

CABE

Neighbors

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School funding proposal draws legal protest

By Sue Boylan
Neighbors staff writer

Opponents of a proposed assessment district to fund construction of south Pocket Area schools have filed court documents challenging the legality of the district. The documents claim formation of the district violates the state constitution and will add to school segregation.

The Sacramento Human Rights/Fair Housing Commission, the Pacific Legal Foundation and south Pocket Area property owner Anthony Caso submitted documents in response to a suit the city filed in Sacramento County Superior Court to test the validity of the assessment district.

Larry Lunardini, deputy city attorney, said the city filed a "validation suit" in Superior Court to test the legality of using the state Streets and Highways Code to fund school construction. The Streets and Highways Code allows cities to form assessment districts to pay for capital improvements such as sewers, streets and lighting. This is the first time the code has been applied to school construction.

"We really want to be absolutely sure that the process is right," said City Councilwoman Lynn Robie.

Neither city nor school district officials were surprised by the opposition. They said they believe the merits of the assessment district will withstand the

legal scrutiny.

"We fully anticipated at least one (challenge)," said Solon Wisham, assistant city manager.

Verna Cole, assistant superintendent of the Sacramento City Unified School District, said, "We're moving along in the district as if the suits haven't been filed."

Opponents of the assessment district say they don't question the district's need for more classrooms. But they do object to the way the school district wants to raise the money.

Caso and Sharon Browne, attorney for the Pacific Legal Foundation, which represents property owner Charles Drew, said the proposed assessment

district violates Proposition 13, the property tax-cutting initiative approved by voters in 1978.

"They're sidestepping the state constitution and what the voters wanted," Browne said.

Caso said that instead of forming an assessment district the school board should ask voters in the school district to approve a special tax to fund school construction. Proposition 13 would require a two-thirds majority to approve the tax.

Schools benefit the community as a whole and shouldn't be the responsibility of select property owners, Caso said.

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Robie said there are other possible ways to raise money, such as winning approval to establish the assessment district by a two-thirds majority of voters within the proposed district or waiting for the outcome of bills now being considered in the state Legislature.

One bill introduced by Sen. Leroy Greene, D-Sacramento, would allow school districts to form their own assessment districts. Now, school districts don't have the authority to levy assessments.

The assessment district was thought to be the quickest, most flexible and cheapest way to raise the money, Robie said.

Human Rights/Fair Housing Commission Chairman Martin Kennison said his board opposes the assessment district because building the south Pocket Area school would hinder school desegregation.

But school district officials said they will try to attract white students by offering a fundamental program at John Sloat Elementary and a math/science program at John Bidwell Elementary. Both schools now have mostly minority enrollments.

'They're sidestepping the state constitution and what the voters wanted.'

— Sharon Browne

Pocket Area students are now assigned to schools east of Interstate 5, but few parents send their children to them.

Students living in neighborhoods near Sloat and Bidwell could enroll in the new Pocket Schools if they didn't want to attend the magnet programs.

Joann Yee, a member of the parent group that lobbied for the assessment district, said residents of the south Pocket Area and the neighborhoods around Sloat and Bidwell will meet March 13 to discuss the types of instructional programs that should be offered at the new Pocket Area schools.

The meeting will be at 7:30 p.m. in the John F. Kennedy High School library, 6715 Gloria Drive.

A fourth response to the city's suit may be filed by next week. The Citizens Committee for Educational Justice, a coalition of the Black Educators for

Action and the Sacramento Black Caucus, also opposes the assessment district.

Sam Pannell, president of the educators group and a C.W. Goethe Middle School teacher, said the assessment district would increase school segregation and would be unfair to poor neighborhoods, which can't afford to pay for their own schools.

The City Council voted last fall to set up the assessment district to raise \$7 million to pay for the construction of two schools.

Property owners within the district, which is roughly south of Florin Road in the Pocket Area, would pay an average one-time assessment of \$928 per single-family home.

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Immersion Method Is Faring Poorly In Bilingual Study

*Early E.D. Data Seen Likely
To Stir 'Flexibility' Debate*

By James Crawford

English immersion, an instructional alternative that is popular among critics of bilingual education, has fared poorly in the U.S. Education Department's first large-scale evaluation of the method, according to early results.

In the first year of a four-year longitudinal study by S.R.A. Technologies Inc., limited-English-proficient students in bilingual programs consistently outperformed "immersion strategy" students in reading, language-arts, and mathematics tests conducted in both English and Spanish.

This "unexpected" pattern was the opposite of what S.R.A. had predicted, according to David Ramirez, an employee of the contractor who is directing the federally funded study.

In a Dec. 19, 1985, summary of the test scores for the study's advisory committee, however, Mr. Ramirez cautioned that the results are "tentative at best" and recommended that they be kept confidential to avoid "exacerbating an already volatile public debate." A copy of the memorandum was obtained by *Education Week*.

Indeed, the findings are seen as likely to affect the debate over the Reagan Administration's call for "flexibility" in serving the needs of LEP students. At the request of Secretary of Education William J. Bennett, the

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Bilingual Education Outperforms Immersion In Federal Study of Limited-English Students

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Congress is considering the removal of restrictions on federal funding for immersion and other alternatives to transitional bilingual education.

On seeing the Ramirez memo, one Republican member of the House called the test scores "dynamite," sources said.

Especially perplexing to the S.R.A. researchers was the poor English-language performance of the immersion students, who had received the most English-language instruction. Moreover, the larger the native-language component of their schooling, the better the students performed in English.

The four-year study was designed to compare about 4,000 LEP kindergartners, 1st graders, and 3rd graders enrolled in immersion classes, "early-exit" or transitional bilingual education, and "late-exit" or bilingual maintenance programs. So far, the last group has shown the greatest overall progress in both languages of instruction.

Immersion—sometimes known as "sheltered English"—differs in important ways from "submersion," also known as "sink or swim." While subjects are taught in the second language, immersion instruction is geared to students' level of English proficiency. Also, the teacher is often fluent in the students' native language.

Transitional bilingual education—the predominant method supported by federal grants—is designed to prepare LEP children for mainstream classes, usually within three years. Maintenance programs, on the other hand, are aimed at preserving students' bilingualism, and generally last six years or more.

Proof of immersion's effectiveness among middle-class, "language majority" students in Canada has been widely accepted. But a controversy remains over the wisdom of transplanting this model to the United States to teach language-minority students of low socioeconomic status.

Proponents of bilingual education, while acknowledging that the S.R.A. study results are preliminary, have greeted the first-year scores as evidence that immersion is not the "panacea" for LEP students that some have claimed.

"There are no quick fixes," said Ramón L. Santiago, director of the Georgetown University Bilingual Education Service Center. "Politics won't teach kids to read or do better in math. Policy must be informed by educational criteria."

Rethinking Immersion

At the same time, the findings have prompted a prominent advocate of immersion strategies, Keith Baker of the Education Department's office of planning, budget, and evaluation, to reconsider his views on second-language acquisition.

Extended exposure to English—a basic feature of the immersion approach—may "fatigue the learner so that learning becomes very difficult," Mr. Baker said. Intervals of native-language instruction might help mitigate this effect and make learning "more efficient," he added.

Mr. Baker conceded that this model closely resembles transitional bilingual education. Previously, on the basis of his 1981 review of evaluation research, which he con-

ducted with Adriana de Kanter, he argued that "transitional bilingual education has had minimal success" and that "there is no empirical evidence to support its use."

But the approach he now considers promising is used hardly anywhere in the United States, if at all, Mr. Baker said in a recent interview. Instead, he maintained, bilingual education typically features extended periods of instruction in each language—for example, English in the morning and Spanish in the afternoon.

"That shows Keith Baker hasn't been in touch with the field or the language realities in the classroom," contended James J. Lyons, legislative counsel of the National Association for Bilingual Education. A wide variety of approaches—including the one Mr. Baker described—are now in use in transitional bilingual programs, Mr. Lyons said.

The NABE official agreed that "learning fatigue" is an important problem for LEP students. "That's what our people have been saying for 15 years and dealing with in the classroom," Mr. Lyons said.

Some amount of native-language instruction is needed, he argued, although programs differ because children differ in their facility for learning languages. He added that considerable "flexibility" already exists for districts in meeting these needs.

External Factors

Mr. Baker qualified his "hypothesis" about the shortcomings of immersion by pointing to several external factors that may have lowered the immersion students' performance in the S.R.A. study.

The 32 immersion classrooms being evaluated "are all new programs," Mr. Baker said. "These programs may still be on their shake-down cruise. Another possibility is that the immersion programs were put in place in the most difficult schools—where there was the most severe English-language deficiency. The data suggest that this might be happening."

A McAllen, Tex., immersion program in the sample "is located in the most heavily Hispanic and the most severely disadvantaged neighborhood" in the school district, he said. The children enrolled were less likely to have attended preschool classes than those in bilingual programs, he added.

In addition, Mr. Baker seconded the S.R.A. researcher's concern that too much may be read into the first-year data.

"It's like trying to call the winner of the Kentucky Derby based on the horse that reaches the first pole," he said.

Other assessments of immersion, such as those by Russell Gersten of the University of Oregon, have been more favorable, Mr. Baker said. Such variance in research findings, he added, remains an argument for greater flexibility in federal funding for services to LEP students, as advocated by Secretary Bennett.

Testing Hypotheses

The S.R.A. study was designed, according to Mr. Baker, to evaluate two conflicting theories of how LEP students learn:

• That maximizing English expo-

sure will hasten English acquisition—"the time-on-task argument";

• That reading and other academic skills learned through the native language are "transferable," an effect that aids second-language learning.

Mr. Baker argued that the first-year data contradict both these hypotheses. Although the late-exit bilingual students scored the highest, the transferability factor would not have had time to work, he said.

But in a paper delivered to NABE's recent annual conference, Kenji Hakuta, a Yale University psychologist, argued that the transfer of literacy between languages has been well established through basic research into the relationship between bilingualism and cognition.

"Once the basic principles of reading are mastered in the home language, reading skills transfer quickly and easily to a second language," Mr. Hakuta said.

This should be the preferred method, he added, "for children whose parents have little education and poor literacy skills. . . . Such children run the serious risk of failing to learn to read if the problem of reading itself is made more difficult for them by being presented in a language they control poorly."

In an interview, Mr. Hakuta said the poor results for immersion programs in the S.R.A. study, while preliminary, are "quite remarkable," because the instructional alternatives being compared were carefully monitored for the amount of English used in the classroom. Frequently in evaluation studies, he said, program labels mask large instructional differences.

According to Mr. Ramirez of S.R.A., who explained his methodology at a NABE conference session, researchers determined that the immersion classes used English 90 percent of the time, compared with 67 percent in the early-exit bilingual programs and 33 percent in the late-exit bilingual programs.

Overall test scores from five school districts showed an inverse relation between English-language exposure and English-language proficiency among kindergartners and 1st graders.

In an interview, Mr. Ramirez argued that "it would be totally unprofessional and reprehensible" for educators or researchers to draw any conclusions from the first-year data.

Although the learning curves of the various groups of students "ran counter to what we predicted," he said, "it could turn around next year." No conclusions should be drawn until results of the study's full four years are available, he argued.

According to Mr. Ramirez, the first-year data will be omitted from a forthcoming annual report on the project.

In addition to the 32 immersion classes, Mr. Baker said, 43 early-exit and 15 late-exit bilingual programs were included in the study, with more to be added next year. The late-exit students were tested only at the kindergarten and 3rd-grade levels.

By the time it is completed in 1988, the study is expected to cost \$2.2 million, according to Edward Fuentes of the department's office of bilingual education and minority-languages affairs.

Lawmakers, Lobbyists Challenge E.D.'s Bilingual-Education Data

By James Crawford

WASHINGTON—The Education Department's downward revision in its estimate of the number of limited-English-proficient children—and its claims that practically all such children are receiving special educational services—is being greeted with skepticism on Capitol Hill and criticism by advocates of bilingual education.

At an appropriations hearing in mid-April, Senator Lowell P. Weicker Jr. quizzed Carol Pendás Whitten, director of the office of bilingual education and minority languages affairs, on what he called "the precipitous decline in statistics."

The department's best guess of the LEP population has dropped from 3.6 million in the late 1970's, to 2.6 million in 1984, and most recently to between 1.2 million and 1.7 million in Secretary William J. Bennett's latest report to the Congress on bilingual education.

"Does the estimate represent the children that need the services or does it reflect the budget?" Senator Weicker, a Connecticut Republican, asked.

Ms. Whitten responded that previous definitions of LEP students had been overly broad. The latest estimate, she said, includes only those "children who wouldn't benefit from instruction in mainstream clas-

ses"—those who scored below the 20th percentile on a language-proficiency test administered by the Census Bureau in 1982.

At the previous "cutoff" for limited English proficiency—the 43rd percentile—it is "debatable whether children needed help," she added.

But critics say the new definition is far more stringent than the Congress intended in the Bilingual Education Act. They argue that a substantial number of students eligible for federally funded services go uncounted in the department's latest statistics.

Equally controversial is OBEMLA's conclusion, based on a federally funded study by the research firm Development Associates, that 94 percent of LEP children now receive educational services that take account of their language disabilities.

'Arbitrary' Definition

"The 20th percentile is an arbitrary cutoff point," charged Dorothy Waggoner, a consultant on language-minority statistics and a former analyst at the Center for Education Statistics, in a paper prepared last week for a House appropriations subcommittee.

"The department has offered no evidence that children scoring at the 20th percentile, or even at the 30th or 40th percentile, are any more ready to cope with the regular school

program in English than children scoring at the 19th percentile," she said.

Ms. Waggoner also took issue with the use of a "cross-section" of English-speaking students—including children who were failing in school—as a control group in the 1982 English Language Proficiency Study. Consequently, a lower standard of English proficiency was used than in 1978, when the same test, administered as part of the Children's English and Services Study, yielded the estimate of 3.6 million LEP children nationwide.

The 1982 figures, Ms. Waggoner added, fail to take into account U.S. immigration patterns since 1980, a period that has seen a large influx of economic and political refugees from Southeast Asia, Central America, and the Caribbean.

Including only legal immigration, as reported by the Immigration and Naturalization Service, would more than double the LEP population under the 20th-percentile standard, to 3.5 million, and the figure would rise to 5.3 million at the 40th percentile, she said.

Intent of Congress

Besides lowering the cutoff score, the department has further restricted the definition of limited English proficiency in a controversial procedure that incorporates 11 "indicators" never mentioned by the Congress.

About 800,000 language-minority students who scored below the 20th percentile were eliminated from the LEP estimate because they lacked at least five of these indicators, such as: "child speaks non-English language at home," "household head speaks non-English language with children," and "child entered U.S. in last five years."

"There's nothing in the law about those characteristics, but they're using them to define the eligible population," argued James J. Lyons, legislative counsel of the National Association for Bilingual Education. Moreover, the procedure "has nothing to do with pedagogical reality—with what a teacher or a child faces in a school setting," he said.

Ms. Waggoner noted that the law authorizes services for LEP children based on the parent's native lan-

guage, not necessarily the child's, and that it makes special mention of native-American students who speak mainly English but suffer from a language deficiency because of their backgrounds.

Lawmakers carefully considered these definitions based on expert views of cognition and second-language acquisition, she said in an interview. The consensus among these researchers, she added, was that LEP children "need to reach a certain floor of development in the home language before they're ready for learning in the second language."

But Robert E. Barnes, who worked out the new calculations of the LEP population for the office of planning, budget, and evaluation, defended the revised estimate as a needed correction.

"It doesn't make sense to provide bilingual services to children who are monolingual in English," he argued. The 20th percentile, Mr. Barnes added, "comes a lot closer" than the 43rd percentile to a reasonable "threshold for receipt of compensatory services."

As for the "indicators" of native-language "dominance," he said, it would be hard to find a genuinely LEP child who would be excluded from the department's definition.

In an interview, Ms. Whitten expressed confidence in the figures and said she was concerned about language-minority students who are erroneously kept out of mainstream classes. "By including them in bilingual classes, you're depriving them of participating in some mainstream activities," she said.

Immigration Trends

At an earlier House subcommittee hearing, the OBEMLA director argued that the growth of the LEP population is slowing because "the immigration data show a decrease in the influx of immigrants."

But critics note that such a trend is inconsistent with reports from many school administrators of problems in meeting the educational needs of a growing number of refugees, many speaking exotic languages.

For example, Rosa Castro Feinberg, director of the National Origin Desegregation Assistance Center at the University of Miami, said a re-

cent "needs assessment" by the center found that in the past year:

- Dade County, Fla., had 3,000 new LEP kindergartners and 1st graders;
- The state of Georgia had a 12 percent increase in LEP students;
- Maryland's LEP enrollment increased by 20 percent.

Adequacy of Services

An underestimate of the number of children who need bilingual or English-as-a-second-language instruction naturally leads to an overestimate of those receiving such services, according to the department's critics.

The Development Associates findings—that in 1983, 97 percent of school districts offered special services to LEP children and that 94 percent of this group was served—is questionable, Ms. Waggoner said, because it relies entirely on reporting by schools and school districts, which have an incentive to show they are complying with the law.

In an interview, Malcolm Young, chief author of the study, acknowledged that the figure "is a bit of an overestimate. . . . We know that some school districts only define those students that they are serving. Others use a relatively objective standard."

Mr. Young said he could not estimate how many districts painted an overly rosy picture of services for LEP students. But the report notes that 12 percent of teachers interviewed said they taught language-minority students who were not receiving the special services they needed.

Dan Ulibarri, former director of the National Clearinghouse for Bilingual Education, said the Development Associates report had exposed a "false assumption" about prevalent methods of instruction, with its finding that 51 percent of schools provided English-only services to LEP children.

With its new estimates, he argued, the Education Department "is saying that there are 1.2 million to 1.7 million kids who need native-language instruction." This would indicate a need for expanding bilingual programs, Mr. Ulibarri said, rather than increasing flexibility to fund English-only programs, as Secretary Bennett has recommended.

'English only' campaign stirs bitter feelings on both sides

By Gail Diane Cox
The Los Angeles Daily Journal

The final straw for Frank Arcuri was the proliferation of all-Spanish signs in the business district of his hometown.

They illustrate what he and at least 4,000 of his Monterey Park neighbors who signed his petition see as a threat to this country's English-language heritage. "Only a minority can read those signs, leaving others to ask 'Where am I? Is this America?'" Arcuri tells citizen groups who ask him to speak.

Recently, the professional photographer has talked to enthusiastic audiences in Long Beach, Alhambra, Arcadia, and San Marino about the need for local ordinances that declare English is

the official language. Beyond its symbolic value, supporters alternatively tout the declaration as a step toward ending bilingual education requirements, having ballots and drivers' license tests printed in English only, and doing away with those incomprehensible signs.

A **MINOR ERROR** in wording kept the Monterey Park initiative off the April ballot. But two persons who carried petitions have since been elected to the city council, and Arcuri anticipates his city will soon follow the path of Fillmore, Los Altos, and Alameda as the first municipalities in California to proclaim English "official."

On the state level, retired Republican U.S. Sen. S.I. Hayakawa announced last week that his California English Campaign had gathered, a month ahead of its

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deadline, the 950,000 signatures needed to qualify an initiative for the November election. It would amend the Constitution to say the Legislature cannot make any laws that "diminish or ignore the role of English as the common language." And it would give individuals standing to bring suit to make sure it is enforced.

Considered key state

Five states have declared English official and legislators in seven others are considering it, according to Hayakawa. But California is where the battle could be won or lost, he says in a flyer put out by his group, which has offices in San Francisco and Irvine and reports its fundraising through the New York-based U.S. English organization.

"California has more language problems than any other state," says the one-time linguistics professor. "It is the state in which the opposition is strongest."

If the initiative does pass, one of the

first suits is likely to come from the Mexican American Legal Defense and Educational Fund. MALDEF lawyer Linda Wong terms official-English ordinances "at best, an advisory without the force of law, and at worst unconstitutional."

LIKE MALDEF, the Asian Pacific American Legal Center in Los Angeles is drawing up its legal attack plans. "The obvious points are the First and 14th amendments, free speech and equal protection," says Stewart Kwoh, executive director of

A MALDEF attorney calls official-English ordinances "at best, an advisory without the force of law, and at worst, unconstitutional."

Due process violations are one likely outcome if a state or local law against "diminishing the role of English" is read as barring the use of interpreters, Wong told the Los Angeles County Board of Supervisors last week.

And if government cannot require use of any language but English, she continued, it is easy to imagine disasters like apartment fires where Asians and Spanish-speaking persons are effectively denied the use of emergency phones because bilingual operators would no longer be required.

the center. "One of the difficulties, however, is that the language of the declarations on the surface is so empty. A lot will be riding on how government interprets it."

One of the strongest statements to date in opposition to the ordinances came in January from the Los Angeles County Human Relations Commission. Immigrants and refugees know better than most of us the benefits of learning English, the commission concluded, and official restrictions on the use of their native languages will not speed up the education process.

The commission said English needs no special proclamations to make it the official language, citing a half-century old U.S. Supreme Court decision that struck down laws that restricted the teaching and speaking of German. "There is no purpose to be served by local resolutions except to encourage divisiveness," said the commissioners.

After weeks of postponements, on April 22, a luke-warm Board of Supervisors went on the record as endorsing the Human Relations Commission stand.

Allowing himself to be counted in was the board's chairman, Pete Schabarum. In the past, Schabarum has said he is concerned immigrants are no longer being absorbed into the country's mainstream, and that in view of that, government bilingualism is "bad judgment."

But he was in a tough position, his press secretary commented afterward. "Pete couldn't realistically back the official-English movement. Forty-two percent of his district, including Monterey Park, is now Latino," she said.

Arcuri says he has come to expect such behavior from politicians. The city councils in San Marino, Alhambra, and — as formerly constituted — Monterey Park have voted down official-English resolutions and taken the occasion to make pious statements about the melting pot, he said.

Grassroots groups are forming that encourage those statements, such as CHAMP — Coalition for Harmony in Monterey Park. A CHAMP member, teacher Pete Hollingsworth, bluntly told the Board of Supervisors that official-English proclamations are an "invitation to racists and bigots, a ready vehicle for them to surface while ignoring real problems."

SUPPORTERS counter that the use of English is a cultural glue that will help unite the country.

"Cultures change, but having one language with different races makes us one people," insists Kevin Forbes of San Marino. A few weeks ago he started carrying an official-English petition for a San Marino city ordinance based on Hayakawa's model, and he says 80 percent of the people he talks to are eager to sign.

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U.S. Enforcement Of Bilingual Plans Declines Sharply

E.D. Figures Also Indicate High Noncompliance Rate

By James Crawford

WASHINGTON—Federal efforts to ensure that language-minority children get an equal chance to succeed in school have declined steadily over the past five years—a departure from the aggressive enforcement policies of the 1970's—according to a report on compliance activity by the Education Department's office for civil rights.

The enforcement data, compiled by O.C.R. at the request of three House committees, is the first comprehensive account of the Reagan Administration's efforts in this area.

An *Education Week* analysis of the figures shows that from 1981 through 1985, school districts were nine times less likely to be scheduled for a "compliance review"—one of O.C.R.'s three main enforcement tools—than during the previous five years.

Two other types of oversight—complaint investigations and monitoring visits—declined sharply as well, although O.C.R. was unable to provide comparable figures for the same period.

The agency reported that since the Supreme Court's 1974 *Lau v. Nichols* decision, nearly 500 school districts have signed consent agreements aimed at correcting violations of Title VI of the Civil Rights Act of 1964 by providing services to limited-English-proficient children.

But the vast majority of these so-called *Lau* plans were negotiated by O.C.R. before 1981. Under the Reagan Administration, only 20 percent of the agreements were subjected to federal scrutiny, according to O.C.R.'s figures.

In 202 enforcement actions since 1981, O.C.R. investigators found a 58 percent rate of noncompliance with Title VI. In almost all cases, violators agreed to take corrective action. But rarely did O.C.R. officials return to see whether districts had made good on their promises.

The arrival of O.C.R.'s statistics on Capitol Hill has sharpened an already acrimonious debate over the needs of language-minority students and the federal government's proper role in seeing that they are met.

"O.C.R.'s lack of enforcement is part and parcel of Secretary [of Education William J.] Bennett's initiative on bilingual education," charged Ricardo Martinez, a legislative aide to Augustus F. Hawkins, chair-

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man of the House Education and Labor Committee. "It's a well-orchestrated effort to diminish the educational opportunities of LEP children."

Mr. Hawkins, along with Don Edwards, chairman of the civil and constitutional rights subcommittee, and Ted Weiss, chairman of the intergovernmental affairs subcommittee, sought the enforcement data last December, shortly after the Education Department announced that school districts would be invited to renegotiate existing *Lau* plans.

This invitation followed Mr. Bennett's policy initiative, unveiled in September, to provide school districts with greater "flexibility" in educating LEP children. There is "no evidence," Mr. Bennett said at the time, that bilingual education is superior to other methodologies.

The department is now writing regulations and promoting legislation that would increase federal funding for English-only methods of instruction.

Most *Lau* plans include a native-language component for at least some LEP students, as well as English as a Second Language. Since the department sent letters to school districts about their option to revise these plans, it has received only a handful of responses. (See related story, page 15.)

Advocates of bilingual education have attacked the invitation as a signal that the department plans to relax Title VI enforcement. Now they point to O.C.R.'s report on compliance activity as evidence that this process has already begun.

"The data bring into sharp focus what Mr. Bennett's initiative is all about," said James J. Lyons, who left O.C.R. in 1982 to become legislative counsel of the National Association for Bilingual Education. "It's not about flexibility. It's about neglect of the rights of language-minority children."

O.C.R. Responds

In an interview, Alicia Coro, acting assistant secretary for civil rights, said that even if the volume of federal enforcement has declined,

O.C.R. remains as vigilant as ever in ensuring equal educational opportunities for language-minority children.

"Our office is doing its best to make sure that the school districts have services in place," she said. "You have to understand that we do compliance reviews in cycles. We're not going to do all 500 this year or next year. There will be a number of these schools coming up every number of years."

According to the figures it submitted to the Congress, O.C.R. will initiate 11 compliance reviews, 6 monitoring visits, and 7 complaint investigations in fiscal 1986.

From 1981 through 1985, the office conducted 95 compliance reviews covering 66 districts, as compared with 573 districts reviewed from 1976 through 1980.

Asked whether O.C.R. believes less *Lau* enforcement is necessary now than in previous Administrations, Ms. Coro said, "With over 500 school districts with plans, the situation should have changed."

