare administrators, teachers and school personnel. It will not come overnight, it will not be easy, but at least a start can be made in the right direction.\(^2\)

**Early Programs.**—Adjustment to a new environment, new type of materials, new and unfamiliar peers and adults and, above all, a totally new and different language, can traumatize a small child. Fortunately, children desire to learn, and anticipate to some extent their first experience in school. A child who speaks another language, foreign to that of the school, has many hurdles to overcome. The child must be respected for the individual he is, and every consideration should be given to make his adjustment in his new surroundings a pleasant one. His language is his avenue to learning. Early experiences in his native tongue ease the burden.

Initiating a child into the school routine in his native language, it is pointed out, enables him to meet the

\(^1\)Gaardner, "The Bilingual Child," 169.

\(^2\)Espinoza, "Conflict in the Classroom," 4.
difficulties of the first year under the most favorable conditions. If this policy were adopted, most of the Spanish-speaking children at the end of the first year would be reading Spanish. A long step toward conserving this important language resource would be taken, and an avenue for extending his concepts through reading in a language with which the child is already familiar would be opened.¹

Bernbaum considers the problem in this way: "The controversy today concerns not whether a second language should be introduced in preschool, but rather whether the child, for the sake of emotional security, should first be approached in his dominant language." Her solution would be that "only after he has adapted to the classroom situation should second language instruction begin."²

The challenge to teachers in providing a comfortable adjustment for the pre-school child is, as Boyd sees it, to "develop a planned school program of activities using materials and vocabulary which will carry the child forward." She urges that "the opportunity for learning a language needs an imaginative approach, and schools which begin instruction for four and five-year-olds can provide an avenue for this."³

It is often the responsibility of the Head Start teacher and administrator to implement such a bilingual program for pre-schoolers. Bernbaum suggests the following in establishing

¹ Manuel, Spanish-Speaking Children, 120.
² Bernbaum, "Early Childhood Programs," 8.
³ Boyd, "Educational Objective," 312.
the curriculum and goals for a **Head Start** classroom with nonEnglish-speaking children: (1) investigate the community, (2) evaluate the language fluency of the children, (3) consider the aspirations of the parents for their children, (4) provide a bilingual aide if the teacher is not bilingual, and (5) anticipate the educational future involvement of the children.¹

Three years after **Head Start**, Lozano reports, when it was discovered that children in the program from low income families tended to forget much of what they had learned when entering a traditional school situation, **Head Start's Follow Through** was added to the **Economic Opportunity Act in 1967**. The program begins with the first formal year of learning and adds a grade each year, so that the child may stay with the program through the third grade. In 1970-1971, more than 60,000 children were able to benefit from **Follow Through's** special approach to instruction. All 50 states, as well as the District of Columbia and Puerto Rico, were represented in the program.²

**The Horn Project.**—Another type of program for Spanish-speaking children was conducted in 1967 under the auspices of the USOE. This study compared three types of

---

¹Bernbaum, "Early Childhood Programs," 31.

reading readiness programs in grade one. Emphasized were (a) audio-lingual techniques in English with science-based material, (b) audio-lingual techniques in Spanish with science-based material, and (c) readiness techniques using the basal reading program. Horn relates that during the experiment the children revealed a lack of self-confidence to a marked degree and a general insensitivity to the world around them. The learning environment was characterized as apathetic, fearful, bewildered or just passive. Such an atmosphere for a child in need of positive attitudes toward self-esteem and personal identity seemed discouraging. His observations indicated the need of a different kind of program which would implement learning experience and language instruction centered around the development of a satisfying self-concept for these children. ¹

Considering the limitations of the Spanish-speaking child as evidenced in the results of the Horn Project, a Developmental Oral Language program was set up which aimed to "capitalize on relative strengths of visual perceptual skills of these children while strengthening the relative weaknesses of the language association skills outside the reading lessons." Arnold reports that although the children may have learned to speak English more effectively, "data

¹ Thomas Horn, "Three Methods of Developing Reading Readiness in Spanish Children in First Grade," Reading Teacher, XX (October, 1966), 38-42.
from standardized reading tests indicate that the children receiving the Developmental Oral Language program have not made significant gains in reading. In conclusion, in order that such a program would raise the level of achievement, "it became apparent that it was necessary to establish a closer relationship between oral language and reading."¹

Other Programs.—Since the English language is necessary for the Spanish-speaking child to acquire in order to maintain a level of competency in an Anglo society, reading programs designed specifically for the bilingual child have this goal in view. Procedures vary, but the direction of effort is toward a wholesome, well-integrated child.