Jim Littlejohn, O.C.R.'s director of policy development, explained that in the 1970's, the goal was "to blanket the nation, negotiating agreements with virtually every school district that had a significant number of LEP students who were not being provided services."

Today, enforcement is concentrated in districts faced with an influx of new immigrants, or where O.C.R. learns of problems through complaints, other civil-rights investigations, or its biennial survey, he said. "It's hardly reasonable to go back nationwide to look at 500 districts over and over and over again unless there's something that's leading you back into it."

Ms. Coro added that O.C.R. no longer mandates a particular type of instruction—bilingual education for LEP children—as did the Ford and Carter Administrations.

"The office for civil rights does not have the educational expertise" to make program judgments or assess the quality of instruction, she said. "We're here to enforce the law. It doesn't tell us to determine which methodology is best. That is not our

responsibility."

Since 1968, the federal government has funded native-language instruction for LEP students and this year the Education Department will spend \$143 million to support bilingual instruction. Outside this grant program, however, there is no legal mandate for native-language instruction.

Lau Guarantees

At the same time, Title VI of the Civil Rights Act guarantees an equal educational opportunity for all students, regardless of national origin, in districts that receive federal funds.

This means that special educational services of some type must be provided if students' limited facility in English keeps them from succeeding in mainstream classrooms, according to a 1970 policy statement by the Department of Health, Education, and Welfare.

This memorandum required districts to "take affirmative steps to rectify language deficiencies which have the effect of excluding the national-origin minority children from participation in the educational program offered."

Also, it barred schools from assigning these students to special-education classes on the basis of their limited English skills or segregating them into ability groups as "an educational dead end."

Four years later, the Supreme Court affirmed H.E.W.'s interpretation of Title VI when it ruled in favor of Kinney Lau, a Chinese-American student who had sued the San Francisco school system because he could not understand the language of instruction.

The court declined to impose a "specific remedy," saying it would simply require the district to "apply its expertise to the problem and rectify the situation. . . . Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others."

In 1975, the office for civil rights, then part of H.E.W., initiated a massive campaign to enforce the *Lau* de-

cision. In a survey of 334 districts thought to have many LEP students not receiving services, it found that "most . . . utterly failed to meet their responsibilities," according to a Nov. 17, 1978, memo by David S. Tatel, then director of O.C.R.

Also during 1975, a panel of experts was drafting a set of "*Lau Remedies*." These guidelines for compliance with Title VI included detailed procedures for identifying and serving LEP children, criteria for "mainstreaming" them into regular classrooms, and professional standards for teachers.

Bilingual education was the preferred method of instruction for elementary students unless a district could prove it had an equally effective alternative.

In effect, the *Lau Remedies* became the basis for O.C.R.'s Title VI enforcement from late 1975 through 1980. In its final months, the Carter Administration attempted to give the remedies the force of law through formal rulemaking. The proposal proved highly unpopular with school districts, drawing more than 4,000 comments, mostly negative.

In February 1981, Secretary of Education Terrel Bell withdrew the *Lau* regulations, which he described as overly "prescriptive" and an example of the federal government attempting to decide educational issues best left to school districts.

No alternative standards have been issued. O.C.R. now handles Title VI compliance on a "case-by-case" basis, no longer relying on the *Lau Remedies*.

This is the only sensible approach because of the diversity of language-minority students and their educational needs, Mr. Littlejohn said. "Very specific, detailed requirements that might make sense in one area of the country would be ludicrous in another area."

"In Texas and California, for example, you have large concentrations of Spanish-speaking students and they have state programs there that meet those needs. In Northern Virginia, you have 40 to 50 different language groups," he said.

"What we do is look at all the pieces of evidence, the preponderance of evidence," Mr. Littlejohn explained. "If a number of children aren't being served, if a program is not working over a period of time, if a school district is not cognizant of that or making any changes, then certainly that would be something we'd look at."

"But you really can't have a national set of standards that says every school will do this and do it this way," he said.

Enforcement Decline

Enforcing its stringent guidelines, O.C.R. began reviewing the 334 original districts in fiscal 1976. By the late 1970's, it had targeted another 239 for *Lau* reviews, according to a 1980 summary by O.C.R. These reviews led to the negotiation of 359 *Lau* plans by July 1980.

Meanwhile, O.C.R. was reviewing hundreds of districts each year that applied for funds under the Emergency School Assistance Act. To be eligible, recipients had to show they were in compliance with civil-rights statutes.

This program, which was consolidated into Chapter 2 block grants in 1981, was an especially effective "carrot" for negotiating *Lau* compli-

ance, according to Cynthia G. Brown, who served as Mr. Tatel's deputy and later as director of O.C.R.

The ultimate "stick"—termination of all federal aid to a school district—has never been invoked in a *Lau* case, according to O.C.R. officials.

From 1976 through 1980, 222 districts were found through ESAA reviews to be in violation of *Lau* rules. In most cases, they quickly agreed to compliance plans in order to receive funds. (Statistically, many of these ESAA reviews were included in the *Lau* review figures, Ms. Brown said.)

Also during this period, the civil-rights office was active in monitoring how faithfully districts were complying with the *Lau* plans they had agreed to. Under a consent agreement with the Mexican American Legal Defense and Educational Fund, O.C.R. monitored 10 percent of existing plans in 1978 and 1979, or 34 each year.

The rationale was that Hispanics were reluctant to file complaints against school districts because of language and cultural barriers. Thus, O.C.R. acknowledged its obligation to initiate enforcement to ensure equal educational opportunities for the children of Hispanics, as well as other language minorities.

In the December 1977 agreement, which was part of the *Adams* lawsuit against O.C.R., the agency pledged to continue an appropriate level of monitoring in the future.

Ms. Coro said she was unfamiliar with the consent agreement. But she contended that the number of complaints by language minorities was "not a criterion" by which O.C.R. planned its compliance reviews or monitoring activities.

She acknowledged that her office processed only nine *Lau* complaints in 1985—fewer than for any other civil-rights issue except age discrimination.

At the same time, the acting O.C.R. director endorsed the need for monitoring to ensure that districts are complying with their *Lau* plans. But she indicated that she was unaware of the dramatic decline in monitoring.

Since that time, only 24 such visits have taken place, according to O.C.R.'s figures, while the number of *Lau* plans has increased.

Of the 78 plans negotiated or renegotiated under the Reagan Administration, only 6 have been the targets of subsequent monitoring or compliance reviews.

From 1981 to 1983, 44 districts failed compliance reviews and agreed to make changes. But O.C.R. returned to only two of these for later reviews or monitoring. Two other districts of the 44 were investigated for five complaints, and O.C.R. determined noncompliance in 80 percent of these cases.

Mr. Littlejohn confirmed the accuracy of O.C.R.'s monitoring statistics, but said that "desk monitoring," in which districts send written reports to O.C.R.'s regional offices, are not reflected in the figures.

Monitoring 'Obligation'

Ms. Brown agreed that a higher level of compliance reviews was necessary during the 1970's when *Lau* plans were first being negotiated.

"But I don't see how O.C.R. can argue that the problem has been solved," she said. "Not at a time when the number of non-English

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speakers is growing" because of an influx of refugees and other immigrants.

Continuing to monitor compliance agreements is a federal "obligation" in all civil-rights enforcement, she said.

"With this controversy about what's working and what's not working," she added, referring to the debate over bilingual education, "you'd think there would be an attempt to look at these programs. There's a continuing shortage of bilingual teachers. What are districts doing to compensate for this?"

According to the Education Department's Center for Statistics, there is a greater shortage of teacher candidates in bilingual education than in any other field, including science, mathematics, and special education.

"It's tragic," Ms. Brown said, "that this policy debate focuses less on the kids who are having trouble in school than on the issue of where the country is going in a language sense."

"Senior officials of the Education Department know there are serious needs not being met, but they aren't willing to take on the politics" of groups like U.S. English, which regards bilingual education as divisive," she said. "It's time for the leadership of the department to focus back on the people in need, the LEP children."

Follow-ups on *Lau* compliance activity are essential, said Lori S.

Orum, education director of the National Council of La Raza. "Many schools that have been dealing with language-minority kids for a long time haven't learned to deal with them. In fact, they're helping them to fail."

She cited o.c.r.'s recent findings that districts, especially in the Southwest, "haven't learned to do simple things like assessing and identifying LEP children."

O.C.R. Findings

Not all of o.c.r.'s 10 regions provided the same level of detail about their investigations. But among the common violations cited were: inadequate procedures for identifying LEP students; inadequate E.S.L. or bilingual services; improper exit criteria for bilingual programs; misclassification of LEP students as learning-disabled or mentally retarded; failure to communicate with parents in a language they could understand.

Some of the more serious violations included:

- In Yuma, Ariz., officials disciplined language-minority students for "using Spanish in English class."
- In Anderson, S.C., a school placed Cambodian students in a special-education class "without properly assessing their linguistic skills or providing any bilingual services."
- In several Texas districts, officials inadequately evaluated language-minority students placed in the Regional School for the Deaf in Brownsville.
- In Oakland, Calif., when parents

of LEP students sued over inadequate services, the school board countersued the parents for \$4.1 million in damages. The case was settled last year.

Survey Data Ignored

Asked what conclusion to draw from a 62 percent rate of noncompliance in o.c.r.'s *Lau* reviews over the past five years, Philip G. Kiko, a special assistant to Ms. Coro, said: "I don't think that's indicative. Maybe they were targeted because there was a problem and that's why we did a compliance review."

O.c.r.'s survey of school districts is used to determine where enforcement is needed, Mr. Littlejohn said. "If the school district has listed itself as having LEP students not served by any type of program, those districts get a high priority."

In o.c.r.'s fall 1982 survey, districts reported that 51,926 students, or 8.1 percent of those they had identified as needing special language services, were not receiving them. The 1984 survey, whose results became available last week, concluded that 45,848 students, or 4.7 percent of those needing services, were unserved.

A consultant who has conducted a similar survey of LEP-student services recently warned that underreporting is likely when districts are asked how well they are complying with the law. (See *Education Week*, April 30, 1986.)

Nevertheless, in the 1982 survey (the latest district figures available), districts sometimes reported high percentages of LEP children who were enrolled in neither bilingual education nor E.S.L. nor any other special program.

But contrary to its stated policy, o.c.r. has yet to review many of these districts, despite indications that they may be violating Title VI.

For example, in Region VI, which includes Louisiana, New Mexico, Oklahoma, and Texas, 52 school districts reported that more than 10 percent of LEP students were "unserved."

But o.c.r. has visited only three of those districts since that time. And it plans only one compliance review in Region VI this year, although 175 districts there have *Lau* plans, more than any other region.

Ector County, Tex., reported 2,149 LEP students, of whom 1,318 (61 percent) were unserved; Muleshoe, Tex., reported 290, with 181 (62 percent) unserved; Dulce, N.M., reported 167, with 127 (76 percent) unserved; Evangeline Parish, La., reported 76, with 40 unserved (52 percent); and Salina, Okla., reported 175, with 126 (72 percent) unserved.

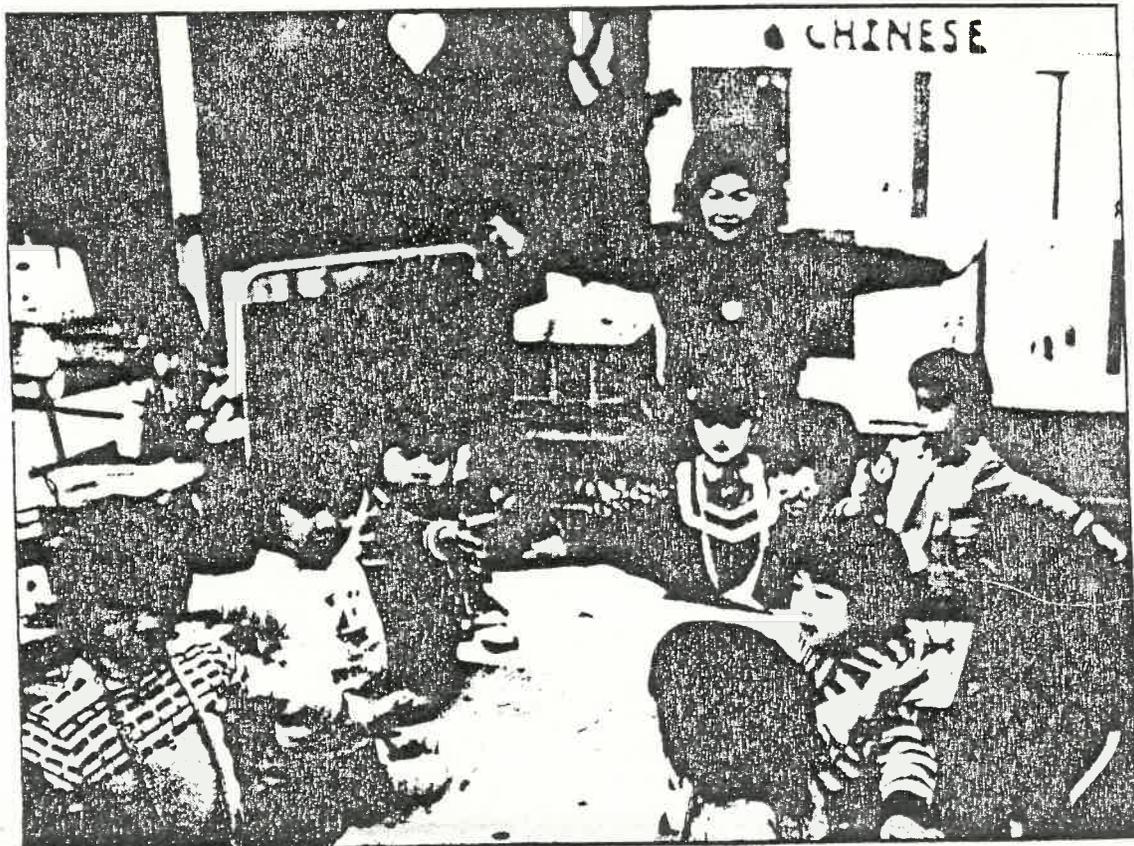
O.c.r. officials have visited none of these districts in the past four years.

Elsewhere, Seattle, Wash., reported 4,237 LEP students, with 1,707 (40 percent) receiving no services; Tucson, Ariz., reported 1,095, with 404 (36 percent) unserved; and Fontana, Calif., reported 444, with 134 (30 percent) unserved.

None of these reports of potential noncompliance led o.c.r. to "target" its investigations, according to o.c.r.'s report to the Congress.

State Role

Ms. Coro and Mr. Littlejohn said the relative lack of federal enforcement in Region VI reflects an active monitoring role by the Texas Education Agency, which oversees compliance with the state's bilingual-education law. A similar enforcement apparatus exists in California, they said.



In San Francisco's public schools, a group of Chinese students receives bilingual instruction.

"Because the states have taken such an aggressive posture," Ms. Coro explained, "the school districts have to abide by the state plan. And we deal with the states more than with the school districts."

Delia Pompa, an associate commissioner in the T.E.A., agreed that "Texas law is stronger than the o.c.r. regulations. If districts are meeting them, they're doing pretty well."

She added that state investigators monitor school districts at least once every three years.

But Norma Cantu, education director of the Mexican American Legal Defense and Educational Fund, argued that it is "highly improper" for o.c.r. to delegate its *Lau* responsibilities to the T.E.A. while the U.S. Justice Department is suing the state for discriminating against Hispanic students.

In *U.S. v. Texas*, a 15-year-old lawsuit, pending issues involve the T.E.A.'s enforcement of the state's bilingual-education law, Ms. Cantu said. MALDEF believes the state "is doing a much better job of investigations now," as reflected by an 80 percent noncompliance rate in recent reviews, she added.

But her group has petitioned for a stricter enforcement policy that would give districts time limits to comply with the law, Ms. Cantu said. "We see a lot of repeat offenders—districts that continue to be in violation because [sanctions] have never been used."

"It's not inappropriate to coordinate enforcement with a state," argued Mr. Lyons of the National Association for Bilingual Education. "It is unlawful, however, for the federal Education Department to abdicate responsibility for ensuring non-discrimination in federally assisted programs. It isn't a question of delegation of responsibility. It's a question of abdication."

"Title VI was not directed to the states," he added. "It was directed to the federal government to ensure that taxpayers' monies not be spent in a way that discriminates against society."

How Many Unserved?

For bilingual-education advocates, the major question raised by o.c.r.'s compliance data is whether

large numbers of LEP children are failing in school simply because they cannot understand the language of their teachers.

The Education Department, relying on reporting by school districts, has said that 94 percent to 97 percent of these students are receiving special services.

But recent studies by the National Assessment of Educational Progress and the Educational Priorities Panel, a New York City citizens' group, have cast doubt on that estimate.

The NAEP report, which has been attacked as unscientific by the E.D.'s office of educational research and improvement, found that a majority of LEP children who were reading below grade level in 1983-84 were receiving neither bilingual nor E.S.L. instruction.

The New York group's study of bilingual education in that city, released last fall, concluded that 44,000 of the city's 110,000 LEP students were unserved—approximately the same number that o.c.r.'s latest survey found to be unserved nationwide.

Asked what o.c.r.'s compliance data have to say about the extent of services for LEP children, Ms. Coro said: "We have our system processes in place and our staff doing these investigations and compliance reviews. And there are many different ways to determine whether a school district is providing services."

"But I'm not going to make a comment about all the school districts that have limited-English-proficient children because there are thousands of school districts in our nation," she added.

To the same question, Mr. Lyons replied: "It seems to me if you've got 60 percent noncompliance on a fairly substantial number of cases, the burden should be on the department to show that the school districts that have not received o.c.r. attention are in compliance."

"The fact that there are court findings and current reports that districts are ignoring the special language needs of these children—and the fact that most of these districts have never been visited by o.c.r. within the last five or six years—says to me that o.c.r.'s targeting is probably not that effective."



In Miami, new immigrants populate the district's bilingual classes.

Few Ask To Change 'Lau' Plans

WASHINGTON—Fourteen school districts have proposed to revise their *Lau* plans—consent agreements based on the districts' past neglect of language-minority students—in response to an invitation by the Education Department's office for civil rights, department officials say.

These requests, which must be approved by o.c.r., represent less than 3 percent of the nation's 498 *Lau* plans. Most of the proposals involve minor, technical modifications, according to Alicia Coro, acting assistant secretary for civil rights.

The 14 districts responded to letters from the agency's regional offices in December and January announcing a new o.c.r. policy to allow "school officials the flexibility to choose any educational program that meets the educational needs of language-minority students." This meant that districts were free to renegotiate their *Lau* plans, the o.c.r. letter said.

O.c.r.'s invitation was criticized by advocates for limited-English-proficient students in light of reports that many districts, including those with *Lau* plans, are still failing to provide needed services.

Representatives Augustus F. Hawkins and Don Edwards, Democrats of California, and Ted Weiss, Democrat of New York, wrote to o.c.r.: "Given these findings, we are concerned that the department's invitation to renegotiate these compliance agreements may aggravate illegal discrimination."

The three Congressmen asked whether substantial numbers of districts had expressed a need to revise their *Lau* plans before o.c.r. sent its invitation. According to the agency's response, 12 districts had done so in the past four years.

Asked in an interview why o.c.r.

raised the issue of renegotiation, Ms. Coro said: "We wanted to find out what the school districts were doing and to give them this opportunity. No particular reason but the fact that Secretary Bennett has been very up-front with the bilingual education initiative."

Critics such as James J. Lyons, legislative counsel of the National Association for Bilingual Education, have accused the department of using o.c.r. enforcement policy to promote "Mr. Bennett's English-only initiative." Most *Lau* plans include native-language instruction for at least some students.

Cynthia G. Brown, who headed o.c.r. in the Carter Administration, noted that the agency's enforcement role has shrunk over the past five years. "It's irresponsible," she argued, "to allow the districts to renegotiate their plans when o.c.r. hasn't been adequately evaluating what the districts are doing."

"The critics will always criticize," Ms. Coro responded. "We don't get involved in matters related to methodology. So long as the limited-English-proficient children are being served, o.c.r. will feel that districts are complying."

At least one district, Dodge City, Kans., wants to modify its plan because large numbers of Hispanic and Asian immigrants have settled in the area.

"We are now dealing with many more limited-or non-English-speaking children than we anticipated when the original plan was filed" in 1980, explained Superintendent of Schools Beth Jantz in a Feb. 10, 1986, letter to o.c.r. "What we have done . . . is to modify and expand [the existing program] to meet the needs of a larger number of students."

—J.C.

Ed Justice members

Wednesday, June 11, 1986 / Part 1 3

Bilingual Education Battle Heats Up in the Legislature

By BILL BILLITER,
Times Staff Writer

SACRAMENTO—The opening shots are being fired in what figures to be a long battle over the future of bilingual education in California public schools.

Assembly Democrats propose to extend until 1992 the state's bilingual education law, which sets out in extensive detail how school districts should teach non-English-speaking students. Speaker Willie Brown's bill should pass the Assembly easily, but not before critics—mostly Republican—air at length their grievances with the bilingual education law: that it's too expensive, that it allows local school districts too little flexibility, and that it fails to adequately teach English to students who speak other languages at home.

Package Up for Debate

And the fate of the program, which would expire next year unless it is extended, remains in doubt regardless of what the Democratic-controlled Legislature does. A veto by Republican Gov. George Deukmejian, who has not publicly taken a stance on the bill, is a strong possibility, some of the bill's backers say.

The bill is part of a large package of education legislation expected to come up for debate in the Assembly in the next few days. The legislation also would extend the life of four other major school programs in the state, but it is only the bilingual education measure that is drawing fire.

The bilingual education law essentially requires school districts to provide instruction to students in a language they can understand. Particularly in the lower grades,

this means that much instruction in all subjects is given in languages other than English. Such teaching has been required in one form or another since a 1974 U.S. Supreme Court ruling on a San Francisco suit.

That decision led to the passage in 1976 of a law in California that set regulations for bilingual teaching. In the absence of such a law, school districts would be bound only by the far more general Supreme Court order, which contained guidelines but no specific rules on how non-English-speaking students should be taught.

Critics, including the Assembly Republican Caucus, charge that the

California bilingual education law is too comprehensive, and leaves no latitude for school districts. Some even contend that bilingual education is a failure altogether. They say that Latinos, who are the largest language minority group in the state and account for nearly three-quarters of the state's bilingual programs, have disproportionately high dropout rates.

The critics also point to the academic success of Vietnamese and other Asian students in California who have been taught without bilingual teachers, since such teachers simply have not been available.

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ASSEMBLY: Battle Begins

1987, expiration date of the current law. An urgency bill requires a two-thirds vote, or 54 Assembly members, for passage.

"That would give the Republicans more power over pulling what they want in the bill," Chacon said. "I think that's what they want."

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 advocates of bilingual education, including Assemblyman Pete Chacon (San Diego), who authored the original California law, respond that two-language teaching has been very effective when it is fully embraced.

"It works in those districts that supported it," he said, adding that for an effective bilingual program four conditions must be present in a school:

1. The principal must support the program.

2. There must be enough qualified bilingual teachers.

3. There must be community support.

4. The necessary instructional materials must be available.

A major problem for bilingual education, he said, is the shortage of teachers skilled in two languages.

"Name California's colleges and universities in this," Chacon said. "They have not trained the teachers we need."

Author Brown, author of the original bill, also strongly defends the law.

"Nearly the bilingual program has its problems, because there is a whole lot of people trained in two languages," he said, "but the benefits are just staggering."

His supporters and critics often use superlatives to describe the program as "successful" or "ineffectual." He believes bilingual education to be the only one that has not been a fad, a study to show who is

'Solid Data'

"There isn't any solid data," acknowledged state school Supt. Tom Honig. While he generally sees it as a continuation of the bilingual education law, Honig said he would push "for more accountability on the part of school districts." One of the issues in dispute is the pay for teachers who have functioned under waivers as bilingual for several years can be "grandfathered in" and receive permanent status, even if their language skills are not up to the state standard. This would allow the teachers to stop taking the language instruction—in which, in most cases—that their students now require of them.

Chacon and other supporters of bilingual education contend that the waiver system is a major reason why bilingual education hasn't worked as well as it could. But he also acknowledges that there is a short-

age of bilingual teachers, and that their dismissal would do nothing to remedy the problem. In its current form, the Brown bill does not propose permanent status for the waived teachers.

The Brown bill essentially incorporates the recommendations of a bipartisan committee that last year studied bilingual education. Six members of the committee were appointed by Deukmejian, a Republican; three by Brown, and three by Senate President Pro Tem David A. Roberti of Los Angeles, who, like Brown, is a Democrat.

But Republican lawmakers said they are unconvinced that the committee was truly objective.

'Give It More Money'

"The committee mainly said just tinker a little with the [bilingual education] law and give it more money," said Assemblyman Bill Leonard (R-Redlands), a member of the Assembly Education Committee.

Added Assemblyman Charles Bader (R-Pomona), "There is a tremendous vested interest among many educators to keep the [bilingual] program. We're concerned because we don't think students with limited English are being helped. Those students just aren't learning English, and they aren't learning other academic subjects."

The Brown bill passed out of the Assembly Education Committee without a single Republican vote. Bader predicted similar Republican solidarity when it comes up in the full Assembly, where Democrats outnumber Republicans 47 to 33.

"It only takes 41 votes for it to pass, so Willie Brown will make it," Bader predicted. "The question then, if it passes the Senate, is whether Gov. Deukmejian will veto it. He's said before that he'll veto a bilingual education bill unless it has many reforms, and this bill doesn't have those reforms."

Deukmejian, who seldom comments on a bill before final passage, has not taken a stand on the Brown measure, said William Cunningham, the governor's education adviser.

While Cunningham said he could not discuss the Brown bill itself, he said, "I can't imagine there not being some form of bilingual education."

If the governor does veto the bill, the next session of the Legislature, in 1987, would have to try to pass an "urgency" bill to beat the June

BILL: English-Only Foes' Move

Continued from Page 1
its official language.

"We're saying if you really want to teach English, this is the way to do it," said Rep. Esteban E. Torres (D-La Puente), one of the bill's two dozen co-sponsors.

Lori S. Orum, education director for the National Council of La Raza, said, "Instead of screaming at people to learn English, let's teach them."

Joseph Trevino, executive director of the League of United Latin American Citizens, called the legislation a "response to the claim that Hispanics are looking for a Hispanic Quebec in the Southwest," a reference to the French-language stronghold in Canada.

After watching pro-English sentiment lead six states to declare English their official language, the bill's supporters believe that they have found a way to put the English-only supporters on the defensive.