The language-experience approach was incorporated into a Sustained Primary Program for Bilingual Children conducted in four of the Las Cruces schools in New Mexico. "The experiential language arts instructional program represents the heart of this study." In its basic philosophy cultural values and language are utilized to "promote feelings of self-worth leading to meaningful bicultural interaction." Continuous learning experiences are provided. Advancement is continuous and nongraded. Within the program, "prime consideration is accorded the necessity for providing

situations and materials whereby conceptual proficiency and self-esteem are achieved simultaneously."

The linguistic approach is used in beginning reading programs for bilingual children in the Dade County Public Schools, Miami Beach. The Miami Linguistic Readers were specifically designed for the Spanish-speaking bilingual with primary emphasis on teaching the Spanish child to pronounce the English language correctly. Robinett, co-author of the program, states: "Rather than delay the introduction of reading, the Miami Series attempts to combine the language and reading experiences in such a way that they reinforce each other from the beginning of the school year." Although highly structured linguistically, natural language forms of children's speech are reflected in the materials. Robinett describes the basic features of the language program:

In methodology, we have attempted to harmonize our experience in second language teaching, our understanding of the graphemic system of English, and the multiple-facet approach to teaching of reading characteristic of conventional reading programs. Many of our conclusions are tentative, to say the least. We believe that fundamentally we have followed the "main stream" in methodology.3


2Ralph Robinett, "A Linguistic Approach to Beginning Reading for Bilingual Children," First Grade Reading Programs, ed. by James F. Kerfoot (Newark, Delaware: International Reading Association, 1965), 137.

3Ibid., 146.
The Language and Conceptual Skills Program, developed by the Southwest Regional Laboratory for Educational Research and Development, Inglewood, California is designed to aid Spanish-speaking children in the acquisition of English language skills essential to success in the primary grades. The primary goal is to teach Spanish-speaking kindergarten and first-grade children to communicate in English through the acquisition of basic skills in subject areas and in preparation for reading and writing. The authors use research-based materials to aid teachers and tutors in providing efficient instruction. The program is being field-tested during the 1972-1973 school year with approximately 5,000 pupils in 216 classes.1

A Reading Readiness Program for the Spanish-Speaking Child is in operation in the El Paso Public Schools, Texas. This oral language program is linked closely to the reading readiness program and is designed to be used with the Big Book for Getting Ready to Read used in the Reading for Meaning Series. Language patterns are presented to the children as structured drills, the children repeating exactly what the teacher says, first in Spanish and then in English. The authors caution that "no instructional organization plans

1Southwest Regional Laboratory for Educational Research and Development, "Program Plan: Systems for Comprehensive Educational Programs," Los Alamitos, California, March, 1972. (Mimeographed.)
can do more than facilitate good teaching. Effective teaching resides in the attitude, the ability and the enthusiasm of the individual instructor.¹

**Bilingual-Bicultural Programs.**—The emphasis in the programs described has been on the bilingual aspect of education for the Spanish-speaking child. The child is eventually absorbed into the mainstream of Anglo culture. The question remains: "How can the Spanish-speaking child become bilingual, be proud of his culture, and retain his identity in the American Democracy?" These children should be prepared to "live satisfying lives and to contribute to their community and their country."² With this idea in mind the Coral Way Project in Miami, Florida was born. "The project was developed to provide for the very special, immediate, and long-range needs of the children of the community and also to serve as an inspiration for other bilingual programs in similar communities."³ This school in Dade County was one of the first in this country to provide equal time for


the instruction of English and Spanish. "The Coral Way School offers an interesting transition from a one-way emphasis on the child's language at the kindergarten level to a mixed bilingual emphasis at the upper grade level." At present the program extends through sixth grade and is expanding to the junior high level.