But Gerda Bikales, executive director of U.S. English, a leading English-only group founded by former California U.S. Sen. S.I. Hayakawa, said the bill demonstrates that her side is winning its battle. "They're changing their tune," she said. "We're going to put out a press release declaring victory."

Raul Yzaguirre, president of La Raza, called U.S. English a "divisive movement that has appealed

to the nativist and xenophobic elements in our society, and Hispanics have increasingly become the victims of this hatred and fear."

In addition to presenting a formal response to the English-only movement, the legislation also serves as a reaction to what some bilingual education supporters say is Bennett's effort to weaken bilingual programs.

Bennett's critics assert that he is an outspoken advocate of literacy programs but fails to devote adequate funds for programs serving people whose native language is not English.

"We don't feel unsympathetic toward anyone who wants to learn English," Bennett spokesman Loye Miller said, but he said the Education Department would not favor taking the money from Bennett's discretionary fund because the department already spends about \$100 million a year on adult education.

James J. Lyons, legislative counsel for the National Assn. for Bilingual Education, countered: "Every community that we look at has waiting lists for people who want to learn English."

In April, the Census Bureau released a 1982 study saying that the illiteracy rate for adult Americans whose native language is English was 9%, but the figure was 48% for those who grew up speaking another language.

English-Only Foes Line Up Behind U.S. Education Bill

By LEE MAY, Times Staff Writer

WASHINGTON — Latinos and other supporters of bilingual education are launching an offensive against the growing move to establish an English-only policy nationwide, which they call an example of increasing hostility against Latinos.

Pressing their case for more support for those hampered by their inability to speak and read English, several groups and members of Congress plan a news conference today to announce details of a federal education bill to be introduced this week.

The legislation, drafted by Rep. Matthew G. Martinez (D-Monterey Park), will call for \$10 million to be redirected from Education Secretary William J. Bennett's discretionary fund to help fight illiteracy among adults and school dropouts.

The bill, called the English proficiency act, does not specify nationalities, but supporters said Latinos are the largest group in need of special help and the one most ignored by literacy programs.

Supporters said introduction of the bill is an effort to seize the high ground from those who want the nation to declare English

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Ivy League beckons farm

By Travis Brown
Bee Staff Writer

SALINAS — It's a long way from the lettuce fields that border this town's poorest, most segregated high school to the ivy-covered walls of Harvard, Princeton and Yale.

But an incredible number of Alisal High School seniors will be making the journey this fall to some of the nation's most exclusive universities.

One-third of the class — 74 of 225 seniors — have won scholarships to four-year colleges.

One student was accepted by Harvard, two by Cor-

nell, one by Princeton, two by Yale, one by Notre Dame, four by Williams College, one by Brown, one by Columbia, two by Stanford and 10 by the University of California, Berkeley.

Never before have more than seven students from any Alisal High senior class gone on to attend four-year colleges. The student body is about 95 percent Hispanic.

Most Alisal High students are the sons and daughters of poor farm workers who labor in the fields and orchards around Salinas.

And many students have had to deal with tearful mothers and angry fathers who don't want their chil-

workers' sons, daughters

dren to leave Salinas for faraway colleges.

"We don't have any money, and they want me to stay and work," said Alisal High senior Manuel Lopez, who will attend small but prestigious Bard College in Annandale-on-Hudson, N.Y.

The parents of Alisal High students are in the lowest 1 percentile of all parents in the state in terms of income and education level, according to a state Department of Education ranking.

About half of the 1,350 students at Alisal High have limited English-speaking abilities. The dropout rate is about 50 percent. And to no one's surprise, the Scholastic Aptitude Test scores for Alisal High students are

among the lowest in the state. The scores certainly are nothing to win the admiration of admissions officials at colleges such as Princeton.

So how did Alisal High students, such as Lopez, win admission to the country's top universities?

The students give much of the credit to government teacher George Shirley, who required those in his classes to apply at 10 out-of-state colleges and two in-state colleges.

To make up for poor SAT scores, Shirley and counselor Pam Bernhard devised an innovative plan to gain

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Sacramento Bee
June 2, 1986

Salinas

Continued from page A1
the notice of university admissions officials.

First, they had the students write well-thought-out essays to the colleges. In the essays, the students described their lives. Many began working in the fields at ages 7 or 8 and, later, worked long hours while in high school to help support large families.

Second, Bernhard and Shirley wrote letters of recommendation for the students.

They emphasized the students' eagerness for knowledge. They wrote of the strength of character that often comes with enduring hardships.

"These are not typical kids, with the hours they work, their home life," Bernhard said. "They are a lot more mature than some silly cheerleader from Carmel High."

Ironically, the teacher credited with getting so many Alisal High students into college this year is not being rehired by the school board for next year — some say for political reasons.

Shirley, a former California Rural Legal Assistance lawyer, was reluctant to discuss his standing with the school board.

"I think I've been a thorn in their side on several issues, including segregation," he said.

School officials declined to discuss Shirley's situation in detail.

"It's a personnel issue," said Tony Royal, assistant superintendent for instruction with the Salinas Union High School District.

Royal did say that Shirley hadn't met the board's requirement for certain student extracurricular activities.

Many Alisal High students come from a culture that says boys become working men in their late teens and girls begin families of their own.

Pressure from parents not to attend college has been tough on Manuel Lopez.

"It was real hard," Lopez said. "It's mostly my dad. He thinks at my age, I ought to be working."

Lopez, 17, said he has an uncle whose six sons dropped out of high school to work with their father in the fields. Lopez began working in the strawberry fields at age 7 but now works after school at Longs Drugs.

Lopez failed to convince his fa-

ther, Manuel Sr., that a college education would enable him to earn much more than the \$10,000 his father made from farm work last year.

"He's saying we need the money now," he said.

Lopez would be the first person in his family and the first native of his small hometown in Mexico to attend college.

The parents of Juan Pantoja, 18, had never heard of Princeton before this year. But they are glad their son will be studying engineering there this fall.

Pantoja's background is similar to that of other Alisal High students. Born in Mexico, he is one of nine children of Ramon and Noemi Pantoja, who speak only Spanish and have less than grade school educations.

"My parents work in the fields," the son said. "They pick strawberries."

Another Alisal High senior, Ruben Magana, explained his mother's reaction when he told her he would be attending Wabash College in Wabash, Ind.

"She asked me, 'Is it (Indiana) by Sacramento or Los Angeles?'" Magana said.

Magana said he has an uncle in Illinois.

"I told her it (Indiana) is by Illinois, and she started crying," he said.

These days, the hallways at Alisal High are filled with seniors proudly wearing sweat shirts bearing the names and emblems of colleges such as Cornell and Yale.

Yet there is an undercurrent of bitterness running through much of the student body.

Many students are angry that Alisal remains so segregated. Some believe the education provided at Alisal is inferior to that at Salinas' two other, predominately white high schools.

Teachers such as Shirley say the students' concerns are valid. Alisal High has had a reputation as the high school on the wrong side of town, a place where knifings have been common campus occurrences.

Some students say they feel school board members and administration officials may be prejudiced against the students who are children of farm workers. Some students say there is resentment that the scholarships to elite colleges are going to the children of farm workers instead of to middle-class Anglo kids.

"They think we are only fit to be farm workers," said Humberto Ser-



Teacher George Shirley and coun-

rano, who graduated last year from Alisal High. "This is like a factory for farm workers."

Serrano helped pave the way for this year's seniors by graduating last year and winning a scholarship to Columbia University, where he maintains excellent grades.

"We're definitely aware of these feelings," said Assistant Superintendent Royal. "I think some of these are perceived feelings rather than actual feelings."

But school officials say quality of education is equal at all three of Salinas' high schools, despite lingering perceptions from years ago.

Royal said during the past five years, the school district has taken steps to put Alisal on an equal footing with Salinas High School and North Salinas High.

"This senior class will tell you they

... say they will
vote for the chief justice, while 56

... and victims-rights groups

... DAVIS ... 20 ...

Students attending the poorest high school in Salinas rarely used to go to college, but the class of '86 is different. Seventy-four of Alisal High School's 225 seniors have won scholarships to four-year colleges, and some students are going to the best schools in the country. Government teacher George Shirley gets much of the credit from the students. To make up for poor SAT scores, Shirley and counselor Pam Bernhard devised an innovative plan to gain the notice of university admissions officials. Ironically, Shirley is not being rehired by the school board for next year. Page A1.



Counselor Pam Bernhard, on a visit to Sacramento, with some of their college-bound students.

Bee/Leilani Hu

got a first-rate instruction at that school," he said. "They have had the same curriculum as every other high school. They have the same quality of teachers as every other high school."

However, Serrano said of Alisal: "It's a mediocre education at best."

Even with one-third of its seniors going to four-year colleges, Alisal High still is far below the state average of 56 percent of high school graduates going on to college.

However, only 14.3 percent of Hispanic high school graduates in the state went to college. Those figures are for 1984 high school graduates, the latest available, and only for students attending colleges in California.

Schools officials say of the 350 students who graduate from Salinas

High School, about 300 go on to college, most of them to community colleges. About one-fourth of the district's seniors generally go on to four-year colleges.

One reason many Alisal students chose Ivy League and other private schools over state colleges or universities is that the private schools generally offered better financial-aid packages, Shirley said.

Alisal High senior Corrine Lopez will study in the School of Industrial and Labor Relations at Cornell University. She hopes someday to work to improve the conditions of farm workers.

Cornell's acceptance of two Alisal High students is part of that school's commitment to help the underprivileged, said Sarah Stoessel, assistant director of admissions with the West-

ern regional office of Cornell in Solana Beach.

"We do have a commitment to help students from low-income families, and those tend to be minority students," Stoessel said. "We are definitely interested in having more Hispanics attend our school."

About 20,000 people apply at Cornell each year, and about 6,000, including about 3,000 freshmen, are accepted.

Stoessel said the background of applicants such as Corrine Lopez is given more weight than grades or SAT scores.

"It's the students who have managed in an environment that is not conducive to putting anyone through high school, much less college — these are the kinds of kids you want on your campus," she said.

reprinted from National Council of La Raza Education Network News

May/June
1986

The English Proficiency Act: Attacking Illiteracy in English

Thirty-eight members of Congress, including the entire Congressional Hispanic Caucus, recently introduced a measure to address the high illiteracy rates among Hispanic adults. The English Proficiency Act, H.R. 5042, would authorize \$10 million for the establishment of literacy programs for limited-English proficient adults and out-of-school youth. H.R. 5042 would also reserve half of all funds for literacy programs operated by community-based organizations.

Citing the high illiteracy rates among Hispanics and lack of affordable and appropriate literacy services, Representatives Matthew Martínez (D-CA), Esteban Torres (D-CA), Bill Richardson (D-NM), and John McCain (R-AZ) announced the introduction of the bill at a June 11 press conference in the Capitol. The Congressmen called the bill an important effort in making all Americans English proficient and emphasized the importance of community-based organizations in reaching those who are underserved by existing literacy programs.

Raul Yzaguirre, President of the National Council of La Raza, commended the members of Congress for introducing the bill, adding that "Hispanics have been recommending such a program for a long time." Yzaguirre also hailed the bill as a "powerful response to the English-only movement" which seeks to make English the official language of the country and prohibit the use of non-English languages in public functions. "Instead of passing a symbolic measure," he continued, "let's provide people with the opportunity to learn English."

The English Proficiency Act was initially developed at the request of Congress by a coalition of national organizations including the National Council of La Raza, the Mexican American Legal Defense and Education Fund, the League of United Latin American Citizens, the National Puerto Rican Forum, Aspira of America, the National Association for Bilingual Education, and the American Civil Liberties Union.

Senate Hearings on Bilingual Education

The Senate Subcommittee on Education, Arts and Humanities held a hearing on June 5, 1986 on S. 2256, the Administration's proposed amendments to the Bilingual Education Act. Senator Dan Quayle (R-IN), chief sponsor of S. 2256, chaired the hearing. With the exception of Senator Claiborn Pell (D-RI), who appeared briefly to make a statement, no other members of the Subcommittee were present.

Witnesses included Secretary of Education William Bennett; Rosalie Porter, Coordinator of Bilingual and ESOL Programs, Newton, Massachusetts; Josephine Wang, ESOL Teacher, Montgomery County, Maryland; Ernest Mazzone, Director of the Bureau of Transitional Bilingual Education, Massachusetts State Department of Education; Lillian Falk, ESOL Coordinator, Prince George's County, Maryland; Virginia Trujillo, Member of the New Mexico State Board of Education -- testifying on behalf of the National Association of State Boards of Education; Oscar Morán, President, League of United Latin American Citizens; Sarah Meléndez, Past President, National Association for Bilingual Education; Norma Cantú, National Education Director, Mexican American Legal Defense and Education Fund; and Raul Yzaguirre, President, National Council of La Raza.

Secretary Bennett, and witnesses Porter, Wang, and Falk spoke in favor of the proposal. Ms. Trujillo proposed a compromise, that the funding cap for English-only

programs be lifted gradually, so as not to suddenly erode support for bilingual programs. Witnesses Mazzone, Morán, Meléndez, Cantú and Yzaguirre spoke in opposition to the bill. Senator Pell spoke in general support for the concept of flexibility, but in order to not to significantly diminish support for bilingual education, proposed that the funding cap not be removed, but rather raised to 25% of the total appropriation. He also suggested including in the legislation a time limit (perhaps two to three years) for an individual child's participation in a bilingual program.

Several Senators unable to attend the hearing indicated that they intend to submit written questions to Secretary Bennett and other witnesses. Senators Kennedy, Simon and Dodd requested an additional day of hearings which was denied. Senate aides have indicated that they expect action on this bill to occur quickly, possibly as soon as the last week of June by attaching S. 2256 to another education bill. The Senate will soon be taking action on an amendment to the Vocational Education Act, which it will attempt to approve by July 1. This may be the vehicle which proponents of S. 2256 will use to move that bill.

Asleep at the Wheel: Office for Civil Rights Enforcement on Language Issues

Data from the Department of Education's Office for Civil Rights (OCR) reveals that enforcement of school districts with Lau plans has declined sharply since 1981 despite the fact that the majority of the school districts monitored by OCR have been found to be out of compliance or in violation of their plans. These data, compiled at Congressional request, show that from 1981 through 1985, school districts were nine times less likely to be scheduled for compliance review -- one of the three enforcement mechanisms used by OCR -- than during the previous five years. Of the 202 total enforcement actions since 1981, 58% of the school districts were in noncompliance with Title VI of the Civil Rights Acts of 1964.

Some 500 school districts have consent agreements with OCR -- commonly referred to as "Lau plans" -- which outline the steps the school district will take to assure that limited-English proficient children in the district have equal

educational opportunity. These plans were arranged in response to the 1974 Lau vs. Nichols decision which declared that limited-English proficient children were denied equal educational opportunity if no special effort was made to provide them with comprehensible instruction. Under the Reagan Administration, only 20% of these agreements have been reviewed. Earlier this year, school districts were invited to renegotiate their Lau plans, but only a handful have decided to do so.

According to OCR officials, the decline in OCR enforcement activity does not represent a lessening of federal commitment to protecting the civil rights of limited-English proficient children. A legislative aide to the House Education and Labor Committee disagrees. "OCR's lack of enforcement is part and parcel of Secretary (of Education William) Bennett's initiative on bilingual education. It's a well-orchestrated effort to diminish the educational opportunities of LEP (limited-English proficient) children," commented the legislative aide.

House Committee Report Shows Most Bilingual Programs Not Using Native Language

Most bilingual programs in the United States use no native language at all, despite its importance in the instruction of limited-English proficient children, according to a new report by the House Education and Labor Committee released late June. The report, "A Compendium of Papers on the Topic of Bilingual Education," consists of papers by education professors at the University of California, Yale, Georgetown, Harvard and the University of Illinois.

The papers address such topics as the role of English in bilingual education programs, academic achievement of language-minority children, parental involvement in bilingual education, and the role of research in policy decisions. One paper, "Issues in the Estimates of the Number of Limited-English Proficient Students,"

written by a former director of the National Clearinghouse for Bilingual Education, indicates that over half of bilingual education programs use no native language at all.

According to Ricardo Martínez, legislative aide to the Committee, the report answers allegations by the Secretary of Education that there is "no evidence" that limited-English proficient children have benefited from bilingual education. The Secretary has proposed legislation, currently in the Senate, that would amend the Bilingual Education Act to allow more funding of programs that do not use any native language instruction. (~~See related story~~)

The report will be available from the Government Printing Office in July;

Ramon Is Our Future, but What Is His?

By ANGIE PAPADAKIS

Los Angeles Times

Monday, August 25, 1986/Part II

5

Little Ramon will enroll in kindergarten this September. Within a week (the law says within 30 days, but it usually happens the first week) a teacher will take him aside and show him a picture and ask him in Spanish to describe what he sees.

Depending on his response, if indeed he is not too shy or too frightened or too inarticulate to respond, the teacher will assess him as either limited English proficient (LEP) or fluent English proficient (FEP). Not many kindergartners are glib, sophisticated or precocious enough to respond in fluent English, even though some may know the language well enough to do so. If Ramon is classified LEP, this label will stay with him for the rest of his elementary-school life and possibly through high school—unless he joins the 50% of Latino students who drop out.

If there are nine other Latino kindergartners who like Ramon have been classified LEP, they must all be placed in a bilingual program, which means that they will be taught by a bilingual/cross-cultural teacher or an aide. They will be taught to read and write Spanish from Spanish textbooks, and they will learn all subjects—mathematics, science, social studies, etc.—in Spanish until they can prove that they are ready for an English-only class.

The law requires that parents be notified when their children have been placed in a bilingual program, and they have the right to remove the children from the program if they wish. To remove Ramon from the bilingual program his parents must sign a consent form, but their permission is not required *before* he is placed in the program.

Parental consent is required for placement in special education classes, participation in field trips, football and any number of other activities, but notification only is deemed adequate for placement in bilingual programs.

Do most immigrant parents, whether legal or illegal, educated or illiterate, go to school and challenge the "authorities"? What if Ramon did not live in a predominately Latino district? What if there were only eight other Latino LEP students entering kindergarten?

Ramon and the other eight students would learn to read and write English from English textbooks, and would be taught by a certified English-speaking teacher—not an aide. The law says that when there are 10 or more LEP students they must be placed in a bilingual class. However, if there are fewer than 10, they need not be taught in their primary language. They may be in an English-as-a-second-language class, or in a class in which some Spanish is used, or in an individual learning program in which they would receive some special tutoring as needed.

The Serrano-Priest bill mandates that there be equal dollars behind every student regardless of what school district he or she is

in. A good bill. What about a bill that mandates that every student has the right to be instructed in English, no matter which district he or she is in? Why must students who happen to live in Boyle Heights be taught any differently from students who live in Beverly Hills? Is it reasonable, is it right that the underprivileged be denied the opportunity to learn the language of this land just because there are 10 or more of them in a particular class? The years in which LEP students spend reading, writing and speaking Spanish cannot be reclaimed or transitioned into English reading, writing and speaking. It has not happened in the last 12 years. It is not likely to happen in the next five.

And the shortage of qualified, certified bilingual/cross-cultural teachers is not a factor. Even if we could import 2,000 Spanish teachers from Spain instead of the proposed 200, Ramon's education needs would not be served. Ramon and his classmates will not learn English by being taught Spanish, any more than they will learn the violin by playing the piano. Knowledge is knowledge, but how can it be transmitted except by language, and then the question is, which language?

Would we be robbing 5-year-old Ramon of his language and his culture by instructing him in English? His language is his for as long as he chooses to use it. His culture is his heritage, and no one can take what is inherently his. Language and culture, like religion, are personal freedoms in this country. They are not, nor should they be, public responsibilities.

And are we robbing the Vietnamese, the Cambodian, the Laotian, the Korean, the Hmong, the Samoan, the Filipino and the 89 other primary-language minority students in our schools of their language and their culture by instructing them in English? These students are not in bilingual programs. They do not fail, they do not drop out, and some graduate at the top of their classes.

Will Ramon be overwhelmed, bewildered, confused? What kind of instruction are we talking about in kindergarten? It's "Sesame Street" stuff, not Shakespeare's sonnets. It's building blocks, not calculus.

I believe in Ramon. I think that he could learn the alphabet, numbers and colors in English every bit as quickly as any other student, given the opportunity.

The bilingual program is due to expire on June 30, 1987, but Assembly Bill 2813, if it is not vetoed, will extend the program until June 30, 1992. By that time Ramon will be 11 years old. Will he still be learning Spanish in school and English in the streets? Bilingual education should be reformed to allow Ramon a chance to learn English before it's too late. He is our future.

Angie Papadakis is a member of the California Board of Education.

ARM-

Didn't have time to
highlight AP's
comments on your copy.

Item 13 - Approval of Proposed Revision to the Board's Protocol for
Educational Policy Advisory Bodies (Information)

Mr. Peters reported that Dr. Bowman presented the materials and led discussion relative to the Board's protocol for Educational Policy Advisory Boards. This will be a matter for discussion at the Board's upcoming planning session and is scheduled for action in April or later .

REPORT OF THE LEGISLATIVE COMMITTEE

Chairperson John Ward reported that committee reviewed the Superintendent's testimony to the Assembly Education Committee on bilingual education and was pleased to note that many of his suggestions were in concert with the Board's position statement. However, the Board's position statement states that children will have a choice of programs, and it seemed that the Superintendent suggested in his testimony that it would be status quo, for all children would be placed in a bilingual program which currently exists, and have the possibility to opt out for the alternatives.

Superintendent Honig responded that in the past bilingual legislation that proposed "choice" of programs has failed, and although he is in favor of providing this type of system, realistically it would be difficult to get the changes needed into law that would treat equally the variety of programs made available for students. He suggested a compromise that is contained in his testimony which would leave the present structure in place, but would require a transitional program. In this way parents would be made aware of alternative programs and would be forced to communicate in order to take advantage of those alternatives if they complained. Secondly, he suggested expanding the number of planned variations and eliminating heavy requirements that were put on the research components which was keeping some districts out. He feels that many districts can provide the flexibility the Board is asking for within the existing structure, but they don't understand how to go about doing it. Allowing more parental choice will make it possible.

Mr. Ward agreed that this would be a move in the right direction, but that the Board's position statement provides for "opting into" alternative programs, whereas the position just outlined is an "opting out" into alternatives.

Mr. Honig stated he agreed that the Board's proposal for districts to make determinations on educational grounds and to provide a variety of options to recommend, is legitimate, but is not in present statute and politically it does not seem practical that the Legislature could be persuaded to make this change at this time.

Mr. Ward continued that the committee reviewed AB 2813 (Willie Brown) which contains the bilingual sunset continuation to 1992, as well as for other categorical programs. Gary Longholm, Director, Office of Governmental Affairs, outlined the bill and the negotiations presently being discussed. He stated what staff invisions is inclusion of all Board/Department proposed changes that are the same or related to changes proposed by other major constituent

groups. On other items where consensus is not reached, staff will attempt to use other bills as vehicles to effect Board/Department changes. He listed specific changes that will be recommended for AB 2813, stating: 1) added flexibility at the local level; 2) elimination of the rigid two-thirds/one-third composition; and 3) the notice and consent issue. A number of other bilingual bills will be brought to Legislative Committee in April with specific language lending an opportunity for the Board to take specific positions at that time.

Mr. Ward stated the committee recommendation was to take a "support if amended" position, with amendments in accordance with the Board's position statement, and as chairperson, he will make that recommendation. However, the minority recommendation would be for the Board president or his designee to testify before the Legislature on behalf of the Board. He stated this is the culmination of all of last year's efforts toward bettering bilingual education, and this may be the last time the Board can effect any change until 1992. Therefore, he recommends an "oppose unless amended" position. The Board is one of many groups that are voicing positions, and it becomes one of many with the same position if it takes the position of "support if amended". Also, he feels that legislators will accept only as many amendments as it will take to pass the bill and the Board's position statement may only be partially included. This is a compromise, and an "oppose unless amended" is a stronger message, one that will more likely be heard, and also expresses more accurately the way he feels. He is opposed to the sunset putting back into law what is now there unless it is amended.

Mrs. Papadakis agreed with Mr. Ward, stating she was appalled that bilingual education was included with a group of other very worthwhile programs such as reading, school improvement, Indian Education. It negates everything the Board has tried to do for the past year. She feels that if the public were aware that bilingual education would go on as it has for the next five years, there would be an uproar! The Board should take the leadership and speak against the prolonging of the bill as it exists. If it can be altered to coincide with where the Board thinks it should be, then it could be supported, otherwise it should not.

President Romero commented that if the Board approved the committee recommendation to "support if amended", it would be forwarded in a letter under his signature, listing the specific amendments which would contain changes from the Board's position statement. He stated this would be the more positive of the two positions being discussed and legislators would be more receptive, but both are basically the same, with basically the same outcome. He feels approaching this with a position that is more positive, but very definite, and basically supported by, and in line with, positions of CSBA, ACSA, and the Department would be the more effective choice.

Ms. Chan pointed out that many of the changes in the Board's position statement can be accomplished without being part of legislation. "Support if amended" would only have to include amendments on those portions that would require legislative change. President Romero added that Deputy Superintendent James Smith will be reporting in April on those changes from the position statement that could be carried out administratively.

Superintendent Honig commented that opposing a bill at this stage has an emotional connotation and he feels that "support if amended" seems to be the better strategy for accomplishing change. Also, he suggested the Board look at this in the broader sense and consider the next issue, which will be the ability of the Board to be involved in changes in teacher preparation. The more reasonable approach, without giving up on principles, should be a consideration in this action.

Mrs. Papadakis again spoke against lumping this in with other sunseting programs and shortcircuiting all the Board's efforts in one of its main priorities. The field is looking to the Board for change and if the Board cannot do anything for them, who can? It is an election year, legislators will not be willing to make the needed changes, and the Board will be bankrupting those who are depending on it if it does not take appropriate action at this time.

Mr. Ward feels the Board wants the child to be assessed and offered a choice of programs, which is not reflected in position statements from other groups or the Department. This is, in his opinion, a critical issue that can never be achieved by joining in with the "support if amended" positions.

ACTION: Mr. Ward moved approval of the committee recommendation to take a "support if amended" position on AB 2813 with direction to staff to draft a letter of support and to include specific amendments in accordance with the Board's adopted position statement on bilingual education. A roll call vote was taken and the motion failed 5-3 ("Ayes" - Chan, Peters, Romero; "Noes"- Hom, Laufenberg, Papadakis, Sarafian, Ward)

ACTION: Mr. Ward moved approval of a "oppose unless amended" position be taken on AB 2813, with the same direction to staff. Mrs. Papadakis seconded. A roll call vote was taken and the motion carried 7-1 (Ms. Chan voted "No" and requested it be noted that her vote reflects her strong feeling that the Board not take a position that would reflect hostility and negativism.)

Mr. Ward continued with the committee report and recommendations on the following legislation:

AB 4178 (Bader and Farr) - Bilingual Education

Fred Tempes, Manager, Bilingual/Bicultural Office, briefed Board members on the bill which deals with an intensive English as a Second Language (ESL) Program and provides a three year experiment in supplemental ESL courses to be taught in summer session for K-12 students and preschool.

ACTION: Mr. Ward moved approval of the committee recommendation that the Board take an "approve if amended" position on AB 4178. The amendment would be to provide funding required for the State Department of Education to implement the program, with the funding level to be determined by SDE staff.

Staff clarified that "support" means there will be some visible sign that the bill is important, whether it be to write a letter or give testimony. Legislative Committee agreed by consensus to change the position recommendation from "approve" to "support".

Mr. Ward amended the committee recommendation, by changing "approve" to "support" on AB 4178. The motion carried unanimously.

Item 15 - Briefing on Teaching Profession Legislation (Action/Information)

Mr. Ward outlined the requests made by the Legislative Committee regarding SB 1605 (Bergeson), recorded in the committee report. The committee made no recommendation relative to a Board position as more information was needed.

Superintendent Honig reported the bill will be heard April 2, and he will report on it at the Board's April meeting. The Commission on Teacher Credentialing staff felt there should be a shift to a "performance based" system where there are internships and residencies, where the whole university is involved, and where there is a new standards board that takes responsibility for establishing these standards. Also, it was felt that tenure and entering the system are more difficult—that teachers must prove themselves. He stated, with regard to the governance issue that, 1) there is a cost factor in internships and residencies and exactly what that means is not reflected in the bill, and 2) the basic intention of the CTC is to involve everyone in the governance portion—the superintendent, various organizations, administrators, and teachers. He agrees that teachers should make up the majority, and as long as everyone is represented, including the Board as a separate entity, and himself as constitutional officer.

Item 14 - Status Report on School Facilities (Information)

Mr. Peters reported that Ernie Lehr, Director of School Facilities and Transportation, presented a status report on this crucial issue which provided historical background, current status, and a needs projection, as well as a summary of legislation and work being done by the Department to attempt to resolve this desperate situation.

REPORT OF THE LEGISLATIVE COMMITTEE (Attachment D)

Item 15 - Bilingual Education Legislation (Attached)

Chairperson John Ward stated the committee reviewed two major bilingual education legislative proposals, AB 2813 (Brown) and AB 4218 (Bader) and worked with staff to develop the amendments it brings for discussion and approval.

Item 16 - Status of Actions Related to the Board's Position Statement on Bilingual Education

Mr. Ward requested Fred Tempes, Manager, Bilingual/Bicultural Education, review the item which listed Board position statements, possible actions that can be taken to implement those positions, and implementation actions that have already been taken.

Mr. Ward pointed out Attachment #2 of the Legislative Committee Report shows significant changes to the Bilingual-Bicultural Education Act of 1976 and requested Dr. Tempes review the five major areas listed. Referring back to the committee report and recommendations, Mr. Ward reviewed the three amendments committee recommends be included in the Board's action on AB 4218 (Bader), as follows:

- 1) Expand planned variation programs to grades 7 through 12
- 2) Amend the section regarding parental consent to read, "Districts should be required, within reasonable limits, to obtain the written consent of the student's parent or guardian before enrolling any LEP student, fluent English proficient student, or student whose primary language is English in a special program
- 3) Clarify and define what intensive language development instruction is required for kindergarten students by this bill.

ACTION: Mr. Ward moved approval of the committee recommendation to take a "support if amended" position on AB 4218 (Bader). The motion carried unanimously.

Mr. Ward requested Mr. Tempes review Attachment #1 of the committee report which outlined the amendments made to AB 2813 (Brown). He then reviewed six additional amendments proposed by the Legislative Committee to be included in the Board's action to take a position on AB 2813 as outlined as follows:

- 1) Amend the provisions relative to parental consent to include, "Districts should be required, within reasonable limits, to obtain the written consent of the student's parent or guardian before enrolling any LEP student, fluent English proficient student, or student whose primary language is English in a special program."
- 2) Eliminate both the statewide cap and the districtwide cap on planned variation programs
- 3) Clarify that parents have a right to not have their child placed in a bilingual program as well as a right to withdraw them from the program
- 4) Require the CTC to consult with SBE and SDE regarding the study of options for teachers who have exhausted their waiver authority. In addition, expand the scope of the study to include developing options which provide districts with greater flexibility in staffing bilingual programs
- 5) Require districts to offer students who have been withdrawn from a bilingual program an English-only program with materials and strategies specifically designed to meet their needs
- 6) Require that assessments for kindergarten students should be of sufficient duration so that the initial identifications are accurate. At the same time, however, appropriate programs should be provided to these students

Following discussion, it was agreed by the committee to replace "sufficient duration" with "six months" in proposed amendment #6 dealing with assessment in Kindergarten. It was felt this would satisfy the concern expressed regarding the basic principle of final determination and assessment.

Also discussed was the rationale behind the Board's proposal to remove caps from statewide/districtwide planned variation programs in proposal #2. It was agreed that an additional amendment be inserted as #3 that would require districts to inform parents at the time of initial notification of their right to not accept the district recommendation and to offer viable program options if the parent does decline, and that a description of the program options available be included. The Board agreed to adding this amendment in concept and directed staff to develop appropriate wording.

ACTION: Mr. Ward moved approval of the committee recommendation that the Board change its position on AB 2813 from "oppose unless amended" to "support if amended" in accordance with the seven proposals discussed. Mr. Peters seconded. The motion carried unanimously.

It was pointed out that categorical programs for which the sunset date will be extended from June 30, 1987 to June 30, 1992, listed in AB 2813, i. e. School Improvement Program, Native American Indian Education, Economic Impact Aid, and Miller-Unruh Reading Program, will be considered by the Legislative Committee at the May meeting.

Item 17 - Briefing on Teaching Profession Legislation

Mr. Ward reported that the committee heard presentations from Judy Kingsley, Office of Governmental Affairs on the Senate Education Committee analyses for SB 1604 (Hart) and SB 1605 (Bergeson) that are attached to the committee report. He stated the positions to be taken were recommended because there was a shortage of time and the committee was not able to fully consider these bills.

He requested Board members review the attached analyses and pointed out that SB 1604 was placed on the agenda at the request of the students from the Student Advisory Board on Education who made their annual presentation in March. The students wanted to be involved in teacher assessment and wanted the bill amended in that regard.

ACTION: Mr. Ward moved approval of the committee recommendation that the Board take a "watch" position on SB 1604. The motion carried unanimously.

He reviewed committee discussion of SB 1605 dealing with the Commission for Teacher Credentialing and the continued involvement of the Board and Superintendent in the teacher preparation issue. Committee will request the testimony from the authors in May and feels the President will be able to protect the Board's interests as he speaks to Assemblyman Bader's AB 1818, passed last year.

ACTION: Mr. Ward moved approval of the committee recommendation that the Board take a "watch" position on SB 1605. The motion carried unanimously.

Item 18 - Assembly Bill 2622 (Hughes) - High School Graduation Requirements

Mr. Ward reported on AB 2622 (Hughes) primarily regarding health education, stating the bill was amended April 7 and the graduation requirement for a semester of health education has been removed. The bill will be discussed again in May.

ACTION: Mr. Ward moved approval of the committee recommendation that the Board take a "watch" position on AB 2622. The motion carried unanimously.

Item 6A - Approval of SDE 100 Consolidated Applications, 1986-87

ACTION: Mr. Peters moved approval of the committee recommendation to grant conditional approval of 15 1986-87 Consolidated Applications submitted by local educational agencies listed in Attachment A. The motion carried unanimously.

Mr. Peters moved approval of the committee recommendation to grant temporary approval of certain funding for three 1986-87 Consolidated applications submitted by local educational agencies listed in Attachment B. The motion carried unanimously.

Mr. Peters moved approval of the committee recommendation to grant conditional approval of Chapter I funds for the 1986-87 Consolidated Application from Downey Unified School District, listed on Attachment C. The motion carried unanimously.

Item 7 - Approval of Bilingual Education Planned Variation Applications

ACTION: Mr. Peters moved approval of the committee recommendation to approve applications to implement Planned Variation Programs for the 1986-87 school year as per the revised list submitted at the meeting.

Mr. Peters indicated items 8 and 9 had been transferred from the regularly scheduled Master Plan Committee because of obligations the Board had for yesterday afternoon and invited Chairperson Ham to comment or elaborate as necessary.

Item 8 - Long Range Educational Technology Plan for California Schools

Mr. Peters reported this item was presented by Wendy Harris, Manager of the Office of Educational Technology, who indicated the plan has been revised and will be submitted for action in November. Ms. Ham suggested any changes from the committee be submitted through the Board office immediately so they can be incorporated before the item is scheduled for submission to the November agenda.

Item 9 - Academic Honesty Report

Mr. Peters reported that Barbara Brandes from the Program Evaluation and Research Unit of the Department presented the report which had been conducted by staff to explore the problems of cheating, academic pressure, personal ethical restraints and values. The committee requested this item be resubmitted for more detailed and significant discussion at a later Master Plan Committee meeting.

Mrs. Papadakis commented that she failed to see what would be accomplished by a study which elaborates on "cheating", or why 93% of the students have witnessed other students in the act of cheating.

Ms. Horn expressed her concern that the Board had not received the report before the press, and that she was not able to respond when asked about the report.

Superintendent Honig responded that this unit of the department distributes a number of reports and that he will work through the Board office to develop a system whereby the Board can be kept up to date regarding when reports come out and which of these reports it would like to have placed on the agenda for review and discussion.

Mr. Atamian commented regarding the significance of the report, stating, as a student, that cheating is very prevalent in schools and should be given special attention, and he would like to see discussion continued at future Master Plan Committee meetings.

Item 10 - Petition of the Monterey County Board of Education to Assume the Duties of the Monterey County Committee on School District Organization

ACTION: Mr. Peters moved approval of the committee recommendation to approve the petition of the Monterey County Board of Education which will result in the duties of the Monterey County Committee on School District Organization being transferred to the Monterey County Board of Education. The motion carried unanimously, adopting Resolution No. 86-20

Item 11 - Petition of the Modoc County Board of Education to Assume the Duties of the Modoc County Committee on School District Organization

ACTION: Mr. Peters moved approval of the committee recommendation to approve the petition of the Modoc County Board of Education which will result in the duties of the Modoc County Committee on School District Organization being transferred to the Modoc County Board of Education. The motion carried unanimously, adopting Resolution No. 86-21

Item 12 - Petition of the Sonoma County Board of Education to Assume the Duties of the Sonoma County Committee on School District Organization

Mr. Peters announced that although this matter was on the committee agenda, the speakers for both the Sonoma County Board of Education and the County Committee had been advised they would be heard before the Full Board today and have requested to be heard.

It was agreed that the public hearing would be held and President Romero recessed the meeting. Mr. Peters convened the public hearing at 10:00 a.m.

Edward L. Littleton, Inspector for the Army Corps of Engineers, and member of the Sonoma County Committee on School District Organization, spoke in opposition to the transfer of duties to the County Board of Education.

Agnes Chan: Ms. Chan reported that July 17-19 she attended the Interstate Migrant Education Council meeting at the San Francisco Hilton. The main topic for discussion was at-risk migrant youth, with an excellent presentation by Dr. Dale Mann, from the Teachers' College at Columbia University. The IMEC is planning to hold a national forum on "Youth at Risk" during the Summer, 1987. November 1-3 the IMEC will meet again in Little Rock, Arkansas. She reported the Commission on Special Education met September 18-19 in Sacramento. Shirley Thornton, the Executive Secretary for the commission, has been appointed Deputy Superintendent for Specialized Programs. The commission was concerned with the sunset review on its programs. In October the commission will meet in Culver City. October 28-29 there will be a statewide conference on Special Education in the Sacramento Capitol Plaza Holiday Inn.

She also, on behalf of the Board and staff, thanked President Romero for hosting dinner the evening before.

Joseph Carrabino: Dr. Carrabino reported that he has received many telephone calls and visits from publishers with regard to the present adoption for mathematics, and that otherwise, he is still becoming oriented to the activities of this board.

Armen Sarafian: Dr. Sarafian reported on meeting with the Vocational Education Committee and that he is impressed that vocational education is moving toward a resurgence. He has witnessed the poor state of vocational education in California public schools for some time and agrees with Superintendent Honig that it is time that steps be taken to dove-tail vocational education and general education. Some proposals he has seen, however, attempt to stretch too far in order to incorporate the academic core subjects into vocational skills-type courses, i. e. teaching major literary works along with electronic skills. The attempt must be a more realistic one. For example, in business education there would be a variety of related academic skills, but in industrial skills courses, there may not be as many that would be applicable. In all occupational education courses, vocabulary and the correct spelling and useage of technical language should be taught, but mathematics and science should be interfaced where it is feasible to do so.

He noted he had read an article in the Pasadena Star News regarding a gifted school in Southern California which is to be associated with Cal Tech, will become a boarding school, etc. This has never come before the State Board for discussion. He feels the issue of gifted students and a process by which to reach the 200,000 of them in the State should be agendaed for discussion of policy and Board position in this regard.

Angie Papadakis: Mrs. Papadakis reported on her visit to the Paramount School District and the very illuminating study which resulted from research conducted over a three-year period by the district comparing planned variation courses with the bilingual program and the effectiveness of them both. This document was submitted to the State Department, but the Board has never had the opportunity to review it. She requested copies of the study be distributed to Board members.

SBE MINUTES

October 10, 1986

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Wednesday, October 8, Board members visited bilingual education programs in the San Francisco School District, which were interesting and well-run, and Board members were very well received. She commented that Chinese and Spanish immersion programs have been made available and are attended by Asian, Black, non-English and limited-English speaking students. However, there is not an English immersion classroom available. She asked why an English immersion program would not work, and the response from staff was that Hispanic and Asian students return to their respective communities. She fails to see the rationale behind this response.

She noted she was very distressed that SB 2409 (Hart) - Foreign Languages Instruction had been vetoed by the Governor. It is her belief that for foreign language acquisition to be successful, it must be introduced as early as possible and this would have been provided for had this bill succeeded.

Gloria Ham: Ms. Ham expressed her appreciation for the Board having chosen San Mateo as the location for its meeting. There are many benefits for the Board to meet out of Sacramento, one of them is that it provides a chance to meet with different audiences.

She reported she had met with the Curriculum Development and Supplemental Materials Commission in San Diego, the Child Development Advisory Committee in Los Angeles, the Chapter 2 Block Grant Committee in Sacramento, and had attended the California Business Education Association Conference at San Francisco State University. She met in Los Angeles with the Board's Screening Committee and has given 11 speeches on the California State Lottery. She introduced Joe Durado, President of the California School Boards Association, who was in attendance, and noted the publication the association distributed on the state lottery was a very good one in terms of information. She also introduced Carolyn Tucher from the Palo Alto Unified School District Board who has taken the time to attend the Board meeting.

Kenneth L. Peters: Mr. Peters reported he had met with the Curriculum Commission at its meeting two weeks ago, as did most of the Board, so he did not present a detailed report.

Rod Atamian: Mr. Atamian reported he had been appointed to the superintendent's Drug Abuse Prevention Advisory Council which met in September. The council is made up of 15-20 members who are actively involved and experienced in drug abuse programs in their areas. Over the next year it will set goals and make recommendations for local districts to aid in their attempt to alleviate drug abuse problems.

PRESIDENT'S REPORT

President Romero thanked those in attendance for their attentiveness, and again thanked Dr. Floyd Gonella and his staff for providing the Board with meeting facilities. On behalf of the Board he also thanked the San Mateo County School Boards Association and the Santa Clara County School Boards Association for the warm reception given the Board in East Palo Alto Wednesday evening. He thanked Peter and Gloria Ham for the outstanding dinner they hosted for the Board and members of the local education community Wednesday night, and the Jefferson

SBE MEETING

November 14, 1986

Page 8

Item 13 - California Assessment Program: 1985-86 Annual Report (Attached)

Francie Alexander, Director, Curriculum, Instruction and Assessment Division, summarized the report and responded to questions and concerns of Board members.

Ms. Ham ended her committee report by stating that the committee appreciated the participation and input received from the public and thanked department staff for the development and presentation of the Family Life Guidelines.

BOARD MEMBER/LIAISON REPORTS

Rod Atamian: Mr. Atamian reported that he had attended the National Association of State Boards of Education Conference in Baltimore, Maryland in October. He was disappointed to find only one other student board representative at the conference, but together they managed to lobby members of boards without student representation to consider adding a student member.

Agnes Chan: Ms. Chan reported that October 28-29 she attended the Statewide Fall Conference on Special Education in Sacramento at the Downtown Plaza Holiday Inn. She commended Leo Sandoval for his excellent organization of that conference. She reported some of the keynote speakers were Robert Bramson, whose topic was "Coping with Difficult People", Richard Pimentel who spoke on "Challenges for the Future", and Stephen Lilly who discussed "Relationships Between General Education and Special Education". Luncheon speakers included Superintendent Honig and Deputy Superintendent Shirley Thornton.

Angie Papadakis: Mrs. Papadakis began her report by stating what she feels is the most important issue in education today...how we will educate more than half of California's students who are minorities, limited English proficient, and non-English speaking students. Because of this, she has accepted an invitation to attend and be a panel member on the California Tomorrow, National Coalition of Advocates for Students public hearing, Tuesday, November 18 from 9:30 a.m. to 5:00 p.m. at California State University, Los Angeles. Other members of the panel include: Yori Wada, member of the U.C. Board of Regents; James Guthrie, School of Education at U. C. Berkeley; Lilly Lee, a board member on the Economic Development Corporation; Olivia Martinez from San Francisco; Linda Wong and Ed Avila. She will provide an update on what transpires at the December meeting.

Gloria Ham: Ms. Ham reported she had attended the most recent Santa Clara County School Boards Association meeting to hear Bill Cunningham, Educational Advisor to Governor Deukmejian. She met Anne McKinney from that office who is attending the Board's meeting today. She also attended the Chapter 2 Block Grant meeting in Sacramento, and the meeting of the Executive Committee of the Board to plan for the Planning Session held earlier this week. The Board's Screening Committee, of which she is a member, also met to screen student board member applications for the 1987-88 term and applicants for the Child Nutrition Advisory Council. She made a presentation at the Stanford School of Education on "The Role of the State Board of Education", and noted that Deputy Superintendent Jim Smith was also in attendance.

BOARD MEMBER/LIAISON REPORTS

Jim C. Robinson: Dr. Robinson reported that he and Dr. Carrabino attended the meeting of the Commission on Teacher Credentialing that was held at the Capitol earlier in the day. The President of National Education Association (NEA) Mary Futrell made a presentation regarding the many issues facing education and the teaching profession. He was most impressed with her presentation and her vision of the teaching profession and the emphasis on competence, training, and certification. She will come again to California later in the year, and he urged that she be invited to address the Board at one of its future meetings.

Joseph D. Carrabino: Dr. Carrabino added that Ms. Futrell's main thrust was discussion of a national certification program for teachers, which was a very interesting concept. He, too, urged, that at some time, the Board invite her to share her stimulating, well-informed ideas. Also, in connection with the May 13 Annual Day of the Teacher, the credentialing commission recognized two outstanding teachers in a very nice ceremony.

Angie Papadakis: Mrs. Papadakis reported on her trip to Washington, D.C. in April where she was invited to speak at an "English First Conference" and attended the ceremony to honor the National Teacher of the Year, Donna H. Oliver. She also took the opportunity to visit the office of Bilingual Education and met with Carol Whitten to discuss issues vital to California. She commended the students at Marshall High School in the Los Angeles Unified School District for having won the national academic decathlon.

Kenneth L. Peters: Mr. Peters reported that the Ad Hoc Committee on the Textbook Adoption Process had met the day before and the minutes of the meeting will be mailed to all board members. He feels the committee is moving toward decisions that will assist all parties involved in the very complex process of textbook adoption. The committee will meet again in June to decide on those issues surrounding the 6-year/7-year cycle, and he invited board members to provide any input they have that will make the committee's work more productive.

Agnes Chan: Ms. Chan reported that April 12, she represented the Board at the meeting of the California Association of School Administrators (ACSA) in San Francisco where Superintendent Honig was the guest speaker. She has reviewed the History-Social Science Framework and submitted her evaluation to staff. She is also reviewing resumes of outstanding mathematics teachers in the state. Three of the teachers will be selected soon to receive the Presidential Award for Excellence in Science and Mathematics Teaching. She announced that the Curriculum Development and Supplemental Materials Commission will meet May 20-23 at the University of California Los Angeles Conference Center at Lake Arrowhead, and May 27-29 the Mathematics Textbook Review Group will meet in Sacramento.

PRESIDENT'S REPORT

Dr. Dyke announced that she had attended the American Educational Research Association meeting in Washington, D. C. in April and that it was a very

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Deukmejian Vetoes Bilingual-Ed. Bill

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California School Boards Association.

"This is a major step backward in California's commitment to educating limited-English-proficient youngsters," Mr. Duardo said. "Until last Tuesday, this state was leading the nation. It's possible now that we're leading the retreat."

"Smokecreen?"

Shelly Spiegel-Coleman, president of the California Association for Bilingual Education, called Mr. Deukmejian's explanation for the veto a "smokecreen."

"The bill had not one penny of cost in it," Ms. Spiegel-Coleman said.

To avoid any fiscal impact, she said, proponents of AB 2813 had declined to push for pay incentives to address the state's serious bilingual-teacher shortage.

Superintendent of Public Instruction Bill Honig said that he was "disappointed by the veto," adding that "the bill was the culmination of a two-year process to shift the direction of the bilingual program, and we had a good bipartisan coalition behind it."

Mr. Honig noted that the Governor had "never brought up" his fiscal concerns before the veto message.

Bilingual education in California costs the state and federal governments about \$100 million annually, according to a rough estimate by the state's bilingual-education office, and accounts for about 3 percent of the \$3.2 billion spent each year on specialized educational programs.

Willie L. Brown, the Assembly's Speaker and a sponsor of AB 2813, said, "It is unfortunate that the Governor has forgotten his own immigrant heritage and his posture as a friend of education."

Mr. Brown noted that the "sunset review advisory committee," a 12-member panel that includes six Deukmejian appointees, "already has carried out the review referred to by the Governor in his veto message and has determined the program to be cost-effective."

'Bypassing' Educators

"The veto was obviously a political one," said Benjamin M. Lopez, a lobbyist for California Rural Legal Assistance. "It bypassed the input of the entire educational community."

He predicted that Mr. Deukmejian's action would aid Republicans in the state assembly who have advanced several unsuccessful proposals this year that would have "com-

pletely dismantled bilingual education." The Assembly passed AB 2813 on a 41-to-31, party-line vote; the Senate approved it 25 to 5.

Under California law, a two-thirds majority is required to reauthorize "sunset" statutes next year.

The other programs affected by Mr. Deukmejian's veto are "economic impact aid" for poor districts, Indian early-childhood education, the Miller-Unruh reading program, and aid to schools for overall instructional improvements. (See related story, page 14.)

The vetoed bill, which would have reauthorized all five programs until 1992, aimed to preserve the bilingual law's basic features, while incorporating changes proposed by the "sunset" panel to provide greater flexibility in the program. These included:

- Relaxing a requirement that no more than two-thirds—and no less than one-third—of a bilingual class be composed of LEP children. In some cases, the measure would have waived this rule for "core" subjects, as long as students were "mixed" with English-proficient students for at least part of the school day.

- Making it easier for districts to offer experimental approaches.

- Clarifying parents' options. The bill would have required districts to use a form explaining the nature of instruction being offered to a LEP child and the parents' right to overrule a bilingual-class assignment.

Opponents' Proposals

William Cunningham, the Governor's education aide, said that Mr. Deukmejian is "not necessarily" opposed to bilingual education, but that he sympathizes with concerns raised by the Assembly Republican Caucus.

"It's a very important program for California that needs further research," Mr. Cunningham said.

During debate in the assembly in June, opponents focused on the question of whether bilingual education is effective—or necessary—to meet the needs of language-minority students.

Pat Nolan, the Republican Leader, argued that these children often fail to learn English under the current program. Other critics say students should be "mainstreamed" into regular classes more quickly.

According to a study by the Assembly Office of Research, from 70 percent to 80 percent of children enrolled in California bilingual programs are able to leave the programs after 2½ to 3½ years.

Republicans sought unsuccessfully to remove the law's current requirement—the most stringent of its kind in the country—that LEP students must receive bilingual education when a language-grouping reaches a "critical mass" of 10 children in a school at the same grade level.

They also tried to remove the language-composition requirement for bilingual classrooms altogether, along with current restrictions on experimental programs. And they favored requiring written parental consent before a child could be enrolled in a bilingual program.

These proposals, which are expected to resurface next year, are "politically motivated and educationally unsound," Mr. Lopez said. He predicted that they would "result in segregation" and give "carte blanche" to those who would restrict bilingual education to English-as-a-second-language programs alone.

While current law requires that parents be notified when a child is placed in a bilingual classroom, requiring consent, Mr. Lopez said, "would create a tremendous administrative and fiscal burden that most districts couldn't absorb."

Disruptions Feared

Melinda R. Melendez, a lobbyist for the Association of California School Administrators, which strongly supported AB 2813, said a "major concern" about the Governor's veto is "the uncertainty it will cause for school districts in planning for the 1987-88 school year."

Between January and March, district officials normally make person-

nel and budget decisions for the following school year, she said, and final action on the bilingual program is not likely before June.

Susan Jetton, Speaker Brown's press secretary, said the measure could be attached to the state budget—a bill that would have to pass by June 30—but no firm decision has been made. The Speaker has no plans to an attempt to override the veto, she said, because the two-thirds majority needed to do so is lacking.

Substandard Certificates

But Gloria F. Tuchman, a leader of teachers in Santa Ana who have opposed the current bilingual statute, applauded Governor Deukmejian's veto. AB 2813 offered "no meaningful reform," she said, because it left intact the current system of "waivers," or substandard bilingual teaching certificates.

To retain their jobs in schools with a growing number of LEP children, teachers often must sign a promise to work toward full competency—which usually means learning a new language and culture—within six years.

About 40 percent of the 14,000 teachers now in bilingual classrooms are on waivers, according to the Assembly Office of Research, which projects only 12,000 fully qualified teachers by 1990, when 23,000 will be needed.