The teacher first teaches concepts in the child's vernacular and soon introduces them in the second language. The second language experience is carefully structured, and great care is taken to make sure that one language is associated with one specific person, either the English-speaking teacher or the Spanish-speaking aide.¹

Through the organizational structure operating in the Coral Way School, all children are afforded an equal amount of instruction in both Spanish and English. The project also places a strong emphasis on the bicultural aspects of development. Through literature and resource materials "native-born Cuban children sustain awareness and love of their culture while, at the same time, Anglo children develop a knowledge and a wholesome respect for another culture."² In evaluating the program, the Principal, J. Lee Logan, states: "... the faculty and staff of Coral Way Elementary School feel that we have been privileged to have been in the vanguard of bilingual programs in America."³

¹ Bernbaum, "Early Childhood Programs," 20.
² Logan, "Coral Way Project," 86.
³ Ibid., 87.
Another bilingual-bicultural model is currently being implemented at the Cucamonga Elementary School in California under the direction of Manuel Ramirez of the University of California at Riverside. The developers of the Culturally Democratic Learning Environments Follow Through Model have

... systematically attempted to create a classroom atmosphere that is flexible yet congruent with the values, life styles, learning, incentive-motivational, human relational styles, and preferred communication styles of all children.\(^1\)

In the process of developing a bilingual-bicultural Follow-Through Model (Ramirez, et al, 1971) at the University of California, Riverside, we have been experimenting with a number of techniques which could be helpful in evaluating educational programs with the goal of identifying aspects of these programs which need to be altered to make them more culturally democratic for Mexican-American children.\(^2\)

Within the program a series of Culture Matching Teaching Strategies are used. Since the Spanish child is dependent by nature, the teacher focuses on the needs, feelings and interests of the students while at the same time fostering an ideal for imitation. "The model takes as its starting point a newly-emerging philosophy in education known as


\(^2\)Manuel Ramirez, III, "Towards Culturally Democratic Education for Mexican Americans," Riverside, California, 1972, 12. (Mimeographed.)
cultural democracy." To this end the advocates of this philosophy propose that "it is the institutions, not the children, which must change." Incorporated into the program is the philosophy that "the educational institution must be altered to provide culturally democratic learning environments which are consonant with the past learning experiences of the children it serves." Then the school and personnel recognize and act upon the truth that "the child has a right to a bicultural identity."¹

Summary

In this paper, the writer has pointed out the tremendous advance in education involving the Spanish-speaking child. Within this decade, education of the Spanish child has been seen as a facet in the building of a democratic society. This position has replaced the idea of the melting-pot theory in which these children were simply ignored, completely lost, or dropped from the educational system. Bilingual education demonstrates one way in which schools can contribute toward a better world.

The strength of this nation is in its diversity—its diversity of resources and its diversity of people. Schools

must not destroy that diversity; instead they must bring out its fullness and strength. Bilingual education is one way that this can be done. The start made possible by a few pioneers and the Bilingual Education Act must now be extended to its farthest limits, lest yet another generation be lost.¹

Schools must recognize the Spanish-speaking child for what he is from the moment he begins his education in this democratic society. The educational system is gradually being refashioned to include the bilingual-bicultural individual. Bilingual education is difficult. Administrators and teachers must be sensitive to the cultural differences of the Spanish-speaking student. By assisting him to overcome obstacles which are not impossible to him, the teacher helps prepare him for greater difficulties ahead.

At whatever grade level the teacher operates he is passing on to a new generation the inheritance of the ages. He is helping individuals to find direction and to develop their capacities. He is increasing the value of human resources, the world's greatest asset.²

By preparing a culturally democratic learning environment the teacher accepts the bilingual individual and gives him the right to his bicultural identity.

The problem is not so big. Bring yourselves to full acceptance and understanding of us, and we will bring ourselves and our children to full development and complete

¹Gonzalez, "Role of the Federal Government," 121.
²Manuel, Spanish-Speaking Children, 169.
accomplishment as you define it. Give us your instant of positive recognition, we'll give you our lifetime of total involvement.¹

¹Edward Moreno, "The View from the Margin," Claremont Reading Conferences Yearbook, XXXI (Claremont, California: Claremont College Curriculum Laboratory, 1967), 99.
BIBLIOGRAPHY

Books


Periodicals


Broman, Betty L. "The Spanish Speaking Five Year Old." *Childhood Education*, XLVIII, No. 7 (April, 1972), 362-64.


Horn, Thomas. "Three Methods of Developing Reading Readiness in Spanish Children in First Grade." Reading Teacher, XX (October, 1966), 38-42.
"Illinois Innovator." *Time Magazine*, (October 9, 1972), 46.


---


Public Documents


Microfiche


Unpublished Materials


Southwest Regional Laboratory for Educational Research and Development. "Program Plan: Systems for Comprehensive Educational Programs." Los Alamitos, California, 1972. (Mimeographed.)