"They need to do something about the stringent language requirement," Ms. Tuchman said. "Only 25 percent are passing the test."

Ms. Tuchman maintained that there is no evidence that bilingual education is the most effective method for teaching Hispanic children. And she said that Asian students are doing well in reading taught in "English-only classes."

"Are they learning in spite of the law?" she asked.

Bilingual-Ed. Measure Is Vetoed in California

By James Crawford

Gov. George Deukmejian last week surprised and disappointed California's education community by vetoing an extension of the state's bilingual-education law and four other categorical education programs due to expire at the end of this school year.

The move was expected to give new leverage to opponents of bilingual education, especially Republicans in the state assembly who favor radical changes in the 10-year-old statute.

Virtually every educators' group in the state—teachers' and administrators' organizations, urban and rural school boards, and a majority of Mr. Deukmejian's appointees on the State Board of Education—had backed the extension bill, AB 2813.

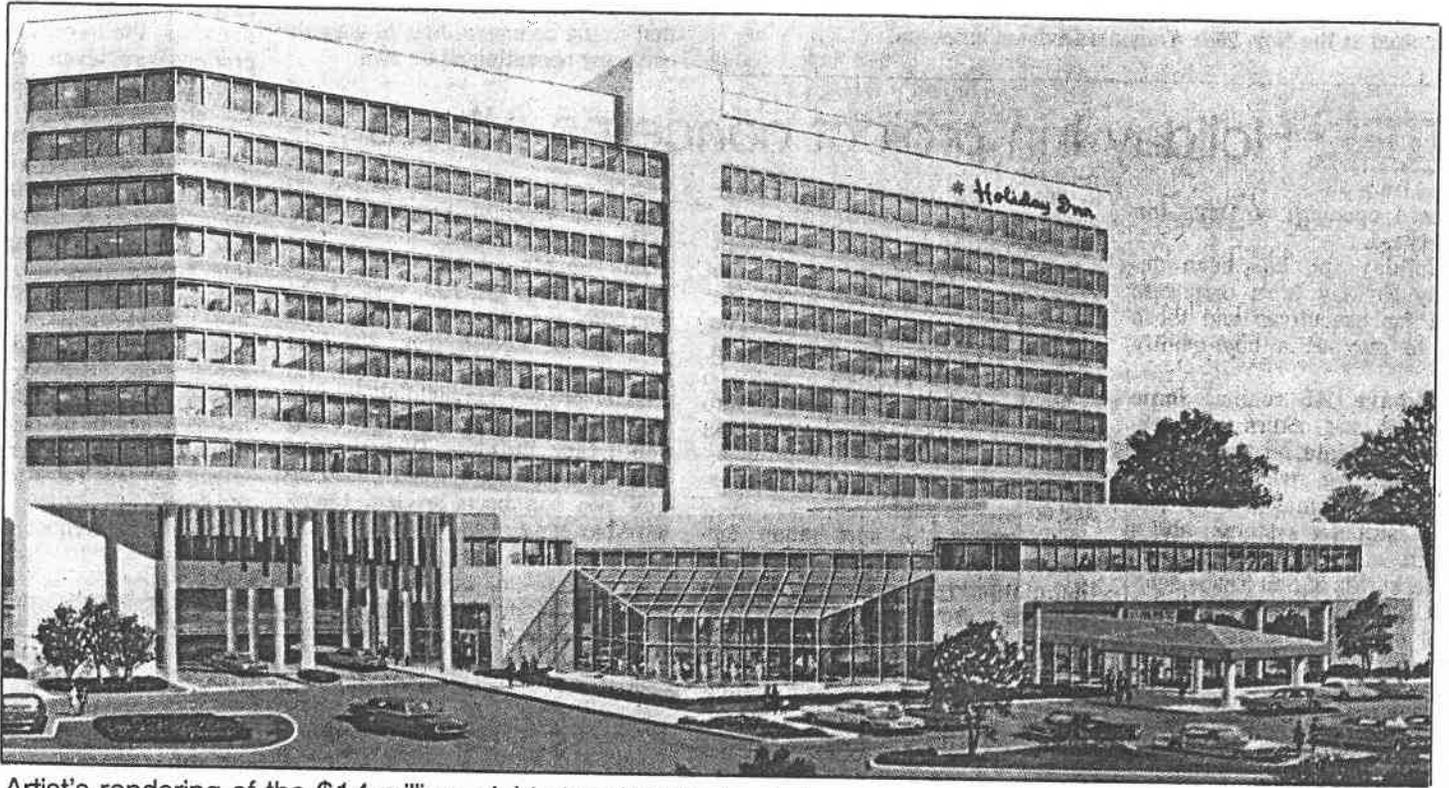
In a short veto message that made no mention of bilingual education, Mr. Deukmejian cited fiscal constraints as a reason to postpone reauthorization of the programs. That delay, he maintained, would allow for a review of the programs' cost-effectiveness and consideration of the option to consolidate them.

There is still time to reconsider an extension of the five laws before they expire under provisions of the state's "sunset" law on June 30, 1987, the Governor said.

But supporters of AB 2813 contended that cost had never been an issue in legislative debate. Several accused the Governor, who is seeking re-election on Nov. 4, of "playing politics" at the expense of the state's 524,000 limited-English-proficient students.

The public-education/civil-rights coalition that supported the bill is "in a state of shock," said Joe Duardo, president of the

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Artist's rendering of the \$14 million, eight-story Holiday Inn to be built at California Avenue and Oak Street.

Holiday Inn

185 Sleeping Rooms
Public Space for Meetings and Meal Functions
Scheduled to open in 1987

Inn builders ready to start 268 new rooms

By JOE D. STEVENSON
Business editor

Days of the West is clearing a site for a 122-room Days Inn at 3600 Rosedale Highway, and Marriott Corp. is awaiting a building permit for a 146-room Courtyard by Marriott at 3101 Camino del Rio. The two hotel projects will add 268 rooms to the Bakersfield inventory by midsummer 1987.

Both projects are served by the Highway 99 westbound off-ramp at Rosedale Highway, creating a cluster of hostleries at that location. Courtyard by Marriott will be on the west side of Camino del Rio, near the 262-room Red Lion Inn and the 200-room Hilton Inn. Days Inn will rise across Rosedale Highway from the Red Lion.

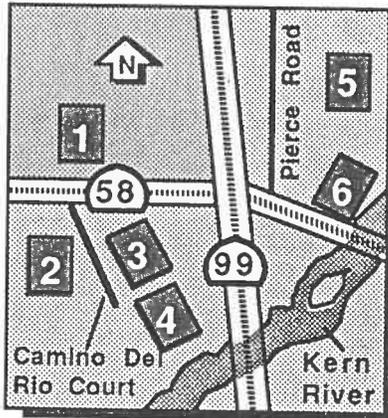
LaQuinta Motor Inn recently opened a 130-room establishment on the east side of the highway interchange.

E-Z-8, a 100-unit budget motel, opened just west of the Kern River bridge about three years ago. The general area also saw the addition of the 50-room Roadrunner and the 209-room Rio Mirada on Pierce Road within the past 30 months.

The only other new motel to open in Bakersfield this year is the 74-room California Inn on Chester Lane.

Days of the West's project will be a five-story concrete block building. Peggy Dutschke, special projects manager, said the firm hopes to start construction by Sept. 1 and be open for business by midsummer 1987.

The inn was designed by Madsen and Flathmann, Sacramento architects. It will be built by Wadman Construction Co. of Salt Lake City, which also had the construction contract for LaQuinta Motor Inn.



BRAD POLLARD / Californian staff

New and soon-to-be-built inns, Highway 99 at Rosedale Highway: (1) Days Inn, (2) Courtyard, (3) Red Lion, (4) Hilton, (5) LaQuinta, (6) E-Z-8

The company already has a grading permit. The site was vacated about July 1 by Republic Supply, which moved its operation to Bakersfield Airport Industrial Park. Republic Supply had been at that location for 31 years. Days of the West purchased the site from Republic.

Dutschke said the inn would include a 32-seat restaurant-delicatessen, a swimming pool and several meeting rooms.

A cost estimate on the Bakersfield project was unavailable, but a year ago when Tollman-Hundley Hotels, parent company of Days of the West, announced it would build 40 inns in California during the next six years, the cost estimate was a total of \$300 million.

Courtyard by Marriott is a new concept by Marriott Corp., which is

Turn to INNS / G2

THE BAKERSFIELD CALIFORNIAN

SUNDAY, AUGUST 3, 1986

INNS: Two new hotel projects ready to start

Continued from G1
best known for its major hotels in major metropolitan areas.

Marriott is building three Courtyards in the Los Angeles area scheduled for opening this fall. The next ones in Southern California are ticketed by Bakersfield and San Diego.

Brent Andrus, director of public relations for Marriott, said every-

thing is on schedule. Plans have been submitted to the city building department and building permit is expected by the end of August. He said that should mean a construction start before Oct. 1 and an opening by late July of 1987.

The project architect is Bull-Volkman-Stockwell or San Francisco. The building contract has not been awarded yet.

Andrus described the Courtyard by Marriott as a "moderate low-rise hotel targeted by the business traveler." Rates will be lower on weekends, when demand for room space is expected to be lower.

The Courtyard will feature large rooms, separate dressing areas and work areas with desks. There will be a 110-seat restaurant and a standard-size swimming pool.

The State Of Bilingual Education

First in a series

By Ladd Harrison

SACRAMENTO — On Wednesday afternoon at the State Capitol, a hundred people representing six organizations marched in a picket line and listened to speakers denouncing the governor's veto of bilingual education legislation.

The brief political drama demonstrated to onlookers that after 10 years of statewide implementation, controversy over bilingual education has far from ended. Paradoxically, while

bilingual education is becoming an increasingly accepted part of normal school curriculum, political forces have mounted against it on several fronts.

And in California these circumstances have brought bilingual education to a critical juncture.

Sun Down

In 1976, responding to an influx of immigrants and to new federal statutes and rulings, California established its first mandatory bilingual education laws. School districts have been progressing toward compliance with this rigorous and specific code ever since.

But the state bilingual laws are scheduled to expire on June 30. Gov. George Deukmejian's veto last month of legislation that would have extended this sunset another five years may mean the end of all state bilingual education requirements.

The Legislature is out of session until January. In order to extend the program before June, two-thirds of both the Assembly and the Senate must vote for a special urgency bill.

That means 54 Assembly members and 34 Senators must vote in favor. But the vetoed bill passed by only 42-33 in the Assembly and 25-5 in the Senate.

Bilingual education advocates reacted to the news of the governor's veto with barely restrained outrage.

"Having to get a two-thirds vote will mean making new com-

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Bilingual

Continued from page 1

promises," said Shelly Spiegler-Coleman, president of the California Association for Bilingual Education. "Much of the compromise will not be based on kids. It will just be politically palatable and that's what's so sad."

"Without those (state) guidelines it's left to the district. With the time of money crunch it's easy for districts to say 'we would like to do it but we don't have the funds.'"

Susan Jeffon, an aide to Assembly Speaker Willie Brown, said even a compromise seemed impossible.

"Every indication is that (Republicans) just don't want it," she said. "It's not a matter of concessions. What can you do when you give the governor the reforms he wants and he still vetoes the bill?"

Suspicious

In his veto message Deukmejian said he wanted to give the Finance Department time to conduct a review of the cost effectiveness of bilingual education and several other programs in light of Proposition 4, which limits state spending to an index based on inflation and population growth.

The legislation's backers have expressed skepticism about this reasoning. For one thing, they say, the nonpartisan Legislative Analyst's Office already conducted a fiscal evaluation of

state bilingual education and recommended that the program be continued.

Furthermore, the laws themselves do not mandate specific funding; they simply require districts to implement programs with a variety of state, federal and local funds.

Bilingual education advocates also point out that Frank Hill, the assemblyman who led all the Assembly Republicans in opposing the bill, wrote a letter signed by the other Republicans asking the governor to veto the bill. Unlike the governor, who aides claim supports bilingual education, Frank Hill states bluntly that the programs don't work and that the state regulations should be abolished.

"I think we have a system that is more interested in providing jobs than in teaching students," Hill told Asian Week. "Existing state guidelines should be done away with. The overall statistics of the bilingual program show that it's an abysmal failure."

He predicted that Assembly Republicans would succeed in blocking an extension of the state programs.

Even if California's laws die, school districts must meet the more general requirements of federal laws as embodied in *Lau v. Nichols*, the 1974 Supreme Court decision that mandates bilingual education as a part of equal access to equal educational opportunity.

The Federal Opposition

But the Reagan administration has launched an effort to undercut federal bilingual education programs. U.S. Secretary of Education William Bennett has publicly declared his opposition to bilingual education and under his administration the Department of Education has worked to encourage the use of English only rather than native language programs.

President Reagan asked for severe cutbacks in the amounts of money which the federal government disperses as grants throughout the country under the

ASIAN WEEK

Act which would have allowed most funds to be used for English-only programs. But bills in both houses died before coming to a vote in the relevant subcommittees.

Since then the Education Department has issued regulations stipulating that the goal of bilingual programs funded by the Act must be to teach students English as quickly as possible and move them to mainstream courses. Critics say this conflicts with language in the Act itself that suggests a child's native language should be used to help him or her advance in other subjects.

The administration has also put a heavy emphasis on programs using mostly English in choosing the applications a funds.

Finally the Civil Rights Office has contacted individual districts to tell them they may alter programs they began in order to comply with the *Lau* decision.

English Only

Bilingualists also worry about a development taking shape in the background of this political maneuvering. Efforts are afoot to declare English the official language of both the United States and the State of California.

The significance for bilingual education of a California official

New Section Eyes 'Asians In Business'

Asian Americans are well known in all segments of society for their contributions in the world of business, both as owners and operators of independent companies and as executives in large corporations.

However, few "mainstream" American newspapers give coverage to the increasingly important role that Asian Americans — individually and collectively — are playing in strengthening the economy of the United States.

Asian Week has started a new section, "Asians In Business," to fill the void in news coverage of this important aspect of the American scene.

"Asians In Business" will cover trends, new venture personnel changes, major transactions, legislation and judicial decisions affecting Asian Americans.

Press releases, letters and comments regarding this new section should be addressed to Patrick Andersen, managing editor, *Asian Week*, 809 Sacramento St., S. Francisco, CA 94108.

language ballot initiative is uncertain. Proposition 63's proponents say it is largely a symbolic measure which would simply prevent another language from being declared official. But its opponents say those who designed it are really aiming to use it as a legal justification to attack bilingual education.

In the meantime educators and pro-bilingual activists say bi-

lingual education has become a problem in districts throughout the state. They directly contradict the views that Frank Hill and others have argued before state Legislature.

Next week *Asian Week* will offer a closer look at the way that education is being implemented in California, its success and failures.

October 24, 1981

• TWIN THIMERS UP!

The State Of Bilingual Education

LEP Students now 12% Of California Schools

Second in a series
By Laird Harrison

As state-mandated bilingual education reaches the crossroads of its 10th year in California, educators and politicians are still debating about the best way to teach children whose mother tongue is not English. In recent years, an influx of immigrants has brought half a million limited English proficient (LEP) students to California public schools where they now make up about 12 percent of the total enrollment, disproportionately concentrated in some areas and age levels. Their numbers have grown by 60 percent in the last six years and are continuing to spiral by 5 to 7 percent per year. State spending for bilingual education is also increasing sharply and is expected to reach \$537 million

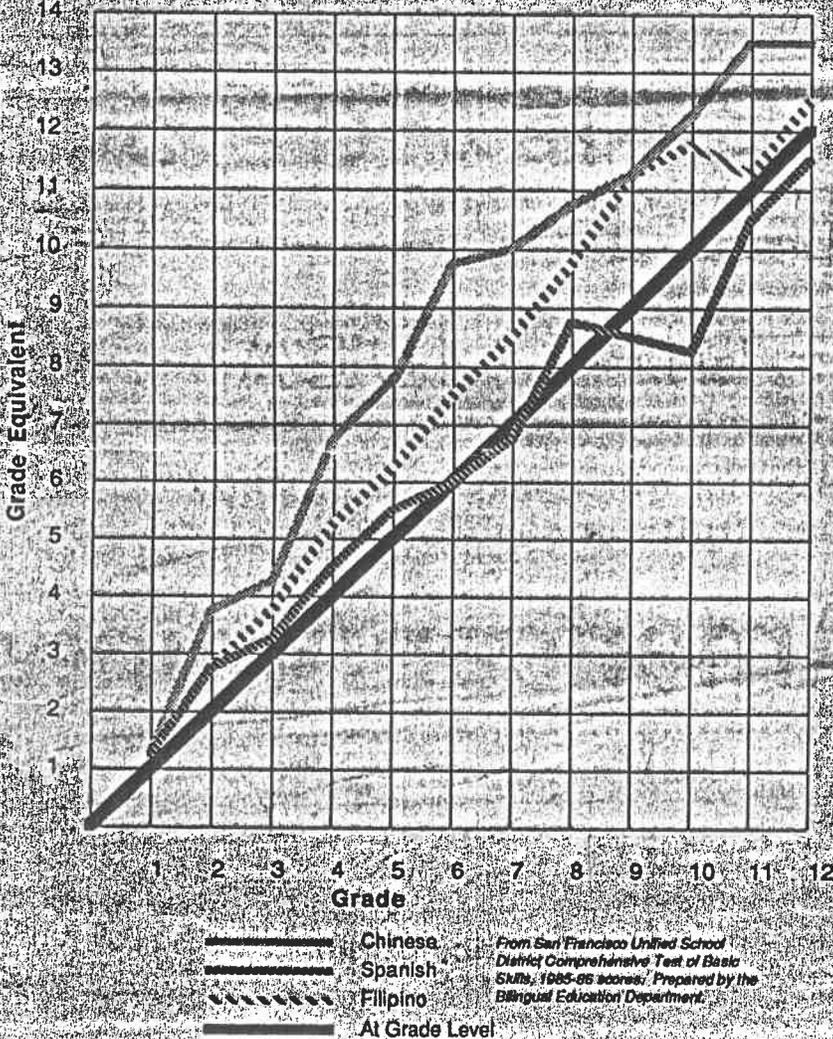
this year. But a move is afoot to drastically change the state's bilingual education system (see related stories). According to those in charge of implementing the state's extensive and specific bilingual education laws, bilingual education is a proven effective method of teaching children with limited English proficiency. It not only brings their English skills up to the level of other students while preventing them from falling behind in other course work, but also can help them become fluently bilingual and build confidence in their ethnic identity. According to its critics, bilingual education confuses students, slows the rate at which they learn English, and prevents them from assimilating into the mainstream. Cultural elements of the process amount to "indoc-

trination," they say. **What Is It?** As the name implies, bilingual education means using two languages for instruction. (But sometimes the term is used loosely in the United States to encompass all special instruction for children whose native language is not English.) A vast range of programs fit under this designation, from those offering LEP students a few hours of special tutoring in their native languages after school every week to those offering them all classes in a non-English language. The two main categories are "transitional" and "maintenance" bilingual education. The first aims at bringing students as fast as possible into the mainstream. The second aims at preserving and enhancing their proficiency in

their native languages and familiarity with their ethnic heritage while also improving English proficiency. Under laws passed in 1976 and amended in 1980, the state of California requires that each school district provide a bilingual classroom, staffed by a certified bilingual teacher, for every 10 or more kindergarten through sixth grade (K-6) LEP students of the same language group and grade level. Instruction is to be carried out partly in English and partly in the second language. Currently the bilingual classrooms must include one- to two-thirds English proficient students, but as of next year the law will change to allow classrooms of LEP students alone under certain circumstances. **The Reality**

Because of a nationwide shortage of qualified bilingual teachers, last year only half of these classrooms were staffed by credentialed teachers, 43 percent were staffed by teachers on waiver who were supposed to be working toward bilingual credentials, and the rest were not in compliance with the law according to a state report. Last year around 44 percent of California's 386,567 identified K-6 LEP students were in "basic bilingual" classes which fall into the transitional bilingual category. Another 38 percent were in individual learning programs, which pull them out of regular instruction programs for special tutoring, usually in English as a second language, and only sometimes using their native languages. Ten percent of the K-6 LEP students received no special assistance at all, and the rest were in a variety of programs trying alternative approaches, including 6 percent using a maintenance bilingual approach. Of the state's 159,015 identified secondary school LEP students, 18 percent had special classes with others in their primary language group, 75 percent had some other kind of special instruction, and 7 percent received no special assistance. In addition to the students diagnosed as needing special assistance, there is an unknown number in need of aid who were not identified by their school districts as LEP. **Does It Work?**

English Language Test Scores Of Former LEP Students



Because of a nationwide shortage of qualified bilingual teachers, last year only half of these classrooms were staffed by credentialed teachers, 43 percent were staffed by teachers on waiver who were supposed to be working toward bilingual credentials, and the rest were not in compliance with the law according to a state report. Last year around 44 percent of California's 386,567 identified K-6 LEP students were in "basic bilingual" classes which fall into the transitional bilingual category. Another 38 percent were in individual learning programs, which pull them out of regular instruction programs for special tutoring, usually in English as a second language, and only sometimes using their native languages. Ten percent of the K-6 LEP students received no special assistance at all, and the rest were in a variety of programs trying alternative approaches, including 6 percent using a maintenance bilingual approach. Of the state's 159,015 identified secondary school LEP students, 18 percent had special classes with others in their primary language group, 75 percent had some other kind of special instruction, and 7 percent received no special assistance. In addition to the students diagnosed as needing special assistance, there is an unknown number in need of aid who were not identified by their school districts as LEP. **Does It Work?** The overall statistics of the bilingual program show that is an abysmal failure," claims state Assemblyman Frank Hill who is leading the battle in the Legislature to end state-mandated bilingual education in California. "Obviously in terms of learning English (an English-only approach) is much more

effective. "When you do look at data, you don't come up with this kind of baloney," counters Dennis Parker, a state bilingual education consultant. "But unfortunately politics is not made up only of information but also of personalities. No complete study has ever compared the success of maintenance and transitional bilingual education with approaches that use mostly or only English." The U.S. Education Department has commissioned SRA Technologies Inc. to conduct just such a study. The four-year study is now completing its second year. According to a report in *Education Week*, after the first year preliminary results showed students performing better in all subjects including English, the more their native language was used in their instruction. However, the research group cautioned against drawing conclusions from the study before it is completed. Independent studies have evaluated the success of a variety of programs across the country, but it is difficult to compare one with another because of the many differences between programs and the unreliability of many of the studies. A 1981 review by the Education Department of 300 studies nationwide found less than 40 of them were reliable. It concluded that only a third of the studies showed that bilingual programs were more successful than English-only methods, and a quarter showed them to be less successful. It was largely on the basis of this study that U.S. Secretary of Education William Bennett declared bilingual education a failure a year ago. A 1985 study by Ann C. Wilgig of the same literature, employing statistical controls for the unreliable data, showed bilingual programs to be consistently more successful than English-only methods. Bilingual education advocates argue that such overall studies are not indicative of the efficacy of bilingual education as a method because they include many schools which have not properly implemented their bilingual programs. Where staff is properly trained, funding is adequate and teaching materials are available, bilingual education has yielded good results. **Excellent Reports** "We have excellent reports from up and down the state," said California Association for Bilingual Education president Shelly Spiegel-Coleman. "That doesn't mean that it's all rosy. But it means there is solid evidence that when a program is

Continued on page 13

LEP Students

Continued from page 12

administered well, students are performing highly."

For example, in June the San Francisco Unified School District completed a study that shows students who have passed through its bilingual program scoring consistently above grade level, even better than native English-speaking students, on standardized tests. Good results for bilingual programs have recently come out of San Jose, Fremont, Los Angeles and several other districts.

"There are studies whichever way you want to go," argues Stanley Diamond, a leading bilingual education critic. "I consider a lot of these studies

proves the need for bilingual education. No one has ever studied whether Hispanics who drop out of school have participated in bilingual education programs."

Hill also claims that English-only programs can bring LEP students into the mainstream in two years, while bilingual transition programs take four years and bilingual maintenance six. He cited Walnut Unified School District which is using a program mostly in English but relying partly on bilingual tutors for its diverse ethnic student body.

"But Walnut's special pilot program has only been operating for two years," and its new director, Joanne Morrison, could not provide *Asian Week* with information on how long it takes

better.

"It was monstrous of the Department of Education (to decree) that one method of education should be given preference over other methods," he said. "There are other methods that not only have their advocates but have been proved to be very effective."

He said San Jose State University psychologist James Asher had proved that students may be taught a new language in six weeks to a year, making concern about an LEP student falling behind in other course work unnecessary. Asher could not be contacted by press time.

Bilingual education has been unsuccessful in California because school districts hired "thousands" of teachers to teach in Spanish and Chinese, only "hundreds" of whom were qualified to teach English, Hayakawa claimed.

The State Education Department reported that 5,836 credentialed and 5,074 non-credentialed bilingual education teachers were employed statewide in 1985.

State bilingual education consultant Fred Tempe said there are "hardly any" teachers monolingual in a non-English language hired in California public schools. He pointed out that even the teachers whose credentials as bilingual teachers have been temporarily waived must still have passed a difficult English examination in order to

teach in California schools. The only exception would be some who have been allowed to teach for one year on an emergency basis, he said.

more data.

On the basis of these reports, Assembly Speaker Willie Brown sponsored legislation to continue the program past its sunset next

"There is solid evidence that when a (bilingual) program is administered well, students are performing highly." -Bilingual education advocate Shelly Spiegel-Coleman

Official Review

The State Education Department last year extensively reviewed the state's bilingual education program. It noted that districts were failing to comply with regulations about identifying LEP students, providing them with instruction in their native languages, and involving their parents. It also noted that overall data about the effectiveness of the programs were difficult to derive.

But it recommended continuing the program with some modifications. A report by the Legislative Analyst generally supported the conclusions of the Education Department report while emphasizing the call for

June. That bill was defeated by the governor's veto and the issue will be debated once again in the next session of the Legislature.

Next Week Asian Week looks at the future of bilingual education and its impact on Asian Americans.

Singapore Is For The Birds?

SINGAPORE - This city state has begun planting 10,000 trees and 40,000 shrubs for an 80-acre "bird habitat," AFP reported. The habitat would stretch nine miles along the east coast highway to the airport.

"There are studies whichever way you want to go. I consider a lot of these studies suspect." -Bilingual education foe Stanley Diamond

suspect" because the people conducting them are defending their own jobs. He said he had not seen the studies of successful bilingual programs.

Hill believes that a high Hispanic drop-out rate proves the failure of bilingual education. Many bilingual advocates, on the other hand, say this statistic

students to pass through it into the mainstream.

English In 6 Weeks

Another prominent critic of the California bilingual system, former Senator S.I. Hayakawa, says bilingual education can work but other methods are as good or

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The State of Bilingual Education Changes Due In The Next Year, Experts Say

Third In a Series

By Laird Harrison

Political opposition has mounted steadily against bilingual education in recent years.

California's detailed mandatory bilingual education laws face a tough battle for continuation past their sunset next June. English-only advocates, who have already scored some successes in opposing bilingual ballots and having English declared the official language of the state, plan to move next against bilingual education.

And the Reagan administration is seeking to undo the federal laws and guidelines that forced school districts throughout the country to adopt this method of teaching.

But paradoxically, bilingual education specialists say it has caught on at the grass roots. School administrators, who once resisted bilingual education, are now among its advocates. Little by little, districts up and down the state have implemented the programs required by the laws passed 10 years ago.

Dramatic Changes

Over the last 10 years there have been dramatic changes, said Dennis Parker, a government expert who travels around the state instructing districts about bilingual education. "At the beginning, I was getting questions from the audience about why do we have to do this? You don't get that anymore. Now we get how questions. Now we are getting questions about implementation and quality."

As many as a third of the districts reviewed by the state in the 1984-85 school year were cited as deficient in identifying or classifying limited English proficient (LEP) students or involving their parents.

But, as the result of a lawsuit, the state has added enforcement personnel, and at least once it has imposed its maximum enforcement capability on a district by refusing to grant the district's application for funding.

"Most of the districts are pretty much in compliance," said Margarita Calderon, a professor of education at the University of California, Santa Barbara and consultant to various school districts. "There is a genuine commitment to continue with bilingual education, even if the state does not fund it. Good pedagogy speaks for itself."

She believes Gov. George Deukmejian's recent decision to veto an extension of the state bilingual laws was an effort not to end the program altogether but to make it less restrictive. The Republicans will have the power to block the extension of the laws when the matter is considered again, since a two-thirds vote is necessary to pass the legislation

before next June.

Negotiations

Charles Bader, an Assembly Republican who opposed the continuation of the laws, said the veto will force the Democratic majority to negotiate with the Republicans over the issue. Frank Hill, the assemblyman who led the fight against the bill, predicted the laws would not be extended at all.

The legislature will almost certainly relax at least some of the demands of the laws when it takes up the matter again, since even the bill vetoed by the governor loosened some requirements.

"I think the state bilingual program will be continued," Calderon said. "I don't see the state Department of Education abandoning it. There may be more flexibility for individual districts to opt for more ESL (English as a Second Language) and sheltered English programs."

Opponents of bilingual education often argue that programs using sheltered English-instructing LEP students in simple English and using visual aids and ESL are faster ways of teaching them English because all the student's time is spent with English.

Bilingual education advocates say using a student's native language as well as English facilitates the process of learning because the student can develop conceptual thinking more rapidly and then transfer it to English.

In addition, the proponents say, it is important to enhance a student's proficiency in the native language as well as English because having more bilingual citizens will benefit the state in international trade. The opponents argue that taxpayers should not bear the burden of preserving a student's primary language, and foreign languages are not a fit subject for elementary school.

Flexibility

Calderon is confident that the bilingual approach will ultimately dominate because it will prove its own virtues. In the meantime more flexibility might be a good thing, since some of the mandates they have in California restrict quality.

A case in point may be a constellation of five schools in the Los Angeles school district which since 1981 the state has allowed to depart from the requirement that one- to two-thirds of every bilingual class be made up of English proficient students.

"This regulation helps ensure that LEP classes are not unfairly segregated. But it sometimes leads to inefficiency, since teachers must say everything twice, once in each language.

The five Los Angeles schools bring all students together for

music, art and gym courses, but separate English and Spanish speakers for other subjects and instruct them in these languages. Spanish speakers are also taught English until they become proficient enough to take all their classes in that language.

LEP students who have participated in this special program are scoring above the district average, and the schools need a smaller portion of bilingual teachers than do those bound by the one- to two-thirds restriction. An amendment eliminating that restriction will go into effect next year, and several other schools in the district are planning to adopt this system. Schools throughout the state have expressed interest.

Three R's

Bader would also like to amend the state laws to require parental consent before a child is enrolled in an LEP program, eliminate the requirement that students be taught reading, writing and arithmetic in their native languages, and delay identifying LEP students until after kindergarten.

Currently parents must be notified if their children are in LEP programs and may withdraw them if they wish. Only a few schools are exempted from the native language requirement, and students are classified as soon as they enter the system.

Many bilingual education advocates feel these amendments would tear the heart out of the state laws. Without state laws requiring bilingual instruction, argues Shelly Spiegel-Coleman, president of the California Association for Bilingual Education, many districts will find it just doesn't fit in their budgets.

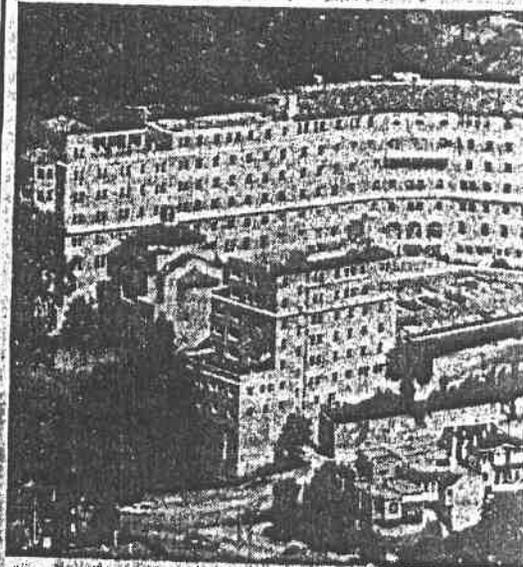
For while some districts have forged ahead inventing new effective methods of teaching LEP students, and others may even be held back by the state restrictions, others have altogether failed to address the needs of these students.

Without the state laws it would be left to parents and others to bring civil rights suits against periclit districts to force them to provide the necessary programs. But such suits could take years and the Justice Department, under the Reagan administration, has shown little interest in bilingual education.

In the meantime, bilingual education, along with bilingual ballots and other bilingual services, will almost certainly go to court as those who succeeded in having English declared official seek to extend their victory into concrete changes in these programs.

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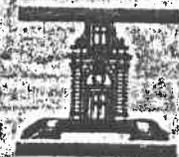
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Bilingual

Continued from page 3

after lobbying in Sacramento along with other districts Santa Ana won a special exemption from the state law for "impacted" language groups designated by the state superintendent. Last year 16 schools in three districts offered this option using the primary language only to the extent feasible. Statewide, 18 percent of Khmer, 25 percent of Lao and 56 percent of Hmong were enrolled in such programs last year.

The superintendent's council on Asian Pacific Islander affairs found that less than one-third of Asian LEP students receive bilingual services, and over one-half of Vietnamese students enrolled for ten or more years in California public schools continue to do poorly in English.

It reported that Asian LEP students may be under-counted by school districts because some of their languages are not recognized.

In response, the office of the superintendent said special

measures would be included in its language census to determine the number of Asian LEP students. It promised to establish a special Asian/Pacific Task Force with a committee devoted to Indochinese affairs.

The report also criticized a decision by the Board of Education to abandon objective standards used to determine when an LEP student is ready to transfer into English-only instruction. Previously students had to score above the 36th percentile on a skills test now the reclassification is left to the decision of individual teachers.

"There is great potential, then, for reclassifying students prematurely with two dramatic consequences: students lose the legal right to special services, and academic failure is inevitable," the report concluded.

In response, the superintendent promised to "review and monitor the districts' reclassification procedures."

California Rural Legal Assistance is suing the board to reverse this change in regulations.

Golden Opportunity
Chui Tsang, president of the

California Association for Asian-Pacific Bilingual Education said the shortage of Asian bilingual teachers was reaching "a critical stage." He is also concerned

It is widely recognized that the nation as a whole suffers from its deficiency in foreign language competence. The U.S. State Department has been unable to

due to the foreign-language weakness in the business community.

The lack of language ability is particularly glaring for Pacific Rim countries, where California does most of its trade. Yet few if any U.S. public schools teach Asian languages, nor do they often encourage immigrant children—who are already fluent in these languages—to retain and enhance their bilingual skills. Instead most programs for LEP students, even those described as "bilingual," aim at bringing the students as rapidly as possible into the monolingual English-speaking mainstream.

The superintendent's council on Asian Pacific Islander affairs found that less than one-third of Asian LEP students receive bilingual services

about the "dire need" for "language assessment tools for Asians" which can be used to identify LEP students and determine their proficiency in their primary languages. "We don't have any," he said.

Luangpraseut Tsang and the state council all suggested that there are two sides to the impact of the new Asian immigrants in California. Though some schools are struggling with the responsibility of meeting the diverse needs of this new population, the Asian immigrants may offer the state a golden opportunity which it has been slow to recognize.

fill many positions requiring foreign language proficiency, and economists like Silvia Porter say the U.S. trade deficit is partially

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Prop. 63 Campaign Sets Sights On Bilingual Ed

By Laird Harrison

If a proposition to make English California's official language passes, its advocates say they will turn their attention to reducing the amount that non-English languages are used in public schools.

The leaders of the official English campaign are among the most outspoken opponents of bilingual education as it is practiced in California.

Stanley Diamond, the chairman of the California English Campaign, believes Proposition 63 will give his group new legal leverage to use against the instruction of California children in Spanish, Chinese and other languages.

"Once Proposition 63 has passed, we will certainly be taking a very, very serious look at bilingual education," Diamond said. "We would be asking for legislation that provides flexibility, imagination and is not bound by one method" of

teaching limited English proficient (LEP) students. "We think (bilingual education) is a terrible disservice to our immigrant children. We lean in the direction of English as a second language."

Proposition 63 would also give bilingual education opponents "greater legal standing," he said, because of its provision that the role of English shall be "preserved and enhanced" and not "diminish(ed) or ignore(d)."

Former United States Senator S.I. Hayakawa, a founder of both the California English Campaign and its national parent, U.S. English, is a prominent critic of the state's bilingual system, as is Gerda Bikales, U.S. English's executive director.

While also advocating extensive reform of the California approach, Hayakawa took a more moderate position.

"I really believe that bilingual education is one of the effective methods of teaching English," he

Continued on page 4

Furor Over Duke's Veto

SACRAMENTO -- A special fiscal study of the state's bilingual education program will largely duplicate the work of another recently completed study, a state official said last week.

In explaining his veto of a bill to extend the termination date of the bilingual laws and four other programs, Gov. George Deukmejian said he needed to see the results of a cost-effectiveness report by the Finance Department.

However, a Finance Department official who asked not to be identified told *Asian Week* a previous report by the Legislative Analyst's Office already contains the information about the costs of bilingual education that the governor has asked for. The official said the Finance Department would rely on the Legislative Analyst's report in doing the study requested by the governor, which is to be completed "in the next two months."

"Generally it's the same approach, the same idea," the official said of the two reports.

Continued on page 4

Prop. 63

Continued from page 1

said. "But bilingual education as it's practiced in the state has not been bilingual at all. There are a majority of cases where the Chinese or Hispanic teachers are not capable of teaching English."

He said Proposition 63 would have no effect on bilingual education in California because federal laws already give adequate legal basis for forcing a change: the state is denying children their right to equal access to education because it is not teaching them English.

State Assemblyman Frank Hill, D-Los Angeles, last year sponsored an unsuccessful bill to make English the state's official language and has led the Assembly Republicans in an effort to block a bill continuing the state's bilingual education laws past their sunset this year. Gov. George Deukmejian vetoed the sunset extension bill.

Bilingual education advocates are apprehensive about the English-only initiative.

"With Proposition 63's (favorable) public reaction and the veto of the sunset bill, it seems like we are losing ground," said Chui Tsang, president of the California Association for Asian-Pacific Bilingual Education.

Others anticipated a flood of

ineffective but costly lawsuits.

"Proposition 63 will have no direct effect," said Dennis Parker, a bilingual education consultant for the state. "It will (just) cause a lot of finger-pointing."

He differed with Hayakawa in his interpretation of the federal bilingual statutes regarding bilingual education, saying they would protect the system implemented by the state.

"Someone would have to argue that (bilingual education) is endangering English and that it would not infringe on anyone's rights to change it," he said.

Alhambra is one of three California municipalities which have recently passed resolutions making English their official language. Edmund Lee, who works in the bilingual education department of the Alhambra school district, said the resolution had not affected the bilingual education program, since it cannot supersede state laws.

"If anything it has heightened tension between ethnic groups," he said. "There are a lot of repercussions for us," if the state initiative passes.

Fifty-seven percent of voters surveyed in Mervin Field poll in September favored Proposition 63, compared to 13 percent who were opposed, 7 percent undecided, with the rest unaware of the proposition.

Furor

Continued from page 1

Bilingual education advocates have sharply criticized the veto and demonstrators picketed the Capitol Building last Wednesday.

The Governor's Office of Community Relations this week released a statement aimed at quelling the "confusion" caused by the veto.

"The fact is, AB 2813 was not a 'bilingual education bill,'" the statement says. "It was an attempt to automatically extend five educational programs, including bilingual education, for another five years."

Spokespersons for the governor say the Finance Department review is necessary because it considers these programs together with others in the budget in relationship to overall limitations imposed on state spending.

Besides the bilingual education program, the bill would have extended the Miller-Unruh Basic Reading Act of 1965, the School Improvement Program, Indian Early Childhood Education and Economic Impact Aid.

The bilingual education laws do not themselves mandate state spending, and federal and local as well as state funds are used to comply with these laws. However, school districts must use some Economic Impact Aid for students in bilingual education programs.

The Governor's Budget and Bilingual Program Office of the State Department of Education has estimated that the state would have \$537 million available for bilingual education in the

1986-87 fiscal year. An additional \$482 million would be available from federal sources. The Legislative Analyst's report does not give estimates for subsequent years.

In 1985-86 the state spent an estimated \$520 million on bilingual education, the report said. It concluded that "state-wide expenditures for bilingual education cannot be precisely determined." It points out that insufficient records have been kept for the various types of bilingual programs to find out which are the most efficient and cost-effective.

Both opponents and proponents of the bill, including the president of the California Association for Bilingual Education and the assemblyman who led opposition to the bill, have speculated that the governor vetoed the bill in order to put pressure on the Democratic majority of the legislature to negotiate with the Republican minority. The Republican opposition say they would like to eliminate state bilingual legislation altogether.

A two-thirds majority in both houses is now required to pass a new bill before the June 1987 sunset of the bilingual education laws. AB 2813 passed by a vote of 45-28 in the Assembly and 25-5 in the Senate.

Spokespersons for the governor say he supports bilingual education and "has never articulated" a need to reform the state laws.

--By Laird Harrison

Assemblyman Vows to Carry the Ball for English-Only Action

By WILLIAM TROMBLEY, *Times Staff Writer*

One of the principal backers of Proposition 63—the English-only initiative that won overwhelming approval in Tuesday's election—said Wednesday that he will ask the Legislature to require that driver's tests, welfare applications, state university student aid forms and a variety of other state services be made available only in English.

"We're going to have a whole lot of bills" along these lines, said Assemblyman Frank Hill (R-Whittier), honorary vice chairman of the California English Campaign, sponsors of Proposition 63.

'Package Them All'

"If we're not successful—and we might not be because the Legislature is still controlled by liberals—then we'll package them all together, go back to our network of 60,000 volunteers, put it on the ballot and pass it over the heads of the Legislature," he said.

Hill added, "The only areas where we will concede" that state services should be provided in languages other than English are public health, safety and justice.

Hill's remarks seemed to confirm the worst fears of the minority groups and civil rights organizations that had opposed Proposition 63, which was approved by voters by a 73%-27% margin.

"We are expecting an avalanche" of lawsuits and other actions, said Jessica Fiske, director of the American Civil Liberties Union's office in Los Angeles.

Proposition 63 grants to any California resident or person doing business in the state the right to sue if the Legislature or state officials take actions to "diminish or ignore the role of English as the state's common language."

"I'm a little scared," Fiske said.

"I see the vote as having an undertone of fear—people have looked at the changing demographics and they have voted . . . out of a sense of panic."

However, she said, lawyers for groups that opposed the initiative have not yet decided whether to challenge Proposition 63 on constitutional grounds, as "too vague and overly broad" or to wait until some specific application of the measure is attempted.

Except for the proposals of Assemblyman Hill, there were few signs on the day after the election that supporters of "official English" were planning immediate moves to implement the initiative.

Stanley Diamond, chairman of the California English Campaign, official sponsors of Proposition 63, said: "I don't expect much for the next couple of months—we're going to let things settle down a little bit and reflect on where we are."

Suggests Action

However, Diamond suggested that Atty. Gen. John Van de Kamp scrutinize all California laws and regulations to see which ones need to be changed in light of the measure's passage.

J. William Orozco, Southern California's spokesman for the campaign, said he expects few "strong steps" to implement Proposition 63 in the near future. But he went on to say that school notices sent home in languages other than English "should be eliminated."

Orozco said schools in Alhambra, where he lives, send home notices to parents in English, Spanish, Chinese, Vietnamese and sometimes Korean and added, "That should be stopped—if you continue to put crutches under people,

Please see ENGLISH, Page 31

ENGLISH: Swift Move to Put Measure Into Operation

Continued from Page 3
they're never going to learn English."

Both sides agreed that bilingual education will be a major battleground when the Legislature meets next year.

Current bilingual education legislation expires next year, and Gov. George Deukmejian vetoed a Democratic-sponsored bill that would have extended the program for five years.

Hill and other legislative critics oppose the "transitional" method now used by most California school districts, in which non-English-speaking pupils are taught reading, mathematics and science in their native language, while at the same time improving their English skills with classes in English as a second language.

"We're going to get away from teaching in the native language," Hill said. "We're going to teach 'em in English."

But state bilingual education officials pointed out that an English-only approach would violate a 1974 U.S. Supreme Court decision, which said that pupils who do not speak English well must be offered special assistance, including instruction if necessary, in their native languages.

Sarah Gomez, assistant chief of the bilingual division in the state Department of Education, said it will be "business as usual in local school districts for the time being."

"We have court mandates and state laws to follow," Gomez said. "The kids in these schools are more important than some group that's running around putting things on the ballot."

Gomez said about 567,000 of the 4 million children in California public schools are enrolled in bilingual programs, 45% of them in Los Angeles County.

Supporters also said they hope that passage of Proposition 63 will lead to elimination of bilingual ballots—but again, they may be thwarted.

Federal law requires that bilingual ballots be made available in 10 California counties where at least 5% of the population does not speak English.

But Los Angeles and San Francisco counties are not among the 10, and backers of the initiative hope to curtail the use of bilingual or trilingual ballots in those two counties.

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State News

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Brown vows to resist English-only assault

McClatchy News Service

FRESNO — State Assembly Speaker Willie Brown Monday vowed he'll resign from the Legislature and go into private practice representing minorities if English-language supporters go overboard.

Brown, speaking to about 125 educators attending a daylong workshop reviewing recently passed school laws, said voter approval of Proposition 63 and its vague, "English-only" stance may lead to overzealous interpretation.

The result, Brown said, is that some legislators are already talking about far-reaching reductions in bilingual access for such things as driver's license tests, welfare applications and emergency services.

Brown said it would be an even greater tragedy to reduce bilingual education or deny fair trials to those who can't speak English.

"If that happens, I'm telling you right now, I'm quitting the Legislature and will start representing Asians" and other minorities whose constitutional rights may be violated, Brown said.

Brown made the remarks during the first of a planned series of annual workshops sponsored by Kronick, Moskovitz, Tiedemann & Girard, a Sacramento law firm that specializes in education. It was attended by representatives from about 50 school districts.

He promised there will be renewed emphasis on raising money to finance new schools when the Legislature reconvenes in January. But for the schools to get what they want, he said, supporters of increased funding for education must actively lobby lawmakers — or face disappointment.

English-Language Measure Sparks Controversy in California

Perhaps the most controversial of this year's education-related ballot measures is not targeted at schools or schoolchildren—at least not directly.

California's Proposition 63, sponsored by the national group U.S. English, would declare English the state's official language and ban the use of other tongues on election ballots and other official documents.

Supporters say such measures are needed to preserve a common bond between citizens and prevent the fragmentation of society into hostile linguistic ghettos. Some opponents, on the other hand, have charged that the idea stems from a strong na-

tivist backlash against increased immigration.

Bill Honig, California's superintendent of public instruction, said Proposition 63 "is ambiguous; invites lawsuits that will be costly and divisive; and adds nothing to our current laws, which already emphasize the need for all Californians to communicate well in English."

A recent *Los Angeles Times* poll, however, showed the measure receiving overwhelming support, with 71 percent of the state's voters in favor and only 5 percent undecided.

Although a large number of minority politicians and civil-rights

leaders have spoken out against the measure, polls also show majority approval among voters of Hispanic and Asian descent.

Bilingual-Education Concerns

While Proposition 63 does not directly address the issue of bilingual education, Mr. Honig and other educators say they are concerned about a provision allowing private citizens to file suit against state or local officials.

"It would leave it wide open for parents or any other citizen to sue individual schools up and down the state of California," said Shelly Spiegel-Coleman, president of the California

Association for Bilingual Education. "They could challenge the use of public funds for instruction in languages other than English or claim that the schools are not keeping English as the primary language."

"We feel that those kinds of challenges would be supported by the sponsors of this initiative and would keep us tied up in court with frivolous lawsuits."

Ms. Spiegel-Coleman said, however, that she is confident that opponents of the measure will win the inevitable court challenge to the proposition's constitutionality.

Proposition 63 supporters deny

they are opposed to bilingual education, but contend that instruction given in foreign languages should be minimal and designed to move students into mainstream classrooms as quickly as possible.

"Our position is quite simple," said Gerda Bikales, executive director of U.S. English. "We believe that bilingual education should be transitional, that non-English-speaking children should be moved into regular classes as soon as possible."

If approved, Proposition 63 could weigh heavily on the deliberations of next year's legislature, which must reauthorize the state's bilingual-education law. Such a bill was approved this year but vetoed by Gov. George Deukmejian. —w.m.

Education Week

10/29/86

By CARL INGRAM, Times Staff Writer

Prop. 63 Backers Aim at Bilingual Education

SACRAMENTO—Legislative supporters of the new voter-approved initiative that declares English California's official language have selected bilingual education as the first target to "preserve and enhance" English in the state.

"We want to change the fundamental focus of bilingual education in California away from native language instruction," said Assemblyman Frank Hill (R-Whittier), an advocate of Proposition 63, the so-called "English only" ballot measure overwhelmingly approved by the voters Nov. 4.

"The real battlefield, at first, will be over bilingual education," Hill forecast.

The state Department of Education said 567,000 students who speak limited English participated this year in bilingual programs aimed at developing fluency in English.

Aside from the expected fight over bilingual education, a highly controversial issue since it was instituted a decade ago, it appears that Republican Gov. George Deukmejian and key Democratic leaders are in no hurry to enact laws to implement the "English only" initiative.

Presumably such laws would be aimed at putting into force a key provision in the initiative directing state officials and the Legislature to "ensure that the role of English as the common language of the

state of California is preserved and enhanced."

There has been no great rush to come up with proposals spelling out what that means.

A day after the measure passed, Deukmejian adopted a wait-and-see attitude that he has not changed publicly. He noted that the measure gave California residents and people doing business in the state the standing to sue to enforce the initiative's somewhat vague provisions and predicted that "many, many lawsuits" would be filed by people intent on trying to interpret it.

He demurred, however, on how he intended to enforce the initiative.

Meanwhile, top Democratic leaders in the Legislature are adopting a go-slow approach.

Assembly Speaker Willie Brown (D-San Francisco), who co-authored a ballot argument against the proposition, said he could not "see any of the substantive things

being altered" by his house of the Legislature.

Senate President Pro Tem David A. Roberti (D-Los Angeles), who also opposed Proposition 63, basically agreed with Brown but said that some legislation may emerge.

"We have a duty to implement the probable intent of the voters," Roberti said. For instance, he said, while he opposes the proposed abolition of welfare materials written in languages other than English, the Legislature may do otherwise.

But he said he believed that rather than rush into enacting statutes to implement Proposition 63, the Legislature probably will await the outcome of potential lawsuits that could set the guidelines on how far the voters intended to go with "English only."

Assemblyman Hill, a leading legislative advocate of English as the official state language, said he is unsure how many state services involve the use of languages other

than English. So, he is asking state agencies to send him a list of non-English services they consider "essential and non-essential."

When he obtains the lists, Hill said, he will draft legislation to eliminate what he considers non-essential services. Automatically exempted, he said, would be services that deal with public health, safety and justice.

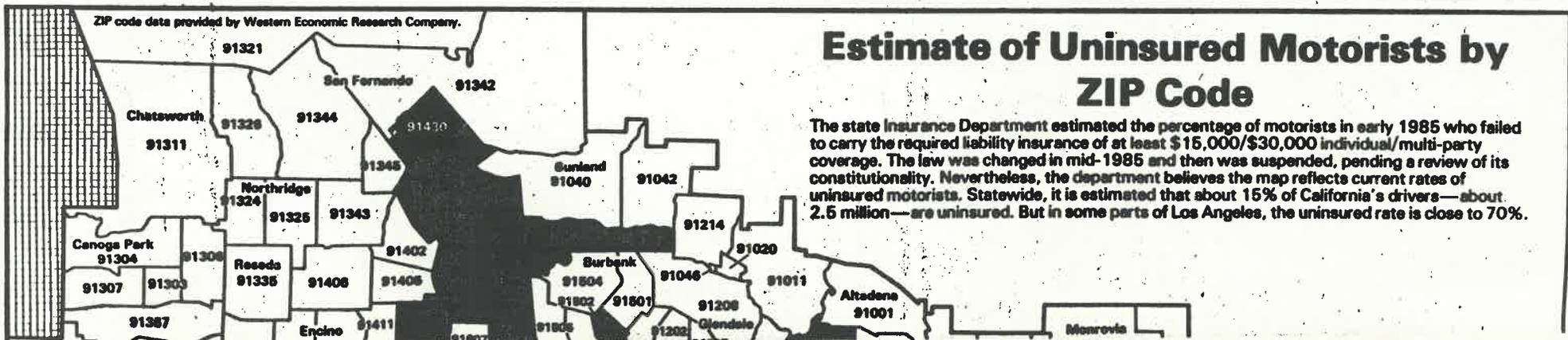
At the same time, he said, he plans to introduce a \$3.5-million to \$4-million bill to open heavily backlogged classes in English as a second language. He said unofficial estimates put the number of people waiting for those courses in Los Angeles County alone at 40,000.

"We've got immigrants who want to learn English, and we ought to be doing everything as a society to encourage those," he said.

Still, bilingual education remains a front-burner issue with both Speaker Brown and Hill. Brown carried legislation last year that would have extended the 10-year life of bilingual and several other education programs until 1992.

Deukmejian vetoed the bill on grounds that such programs should be thoroughly reexamined to determine their cost effectiveness. He ordered a review by the Department of Finance and said it will be completed "long before these programs"

Please see BILINGUAL, Page 16.



Shoppers See Hope for Strong Season

ing trickier than usual. Interest rates are at a 10-year low, and that is expected to stimulate further spending on durables. Disposable income has been flat or declining, however, and the rate of savings has been down to a postwar low.

On the other hand, in anticipation of tax cuts next year and continued relative stability of oil prices, much of middle America might feel a little freer to spend

Next year, households will get a cut of \$11.5 billion," said Allen Green, chief economist at the Shearman & Lehman Bros. investment firm in New York. "Granted, it will be in dribs and drabs, but that will offer some security when it comes to thinking of spending at Christmastime."

Here's another wild card: The new tax code revision that will put a dollar into consumers' pockets will also end their ability to take off interest on credit-card charges and sales taxes on expensive goods. Will this prompt a buying spree on fur coats, refrigerators and Ferraris this December, as people scurry to take advantage of these deductions for the last time? Not for most ordinary people," said Fabian Linden, economist with the New York-based Conference Board, a research organization sponsored by corporations. "It might be a good idea to buy your car now, but whether an electric car is worth scrambling for is another question."

In years past, Sears, Roebuck & Co., the largest department store retailer, also discounts any effect of the new tax law on holiday purchases. "It's having a big impact on our industry," said economist Tom Swanstrom

Board survey showed a decline in consumer confidence. "Consumers have been on a great spending splurge . . . and are not in too strong a position," Linden said. "In terms of consumers' spirit, they're not singing hosannas."

A. Gary Shilling, a New York economic consultant, sees apparel sales, in particular, suffering because of the recent heavy spending on automobiles, which was driven by incentive financing rates.

"When people are buying cars, they don't buy a new suit or dress," he said. "When they can't afford a car, they buy a consolation prize—glad rags."

Whether big monthly payments will stop them from spending on a big Christmas "is the \$64-billion question," Shilling said. "Consumers for the last several years have been borrowing to maintain a life style they can't really afford." Overall, he said, he feels that holiday sales will be disappointing.

'Last Gasp' Spending

Sarah A. Stack, an analyst with the Los Angeles-based brokerage of Bateman Eichler, Hill Richards, foresees only modest sales gains for many retailers this Christmas because, she said, "people are tapped out." Retailers are likely to use the lure of early price cuts. "If this is the last gasp of consumer spending," she said, "they've got to get people into the stores."

In an effort to do that, some merchants are going to special lengths to accommodate shoppers. Wal-Mart, for one, offered more holiday season items in October than in years past.

At the Houston Galleria, that city's hot shopping spot, the stores

so "in" this year is Santa Claus. Western Temporary Services, a Walnut Creek, Calif., company, reports a 15% to 20% decline in demand for the big-bellied fellow.

To compensate, the agency has been pushing Santas for unusual locations—such as 19 Lucky food stores in the Bay Area. "To my knowledge, this is a first," said Jenny Zink, vice president of marketing. "This is going to be a three-day, sit-down session where children can sit on his lap in a throne-type atmosphere."

Some of the slack in Santa jobs is being taken up by other temporary positions. The agency is getting 50% more requests for product demonstrators. Said Zink: "They're demo-ing everything from vacuum cleaners to videotapes."

This is all part of retailers' efforts to make stores more exciting at Christmastime. But Greenstein, the Bear, Stearns retail analyst, doubts that Americans need much extra incentive to spend money.

"We're a nation of spenders," he said. "If we have a choice between spending and saving, we'll always spend."

Ex-Gov. Faubus, 76, Weds for Third Time

LITTLE ROCK, Ark. (AP)—Former Gov. Orval Faubus and a fifth-grade teacher he met at a singles dance were married Sunday. About 350 people attended the ceremony at a downtown hotel. It was the third marriage for Faubus, 76, and the second for Jan Wittenburg, 43.

BILINGUAL: 1st Target

Continued from Page 3

are due to expire. As a result of the veto, and without further legislative action, the state regulations governing bilingual education are scheduled to expire June 30.

(The money for bilingual will keep flowing, however, because of a 1974 U.S. Supreme Court ruling which held that equal educational opportunities must be extended to children who do not speak English, including instruction in their primary language, if necessary.)

Critics of bilingual programs, who contend that the emphasis on teaching English to foreign-language speaking students has been lost, hailed the governor's veto. Angry supporters of bilingual education condemned it as a severe setback to the learning of Latino, American Indian, Southeast Asian and other children who do not speak English.

Armed with both the veto and passage of the English language constitutional amendment, Hill and others see bilingual education as ripe for massive reconstruction with a rock solid English language foundation.

But Brown said he will be back with his bilingual education bill, which, among other things, sought to give local districts greater flexibility in operating programs, and setting the size, composition and types of bilingual classes.

Anticipating a fight, in which Deukmejian is certain to be a key participant in shaping bilingual education, Brown said: "I will, of course, make an effort to keep bilingual in place."

Recalling that the vetoed bill was endorsed by an advisory committee that contained six appoint-

ees of Deukmejian, Brown asserted that "the bill contained every reform everyone could think of short of wiping [bilingual education] out."

Hill, however, noted that Republican critics of bilingual education seem to be in a stronger position now than they were before Brown's bill barely squeaked out of the Assembly.

For one thing, for a bilingual bill to take effect by June 30, it must be approved by 54 votes in the Assembly. This means that if all 44 Assembly Democrats supported it, passage would require at least 10 minority Republicans to vote "aye." In exchange for their support, Hill said Brown and other Democrats would have to accept "reforms we want in the system."

He and other critics maintain that too much instruction is given in their native language to students who do not speak English, that those students remain in bilingual classes too long and that too much emphasis is placed on their cultural background.

"A fourth grader goes to his fourth-grade class and we teach him multiplication tables in Spanish with the help of a bilingual teacher and an aide, instead of concentrating on teaching him the English language," Hill said.

Among other changes, Hill said English language proponents want to see enacted a "test developed at every grade level that would prove a student's proficiency [in English]. We need some way to figure out whether they are ready to leave a bilingual class."

"We want written parental permission before a child is placed in a bilingual class," he said.

Prop. 63 Would Betray State's Future

By Richard Rodriguez

SAN FRANCISCO

In the year when the Congress has declared our national flower to be the rose, California is set to declare English to be our official state language. Pre-election polls suggest that Proposition 63—"the English-language amendment"—will pass by large numbers. Hispanic politicians have brought the vote down on themselves by a careless rhetoric against assimilation. By making Califor-

Richard Rodriguez is the author of "Hunger for Memory: The Education of Richard Rodriguez" (Godine).

nia's future safe for English, though, the majority vote will damage more than it can protect.

California. *California*. In English, California lies west, notorious worldwide for its blond landscape, its blond vision trained toward a future so bright as to require sun glasses. In Spanish, *California es el norte*. For the Mexican, California is continuous with Mexico. The American eluded the past as he moved westward. The Mexican could never escape. The Mexican ended up a brooder.

About 20 years ago, when the spotlight of the black civil-rights movement opened to include Mexican-Americans ("America's forgotten minority"), Chica-

no activists stepped forward with a linguistic agenda. Whereas blacks had pressed for admission to lunch counters and law schools, Mexican-Americans limited demands for integration with a reluctance to change.

In the years following, Mexican-American politicians succeeded in making Spanish a kind of second language of California's public life. We find Spanish in the most public institutions of our lives—the schoolroom and the voting booth. What the politicians could not reach, institutional America has bestowed. Spanish has become the second language of the American Catholic Church; businessmen have found profit in *español* with billboards,

commercials on Spanish-language TV, million-dollar ad revenues.

I once told a reporter from Time magazine with his pad and pencil poised as if to take my order, that in order for him to understand the Hispanic preoccupation with language, he had to remember the Mexican-American War. The reporter looked up with a skeptical grin. He put his pen down.

In recent years, Mexican-Americans have been compared to black Americans, but Mexicans are preoccupied with memory in ways that make us more like the American Indian. For like the American Indian, the Mexican-American harbors the conviction that his ancestral culture and language were diminished by the "gringo." The Mexican-American and Indian live upon land their ancestors named but which they no longer inherit, except

in unrefracted memory.

New California was predicated upon the assumption that this was the land of the setting sun. Those who came from east to west measured the rutted distance from the past and concluded that they had escaped. Western California is thus dedicated to the American Protestant belief in rebirth and discontinuity.

The sun passed over the shoulders of Mexican immigrants from left to right, which meant that the shadows and the slant of the sun, the desert sky, were continuous with what was remembered as home. Mexicans ended up in towns named in Spanish, segregated by discrimination and by diffidence. When employers had had enough of us, Mexicans were deported "home." The chaos of Mexican politics has left us, in the United States, without much

Please see **PROP. 63, Page 2**

A Betrayal

Continued from Page 1

of an interest in politics. An Indian memory within us has made us wary of assimilation, even as we assimilate. So blond California wonders: Why don't those people want to learn English?

For a long time, I misunderstood. I have argued with middle-class Mexican-Americans; we argued over bilingual education and the American melting pot. Only gradually did it become clear to me that Mexican-Americans are often asking for less, and for more, than they literally say. Bilingualists, for example, do not expect Spanish to become the equal of English in the United States. But they want Spanish to have (if only rhetorically) some equal dignity with English.

As other Californians worry about the economic miracle of Japan and freeway congestion and alimony payments, Mexican-Americans weigh metaphors. There is a search for some alternative to the metaphor of the American melting pot, some new metaphor for American life with a connotation that is not oblivion. In a recent magazine article, a Mexican-American actor suggests the metaphor of a salad; America is a tossed salad. One has also heard: America is a mosaic. A rainbow. What is sought is some image of social union that won't melt down.

The problem came in making the past a basis for political rally. In public, Mexican-American politicians would bluster on about who could speak better Spanish, while Mexican-Americans have needed things, real things—like street lights and good hospitals and jobs. What Mexican-Americans got from their politicians was a symbol, Spanish. It is now possible in America for the Spanish-speaking to live a quasi-public life without crossing over into English. Of course, the full opportunity of America is thus denied, and the recent immigrant has the most to lose.

Hispanic critics of Proposition 63 charge it is "racist." Indeed many Californians will vote for this proposition as a way of saying there are too many Hispanics in California. But I think opponents of Proposition 63 comfort themselves too easily by their assumption of racism. Proposition 63 does not simply mask the sting of the WASP. The proposal is led by a Japanese-American; it seeks support and is finding support from all sorts of Californians.

Have Mexican-Americans lost track of the time? In the habit of Mexican-American vocabulary, the non-Hispanic is referred to as an *Anglo*. (It is the neutral form of the epithet *gringo*.) As a description of non-Hispanic America, *Anglo* gives too much of America to Britain. This is an immigrant country. Maybe Hispanic politicians and activists do not realize that many Californians—many children of immigrant parents—have found Hispanic anti-assimilationist rhetoric offensive and ungenerous, a violation of the immigrant's normal concession to the new land.

Though a part of me is pleased that such rhetoric will be called down, I am not going to vote for Proposition 63. Proposition 63 is bound to be counterproductive. If its aim is social unity, it will fail. Spolled away from Spanish—as they were upon the schoolyards of a generation ago—Hispanics will feel only more inclined to hold onto Spanish. What is denied is desired. The past should tell us this.

What is more disturbing about Proposition 63 is its tone, a note of fear. How can we declare, once and for all, the future language of California to be English, when the whole point of this most western of American states has been openness to change? Who knows what language a future California may use? We may end up speaking Computer Esperanto or Valley Girl. Our only concern should be that we end up speaking a common language.

If we needed to challenge an innovation as dubious as the bilingual voting ballot, it would have been enough to say: There shall be but one public language in California, the language used by the majority. That language, *de facto*, is English. By specifying English beforehand and ever after, we engage in the dangerous business of asserting the supremacy of one culture over all others.

I prefer to say I speak American. The British tongue we started with 200 years ago has become, over time, vastly richer. Generations of immigrants have come to this country and the language, like the nation, has been remade.

The American language has become the premier language of the world because of money, but also because there is a youthful spirit within it, an openness to the world. What an irony it turns out to be that at the moment when American English is internationally so prominent—in Mexico City you can get along very well in English—in California we rush to protect the language from immigrant contamination.

Think of those Americans who came west in the 19th Century. If they were arrogant in the face of Spanish, there was also that wonderful Yankee pragmatism about them. How could such people, so set on the future, worry about linguistic purity? The new Californians appropriated into English whole vocabularies from Spanish. They borrowed technical words for the occupations of the West, terms essential for ranching and farming and mining. They made English from Spanish words for the weather and the grasses and the shadows of the land. They left the Spanish names on the map.

I see Proposition 63 as a betrayal of California's tradition of optimism. Proposition 63 is a balding, pot-bellied, frightened, third- or fourth-generation proposition. It is the Mexican immigrant, running under cover of night, that middle-aged California now fears. The Mexican has become the future. Proposition 63 seeks to withdraw the horizon. □

ENGLISH: Swift Move to Put Measure Into Operation

Continued from Page 3
they're never going to learn English."

Both sides agreed that bilingual education will be a major battleground when the Legislature meets next year.

Current bilingual education legislation expires next year, and Gov. George Deukmejian vetoed a Democratic-sponsored bill that would have extended the program for five years.

Hill and other legislative critics oppose the "transitional" method now used by most California school districts, in which non-English-speaking pupils are taught reading, mathematics and science in their native language, while at the same time improving their English skills with classes in English as a second language.

"We're going to get away from teaching in the native language," Hill said. "We're going to teach 'em in English."

But state bilingual education officials pointed out that an English-only approach would violate a 1974 U.S. Supreme Court decision, which said that pupils who do not speak English well must be offered special assistance, including instruction if necessary, in their native languages.

Sarah Gomez, assistant chief of the bilingual division in the state Department of Education, said it will be "business as usual in local school districts for the time being."

"We have court mandates and state laws to follow," Gomez said. "The kids in these schools are more important than some group that's running around putting things on the ballot."

Gomez said about 567,000 of the 4 million children in California public schools are enrolled in bilingual programs, 45% of them in Los Angeles County.

Supporters also said they hope that passage of Proposition 63 will lead to elimination of bilingual ballots—but again, they may be thwarted.

Federal law requires that bilingual ballots be made available in 10 California counties where at least 5% of the population does not speak English.

But Los Angeles and San Francisco counties are not among the 10, and backers of the initiative hope to curtail the use of bilingual or trilingual ballots in those two counties.

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English Courses

WEDNESDAY, SEP 24 1988

Immigrants—

a Rush to the

Classrooms

English as a

By ELAINE WOO,

Times Education Writer

Second Language

Alan Mendelsohn, a counselor at Evans Community Adult School in downtown Los Angeles, is not joking when he says he can say "No more classes" in four languages. It is a message he has had to deliver repeatedly since school opened two weeks ago.

This year, Evans and other adult schools up and down the state have been flooded with desperate pleas from thousands of hopeful students—primarily recent immigrants—who want to enroll in classes to learn English.

40,000 Rejections

In the Los Angeles Unified School District alone, officials estimate that 40,000 adults will be turned away from English as a second language (ESL) classes, twice the number who were rejected last year. The demand for classes is occurring not only downtown but in the San Fernando Valley, Hollywood, the Wilshire corridor and parts of South-Central Los Angeles that have attracted large numbers of non-English-speaking immigrants in the last few years.

The surge in demand occurs against an ironic background of the Proposition 63 campaign, which would declare English to be the state's official language, and is widely regarded as an anti-immigrant measure intended to reduce support of bilingual programs and force newcomers to learn English.

As the waiting lists suggest, and conversations with the ESL students confirm, many immigrants already have all the incentive they need to learn English. All they

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ENGLISH:

Adult Schools

WEDNESDAY SEP 24 1986

Flooded by Immigrants

1-29-1

Continued from Page 1

want is a seat in a classroom. Although other avenues for study are available in private schools and church groups, they are no match for the public adult schools, which charge no tuition and operate during the early morning and evening hours that are convenient for people who work full time. Private schools often charge \$200 to \$300 a month, and many students find even the \$50-per-semester fee at community colleges prohibitive.

However, from large urban districts such as Los Angeles to small suburban districts, such as Alhambra in the San Gabriel Valley, officials are reporting long waiting lists for adult English programs—and little hope that the thousands of students without classes this year can be accommodated.

"It's clearly a real pressing need throughout the state," said David W. Gordon, deputy superintendent of public instruction for the state Department of Education. According

to a recent department survey, 131 out of 228 school districts have reported that they have more students than they can handle.

Limited by Law

A state law in effect since 1979 limits the growth of adult ESL programs to 2% a year. According to Gordon, the 2% cap was instituted to halt the spread of non-academic, non-credit adult courses that proliferated in the 1970s. "But what wasn't anticipated," the state official said, "was the tremendous need for ESL programs that we are seeing now."

A bill awaiting the governor's signature would increase financing of adult ESL programs slightly; it proposes spending \$600,000 on a variety of adult education needs, including English classes. Gordon predicted, however, that the bill would barely make a dent in the problem. Based on current projections, the state Department of Education plans to request an additional \$21 million for expansion of adult ESL courses in 1988, but it is

Man Lee as he learned from counselor Rose Miranda that he would be relegated to the waiting list for a class at Evans school.

uncertain whether the money will be approved.

At Belmont Community Adult School near downtown, 1,500 people were turned away when the approximately 7,000 spaces for ESL students available this year were filled within hours after the opening of school. "It was wild," said ESL counselor Juan Jimenez, recalling the first night. "People were desperate to get in. It was embarrassing to tell them we had no room."

One of the lucky ones was Marina Torres, 24, who immigrated from El Salvador a year ago. An employee in a print shop in Vernon, Torres earns \$3.85 an hour—slightly more than the minimum wage. She wants to learn English, she said through an interpreter, because she wants a better-paying job, the goal cited most frequently by ESL students. "I want a career that will better my life. People like me," Torres said, "have a great desire to learn English."

The urge to acquire English was echoed by Yuk Fou Chan So, 61, who left Hong Kong four years ago and now lives in Monterey Park, where almost half of the population is Asian—most of them recent immigrants—and where the battle over the English-only initiative has been particularly heated. Like most of her classmates in a crowded bilingual class at Evans, she made repeated attempts to enroll in the English program at Evans before finally succeeding this year.

"If you don't know English," So said through an interpreter, "you

can't function. I can't communicate with my grandchildren. Even in Chinatown, you have to have English or you can't do anything. Each step is a barrier." She said she feels terrible when a stranger addresses her in English and she cannot understand what is being said. "I fear for my safety if I can't respond."

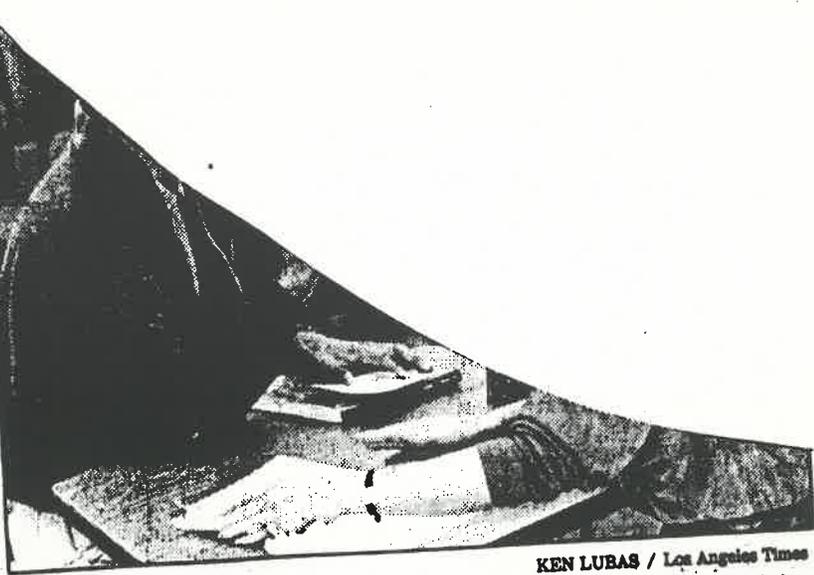
On Tuesday at Evans, the line of prospective students began forming early in the morning and snaked out onto Sunset Boulevard. Evans, the district's largest and only full-time adult campus, had only 50 openings left in morning classes, and about 300 people had lined up to fill them.

All of the hopeful students carried white or green cards, passed out on previous unsuccessful visits to the registration office, which assured them a shot at later openings. Although most of them were told they had to return another time, they at least were ahead of the approximately 200 adults in a separate line who would hear the bad news for the first time.

Horacio Gaitan, 22, was one of the hundreds told to try again. Gaitan said he needs English to continue the college education he began before fleeing Nicaragua two years ago.

"For me, it is very important to learn English better," Gaitan said. "I want a business degree so I can have my own business. When I speak very well English, I will go to a university or college."

"So I will try again tomorrow. And maybe I will be lucky."



KEN LURAS / Los Angeles Times

**NATIONAL ASSOCIATION
FOR
BILINGUAL EDUCATION
1988
Bilingual Education
Teacher of the Year Award**

Introduction

As the premier organization advocating quality bilingual education for children of Limited Proficiency, the National Association for Bilingual Education (NABE) is fully cognizant of the paramount role that classroom teachers play in educating those children to their fullest potential. Recognizing that without competent and dedicated bilingual education teachers, bilingual education cannot be successful, the NABE Executive Board wishes to honor all bilingual education teachers by honoring one individual from that group. We seek a person who best exemplifies the caring, professionalism, and commitment of the entire group. Each year, beginning in 1988, NABE and its affiliate organizations will honor an outstanding classroom teacher who will be designated the Bilingual Education Teacher of the Year.

Nominations

Only affiliate organizations of NABE are eligible to nominate candidates. Affiliates may nominate one or more candidates depending on the number of affiliate members who are also members of NABE. A non-refundable fee per nominee must be paid by the affiliate for each of its nominations. These funds will be used to defray travel and lodging costs for the winning teacher to attend the NABE Conference.

Candidates quotas and application fees for 1988 are as follows:

# of Affiliate Who are also NABE Members	Candidates that may be Nominated	Application Fee
Under 100	1	\$100
100-299	2	\$175
300-399	3	\$225
Over 400	Please contact the NABE Headquarters Office	

Nominations should be made without regard to age, sex, race, or religion. Affiliates may use any method they choose for selecting candidates. It is recommended (but not required) that affiliates select their nominees through a nomination and selection process at the state level which begins at the local school level. The process may involve parents, administrators, and other teachers in selection of a chapter and/or state winner. State winners may then be nominated for the national competition.

Qualifications

Only teachers who work full-time with students qualify. Candidates must be exceptionally skilled and dedicated teachers in a bilingual program for pre-kindergarten through grade twelve. Generally, candidates must have distinguished themselves as leaders and outstanding teachers. They should play active and useful roles in their communities as well as in their schools. Finally, since public appearances and speaking opportunities may arise, candidates should be poised and articulate and willing and able to grant interviews and make public presentations. Candidates must be **fluently bilingual**. The most important qualification, however, is the candidate's proven ability to inspire LEP children to learn.

As part of its nomination(s), the affiliate organization is responsible for submitting a portfolio of materials for each candidate to be used by the selection committee in its deliberations. The following materials must be submitted by the deadline specified in the last page.

- 1. Background information** - use the attached data sheet to provide basic information about your candidate(s).
- 2. Biographical Sketch** - a narrative prepared by the teacher describing his/her formative environment and specific events or experiences leading to his/her involvement in education and particularly in bilingual education programs. This narrative must be double spaced and should not be more than 4 pages long.
- 3. Philosophy of Teaching** - this too must be written by the candidate and should reflect his/her commitment to the profession and contain a statement of the candidate's educational values.
- 4. Professional Development** - participation in professional organizations and service committees, commissions, task forces, workshops, and conferences, etc. Recommendations or statements from organizations will be accepted.
- 5. Membership** - in philanthropic or civic organizations as well as personal efforts to improve education and social conditions of the community. a sample of letters from appropriate persons will be accepted.

Selection of Winner and Alternate

A selection committee composed of members of the NABE Awards Committee and the NABE Board will select the Bilingual Teacher of the Year and one alternate from nominations received. Affiliate presidents will be notified of the status of candidate(s) in writing by February 15, 1988.

Affiliate organizations are responsible for arranging public recognition and for appropriate gift items for the finalist and state winners.

BILINGUAL EDUCATION TEACHER OF THE YEAR AWARD DATA SHEET

Name:

Home Phone:

Home Address:

Name and Address of School:

Name of School Principal:

School Telephone:

Grade Level(s):

Years in Present Position:

Previous Work Experience:

Academic Training:

Dates:

Institution Name and Address

Degree Earned

I hereby give my permission that any or all materials submitted by me for consideration for the Bilingual Teacher of the year Award be shared with persons involved in promoting this award.

Candidate's Signature

Guidelines, continued

Awards

The **Bilingual Teacher of the Year** winner will receive round trip transportation and lodging to attend the NABE conference and will be formally honored at the awards luncheon during the conference. He/she will also receive an engraved plaque and citation, an appropriate gift and NABE souvenir items. The alternate will receive an engraved citation and NABE souvenir items.

All nominations materials must be submitted before December 1, 1987, to:

NABE Honors and Awards Committee
National Association for Bilingual Education
1201 16th Street, NW, Room 409
Washington, DC 20036
202/822-7820

Interview

ANN REYNOLDS

SHE DREW MINORITY FIRE BY TIGHTENING ENTRANCE REQUIREMENTS AND MAJORITY IRE BY PROMOTING BILINGUALISM. NOW THE CHANCELLOR OF CALIFORNIA'S STATE UNIVERSITY SYSTEM OUTLINES A NEW CHALLENGE TO OUR EDUCATIONAL SYSTEM

From her window in the Long Beach headquarters of one of the world's largest educational institutions, Ann Reynolds can see the Queen Mary and the Spruce Goose. She can also see the future, and it works, or rather studies, hard.

The daughter of Presbyterian missionaries, the forty-eight-year-old biologist is leading a California campaign to toughen educational standards, which even in the conservative eighties is not a universally popular cause. As chancellor of the California State University (CSU) system, Reynolds has drawn fire from some minority educators who say her policies will hurt Hispanics and blacks, and from other critics who say she is blurring the distinctions between the elite University of California (UC) and the more populist CSU.

Until Reynolds's reign, according to her critics, the distinctions were clear. According to state law, the University of California, with nine campuses, must accept the top 12.5 percent of the state's high school graduating classes, and focuses on research. CSU, with nineteen campuses, is required to accept the top 33 percent of graduating

classes. The UC system emphasized research and turning out doctorates; in contrast, CSU was meant to provide higher education for the masses, with class. But in what some critics are calling a "turf" battle, Reynolds has maneuvered CSU toward offering doctorates in education. And more important, she has upgraded CSU's entrance standards. Until 1984, a California high school student with reasonably good grades on any set of high school courses could get into the Cal State system. But under Reynolds, students were required to have taken at least four years of English and two years of math in high school. And last November, she convinced CSU's board of trustees to institute even stiffer requirements.

This may seem like so much academic political infighting, but the changes wrought by the tall and cool biologist from Ohio could eventually reroute the lives of millions of Americans. First, the CSU system is huge. With 325,000 students, CSU is the largest baccalaureate-granting institution in the United States, and 10 percent of America's teachers graduate from CSU. Though the standards are supported by many

minority leaders, Reynolds's actions have been criticized especially by Rudolfo Acuna, a noted professor of Chicano studies at Cal State Northridge, who has led two demonstrations against Reynolds.

Nonetheless, Reynolds, who took over as chancellor in fall 1983, is passionately committed to what she calls "multicultural California." A former vice chancellor of the University of Illinois, Reynolds is married to Los Angeles physician Thomas Kirschbaum and is the mother of two children, Rex, fourteen, and Rachel, eighteen. She was interviewed in Long Beach by San Diego Union columnist Richard Louv, author of America II. The opening topic: the first four years of her life, spent on Indian reservations in Oklahoma and Arizona.

P SA: How did that experience shape you?
REYNOLDS: It was a wonderful experience. My father was

Continued on Page 87

Interview

Continued from Page 74

superintendent of an Indian training school in Eastern Oklahoma. My first name, by the way, is Wynetka, a family name. It's Cheyenne. I played only with Indian children, who are noncompetitive. You do not play games where one wins, at least in those days. It was a real shock to me that when the war started and we moved to Texas, and I played with, of all things [*she laughs*], Texas kids. The time on reservations gave me a lifelong love for other cultures and an eagerness for people from other cultures to have all that American life can afford them—but at the same time not to give up the precious things of their culture. A lot of Navajo in our school went on to distinguish themselves in World War II in the Pacific because their language could not be decoded. Extrapolating on that, I am very anxious that our growing Hispanic population not lose its language.

PSA: Many people fear immigration; their response swings between terror and fascination. What is your view on cultural enrichment brought by immigration, versus the costs?

REYNOLDS: I hear people all over this building, presidents, administrators, who are worried about it. We're really betting we can increase the college-going rates of ethnic minorities and that we can increase their success. I have a son in the Los Angeles Unified School District, and he is in the minority, a white kid with mostly Hispanics. I worry if we can do it, if we can create a successful multicultural society out here. But when I get worried, I make sure when I'm out driving around that I stop by an elementary school playground. When you do this, you realize that children are doing it far better than adults. You'll see them chattering bilingually with their friends, using English, Vietnamese. The Los Angeles Unified School District accounts for some seventy different languages spoken by various groups of schoolchildren. These are our young people, the ones we're getting ready for.

PSA: In defining the new academic requirements for CSU entrance, in fact, you made a provision for bilingual immigrant children. . . .

REYNOLDS: When that issue came up a year ago, the requirement was going to be just two years of foreign language. But we felt that for people who were already bilingual, language acquisition

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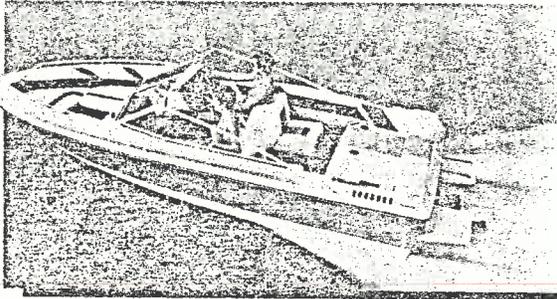
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Interview

would certainly be as great as that for the white kid taking a couple of years of Spanish or German.

PSA: While that seems to be a wise thing to do, doesn't it load the dice against poor blacks and poor whites?

REYNOLDS: That's a good point and one that has concerned all of us. There have been numerous studies that show that learning a foreign language helps one's mastery of English. The fervent belief of most of us now in education is that the decline in verbal test scores that we saw in the 1960s and through the 1970s correlated with the abandonment of foreign languages by the public schools. If you look at black verbal scores on any SATs, they are the lowest of any ethnic group. Following Proposition 13, the people who really were to go were the language

*I cannot face a world
where we have created all
Yuppies. We have got to
introduce more people into
the helping professions.'*

teachers and the fine arts teachers. Those were considered frills, and boy, they went. There is starting to be a gradual restoration of language and fine arts teachers.

I view the new ethnic mix as California's future, and I insist on rejoicing in the future of California's young people. When you see them on our campuses, they have developed their own culture together and their own values far better than we could have ever planned.

• One of the problems, though, is that we are not pulling it off well enough yet for Hispanic and black young people.

That's where you see a lot of the initiatives. The high school dropout rate in this state is increasing. It's about a 40 percent dropout rate for Hispanic youngsters, and roughly a 38 percent dropout rate overall. This state is a highly advanced state in need of young people who have a good education. There are not a lot of fresh menial jobs; we're not putting up many factories that simply require muscle and bone. So, for the first time, we're working directly with the public schools on that problem. We've started a program jointly with the public schools called the Step to College

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Interview

Program, which was an idea of Superintendent Harry Handler of the Los Angeles Unified School District. Students in predominantly minority high schools are eligible. They're bused to one of our campuses and take a college-level course during their senior year in high school to show them they are capable of doing college level work, and increase their aspirations and self-esteem.

PSA: In a recent speech, you described the new ethnic mix in California as an economic plus because of the cultural links to the Pacific Rim.

REYNOLDS: We have a Pacific Rim group studying how we can better position ourselves educationally with the Pacific Rim. We now have interactive television beaming courses out to remote locations in California, in very small schools, where they really don't have enough students to take a foreign language, or physics. We plan to help school districts offer some lesser-taught courses. More Japanese, more Mandarin, more languages that would be useful in the Pacific Rim.

PSA: Speaking of technology, some observers have described the future of education as "medieval," in that the professor will become a remote figure seen at the beginning and end of the semester, while most of the learning is done over interactive television or computers. Is that the wave of the future in California?

REYNOLDS: I earnestly hope not. Nothing equals that teacher physically being there. I don't think you can put a student through an entire educational experience without mentoring relationships and contact with other students. If you're asking me if I think in the future eighteen-year-olds will just go somewhere and work with a television for their entire degree, I can't see that.

PSA: Is part of the reason for the growing reliance on computers, television and other technological methods of teaching the growing teacher shortage?

REYNOLDS: Two-thirds of the coming teacher shortage will be elementary teachers. Just try to have a second-grader taught only by computer. We're encouraging young people to go into teaching again. There's a teacher shortage. If you're going to become a teacher,

salaries are better, but it's never going to pay as well as banking or something like that. In that regard, we're concerned about the indebtedness students are incurring.

PSA: Student indebtedness is a problem?

REYNOLDS: Student indebtedness is growing at an alarming rate. The typical student graduates \$8,000 in debt. It's not at all uncommon for a baccalaureate student to come out of college with \$15,000 to \$20,000 in clear debt. One of the problems with the high rate of student indebtedness is that it pushes students into careers where they'll get immediately higher salaries. It certainly keeps a lot of students out of teaching and social work, students who in their heart would like to be able to teach, to be able to work with poor people. We'd like a paid internship program for students planning on going into teaching, just as students planning on going into engineering or business can get internships. We'd especially like to see those interns working with potential high school dropouts.

PSA: It's an interesting explanation of the Yuppie phenomenon. . . .

REYNOLDS: I've said many times that I cannot face a world where we have cre-



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Interview

creek unless you lit a match under its nose. Remember, this is 1906 in rural West Texas, but according to that report card Aunt Wynetka was taking a foreign language, she was taking English, she was taking physics, she was taking math—the same requirements we're talking about reinstating. We're not imposing any great new glorious requirements, we're talking about recovering a fundamental educational level that drifted away from us in the sixties and seventies.

In the last three years, between twenty-five and thirty states have re-adopted essentially that same course pattern, in response to dropping test scores. Also, the dropout rates during the first year of college have gone up remarkably. The figures for minority students are especially disconcerting. We had a commission look at this. There are two reasons a typical minority student drops out of college: lack of adequate preparation for college and lack of adequate financial support. So, you have eighteen-year-olds who come to college and instead of taking the exciting, wonderful things that they are especially interested in, they're taking remedial English, remedial math, and very often having great difficulty with those courses. Part of our intention has been to strengthen the hand of parents; they need to be able to point to a curriculum and say, look, this is what you're going to be expected to take to be successful in college.

PSA: Recent SAT test scores have shown that literacy among high school students is improving.

REYNOLDS: For the first time, all groups went up in literacy—blacks, Hispanics and whites. Do you want to know the one group that didn't go up? Women in math. We're still on a downer. That one breaks my heart. All women, black women, Hispanic women, white women.

PSA: Everyone went up, but the gap between whites and minorities widened.

REYNOLDS: That's right.

PSA: We don't want to make a case for mediocrity here, but by stiffening academic standards, aren't you in some danger of widening the gap between the Information Haves and the Information Have-nots?

REYNOLDS: I think it's going to narrow the gap. The reason you're starting to see the nationwide trend back up is that thirty states have implemented stronger

high school requirements. And remember, these are high school seniors' numbers we're seeing. It's going to take a few years. And here's the crux of it. The group that most needs this is minority students. There has been a tendency, if a youngster was from a minority background, to think he or she was probably not going to go to college anyway, and that's not fair. Those young people need to be counseled in those courses that will prepare them for college, just like anybody else. Of our incoming students, the great majority of white kids have already had this course pattern, and a larger percentage of incoming minority students have not. We need to test the minority students after they have had this course pattern.

PSA: What about the criticism that there are a lot of schools out there not prepared to give these additional courses?

REYNOLDS: There will, of course, be remote high schools that will have trouble with science teaching, or chorale or band. So, by 1988, we'll have in place "conditional" admissions. If a student lacks fine arts or a year of foreign language or a science lab, he or she will be able to make it up the first year that they come to us. We'll transition into this. Students will not be denied admission simply because they lack a course or two of this course pattern.

PSA: Tell us about the conflict between the UC system and CSU.

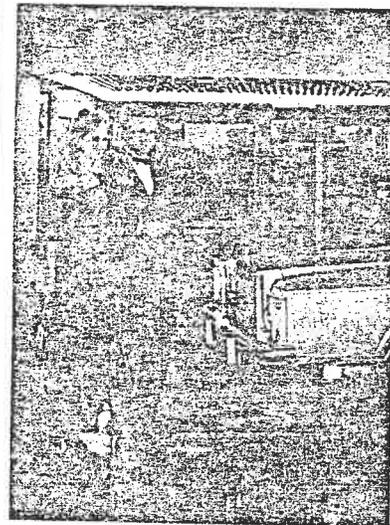
REYNOLDS: I'm not aware of a conflict.

PSA: Regarding your efforts to establish a doctorate program in education, here's a quote from the *Los Angeles Times*. According to Joyce Justus, an assistant to UC vice-president William Frazer, "We don't know of a need that's not being filled. We're certainly not turning away applicants, so we don't see a real demand out there."

REYNOLDS: That's a different issue. There are two state legislative groups now reviewing the California master plan for higher education. At our July board meeting it quickly became apparent that, with these groups both reviewing the master plan, we needed to revise our own mission statement. We were working under a master plan that came into being twenty-five years ago. And the trustees, presidents, all of us felt we needed to have a current mission statement, a clear definition of what we were and wanted to be. A rough draft contained the concept of a freestanding doctorate. As the nation's largest baccalaureate institution for teachers, we feel it is the logical sequence of our mission

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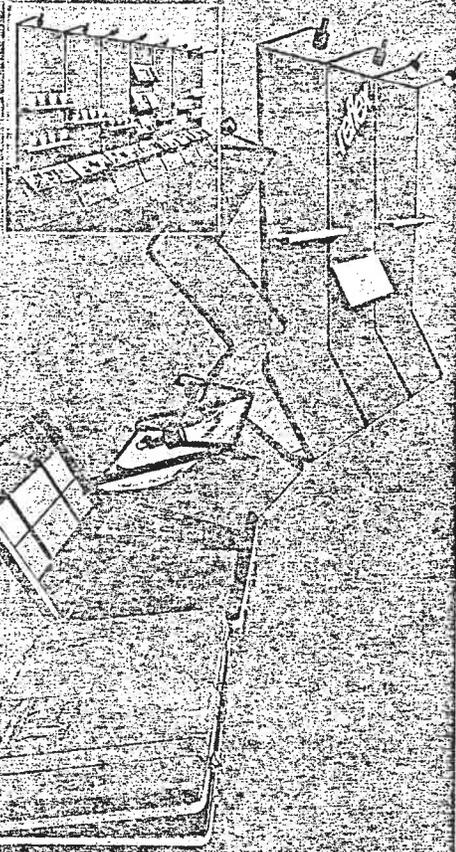
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ated all Yuppies. We have got to introduce more people into the caring, helping professions. The interest is there. This year our teacher education enrollments are up 18 percent, partly because of all the things we're doing to stress teacher education, and also because there has been a suppressed desire on the part of young people to teach, to work with children. We take pride in the fact that we have hung on to our teaching mission and have even reinvigorated it, while other institutions that started out as teachers' colleges have moved away from the mission of educating teachers.

PSA: Why are the toughened college entrance requirements, which you've instituted, so controversial?

REYNOLDS: Because of the newspapers.

'We're talking about recovering a fundamental educational level that drifted away from us in the sixties and seventies.'

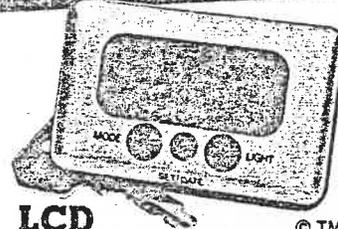
PSA: Isn't it a legitimate question, though, that if you raise the requirements you're going to lose some minority students?

REYNOLDS: I really don't think so. We're still required by state law to take the upper third of the high school graduates. [Just who gets in, according to her office, is figured on a complicated formula that can be adjusted—depending on how the new requirements affect overall grade point averages.] I bet you that when you went to high school you took four years of English, you took a language, you probably took some fine arts, some chorale or band, at least a year of pretty stiff world history and something that approximated civics or government and two years of science. You took what we have simply put in. So did most everybody.

I have a wonderful report card that my father sent me when we were in the midst of all this discussion. It's my Aunt Wynetka's report card. Aunt Wynetka was born in 1894. She was going to ninth grade in West Texas. She and my other aunt rode a mule to school every day and had to carry sulfur matches in the saddybag because the mule wouldn't ford a

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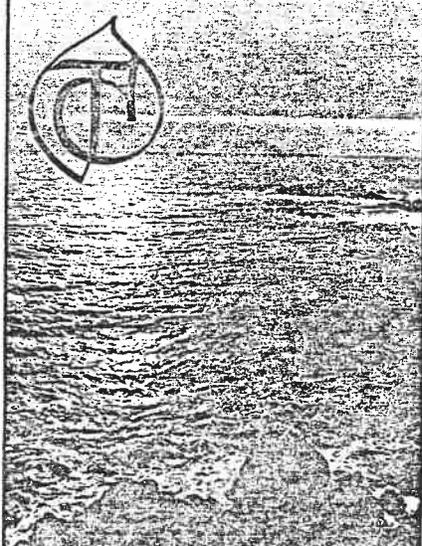
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Interview

in education for teachers. Currently, for people in this state who wish to get a doctorate in education—who wish to be a principal or superintendent or whatever—the only choice is to go to the University of California, which gives a research-based doctorate. Or they must go to private institutions, with small programs that charge very high fees. Many people seeking these degrees must work; they're women, minorities, with family obligations. What we're talking about is a very practically oriented degree. We're starting to get a lot of mail on this: "When are you going to start? I've needed this degree."

PSA: As a scientist, where do you see the proper balance between the humanities and science?

REYNOLDS: In my years as an academic, and they're really mounting up now, I've found that scientists love the fine arts and the humanities. On most campuses, scientists are some of the most supportive people for that general education, probably because we all feel that when we went through school, we didn't get enough of it. I would love to take a really good course in art history. But in a highly technological society, how do you fit it all in? You come to the conclusion that you have to prepare people for lifelong learning. You can't do it all in four years.

PSA: Has being a woman affected your job in any way?

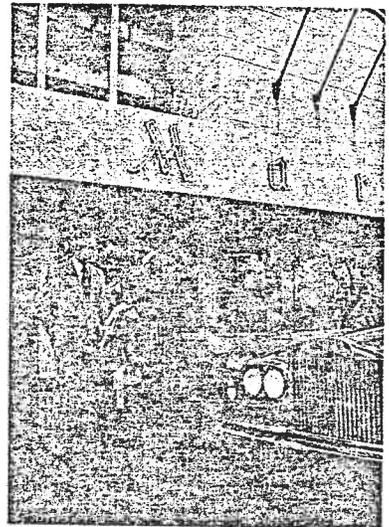
REYNOLDS: I feel that in administrative situations maybe the first hour people remember you're a woman, and then after that the issues are so critical that it doesn't matter. My friends have forgotten that I'm a woman; I'm very enthused if one of them will open a door for me.

PSA: What's your greatest hope for California?

REYNOLDS: I think California has the possibility to become truly multicultural. That's happened in other places—the Nordic influence on Minneapolis, the Polish-Irish-Italian influence on Chicago, the Irish-Italian-Puerto Rican influence on New York City. Those ethnic influences have been, in my opinion, the very best influences on those cultures. But California is going to do that on a large scale. It's not just a city; it's all of our cities. We need to be more like Holland, where people speak fluent Dutch, fluent German, fluent English, and are master linguists and enjoy the benefits of being multilingual. I think we're going to make it, in the most positive way. ◀

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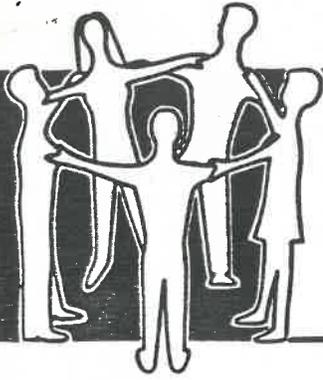
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Volume XI, No. 6, June 1986

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EDUCATION OF HISPANIC CHILDREN: MORE QUESTIONS THAN ANSWERS

PART I

Introduction

With this issue I begin a series on the education of California's Hispanic children. This is of particular concern now because there are clear and growing signs that something is awry in the match between our educational institutions and the Hispanic children whom they serve. The educational achievement of this growing minority profoundly impacts California's and the nation's future.

In this series I will discuss some trouble signs and propose some causes. The questions I'll raise will outnumber the answers. Hard questions must be asked about Hispanic education and answers pursued systematically and with vigor. The time for basing program decisions on conventional wisdom, rhetoric, popular prejudices and political pressure is past. Our time is short - the problem grows.

First a caution. In this series I will be discussing general characteristics of Hispanic families, their children and their participation in our educational system. Of necessity this will blur important differences among Hispanic cultural groups and families. There is no single kind of Hispanic family. The word "Hispanic"

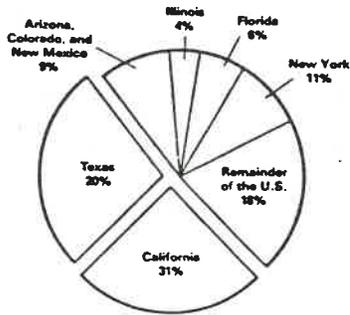
itself is imprecise and justifiably controversial. It is used to identify a group of people who may have few characteristics in common except that they speak some form of Spanish. Hispanics may be from Mexico, Puerto Rico, Cuba or other Spanish speaking countries. Racially they may be White, Black, American Indian, Eskimo, Asian or Pacific Islander. They may be new immigrants or descendants of early California settlers.

THE GROWING MINORITY

According to the 1980 census there were over 14,600,000 Hispanics (listed as Spanish origin) in the United States. Most live in the far west and south western states. Hispanics comprised 37% of the population in New Mexico, 21% of the population in Texas, 19% in California, 16% in Arizona and 12% in Colorado. For several reasons, including illegal immigration it is generally believed that the census significantly undercounts the Hispanic population in the United States.

Of the 4,541,300 Hispanic Californians counted in the 1980 census 80%

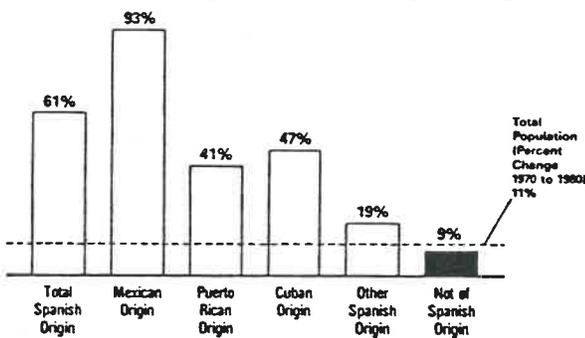
Distribution of the Spanish Population by State: 1980



Base - Total persons of Spanish Origin in the United States.

Population Growth

(Percent Change 1970 to 1980)



U.S. Dept. of Commerce, Bureau of the Census, 1984, p. 4.

were of Mexican origin, 2% Puerto Rican, 1% Cuban and 17% other. Most lived in the southern part of the state, 45% of them (2,065,503) in Los Angeles county. San Diego, Santa Clara and Orange counties each had over 200,000 Hispanics; Alameda, Fresno, Riverside, San Bernardino and Ventura counties each had over 100,000 Hispanics. Counties with the highest proportion of Hispanics were Imperial with 65% and San Benito with 46%.

California's Hispanic population is growing faster than either of its other two significant minority groups, Blacks and Asians. By 1985 22% of Californians were Hispanic and it is expected that this proportion

will increase to 32% in 2010 and 38% in 2030. By that year it is estimated that California's population will be about 42,000,000 and will include 16.8 million White non-Hispanics, 16 million Hispanics, 7 million Asian Americans and 2.8 million Blacks (Schreiner 1985). Birth rate and immigration will account for the increasing growth of Hispanics. Rand Corporation, Demographer, Kevin McCarthy estimates conservatively that there are 1.2 to 1.5 million Mexican immigrants annually, more than half of them illegal immigrants. (Staff, Associated Press 12/10/85)

TROUBLE SIGNS

Poverty

In 1979 17% of California's Hispanic families had incomes below the poverty level compared to 7% for non-Hispanic Californians. During the second quarter of 1984 the average income for all U.S. households was \$2,261 a month. White non-Hispanic households averaged \$2,365 a month compared with \$1,735 for Hispanic households. In 1981, 35% of all Hispanic children lived in families with below poverty income compared to 15% White non-Hispanic children.

The unemployment rate for Hispanics is usually 60% higher than that for non-Hispanic Whites. Nationally, in 1984 17% of U.S. households included a member who participated in a means tested government program; including aid to families with dependent children, supplementary security income, food stamps, medicaid, public or subsidized housing, free or reduced priced school meals and energy assistance. Comparable rates for participation in these programs for Whites were 14%, Black 44%, and Hispanic 36% (U.S. Department of Commerce Bureau of the Census 1985).

Education

Hispanic young people do not fare well in our schools. This accounts in part for their high unemployment and low earning power. Hispanic under achievement begins in elementary school and is rarely reversed. In California about 80% of Hispanic students who are fluent in English are performing below average by the third grade. Fifty percent perform in the bottom quartile on basic proficiency tests. Half drop out of school before high school graduation and under 2% graduate from college (California Superintendent's Council on Hispanic Affairs 1985 p. 4)

A TANGLE OF CAUSES

On one thing experts agree - there is no single cause for the troubles facing young Hispanic students. Their educational progress is determined by some mix of family/life style factors and societal/institutional factors. An added complication is that these factors are not independent. They interact with and influence each other. For example, discrimination against Hispanic families in the larger community can cause these families to be educationally underserved. This can cause increased poverty or social disfunction which in turn can further retard educational achievement.

Children are most likely to succeed in school if they enter school with language, conceptual and social skills which fit the educational expectations and realities of the school. Students who start school successfully usually continue to be successful; those who start off poorly typically fail to catch up. What is crucial is the fit between student abilities, attitudes and expectations and those of the school.

We know Hispanic families with school age children tend to differ from non-Hispanic families in a number of important ways. As we have seen they are more likely to have lower family incomes. They are also more likely to be bilingual, to be larger, to be headed by younger parents and to maintain stronger ties with extended family members.

We also know that Hispanic children often have different kinds of school experiences than non-Hispanic children. They may face prejudice, misunderstanding or neglect from non-Hispanic teachers and students. Their family and cultural background may poorly prepare them to understand or adjust to the school environment or that of the community of which it is a part. Furthermore, Hispanic parents struggling with their own community adjustment problems and stresses may be unable to do what is needed to help their children with school adjustment and academic development.

In the following Human Relations Newsletters we will look at the fit between Hispanic students and their schools and try to untangle the part home, community and school each play in these students' educational careers.

REFERENCES

California Superintendent's Council on Hispanic Affairs, First Term Report (5/3/85), "Education Reform in California: An Hispanic Community Appraisal" (33 pp)

Schreiner, T. (11/16/85) "Minorities to be state majority, study predicts" San Francisco Chronicle Staff, Associated Press (12/10/85) "How Mexican immigrants help economy" San Francisco Chronicle

California "Speak English" Initiative Enforcing the Language of the Oppressors

"Bilingualism in general will divide the nation in the near future if it is not nipped in the bud," declared S.I. Hayakawa, expressing the reactionary chauvinism leading the effort behind Proposition 63, an initiative on the November ballot in California that would amend the state constitution to declare English the official language. "Speak English!" is right in sync with the "Resurgent America" atmosphere crying out in the California election; in terms of those social forces and prejudices it attempts to unleash (and/or corral), it is a close cousin to the initiative aiming to "Dump Rose Bird" and to the La Rouche "concentration camp" initiative on AIDS victims. The specificity of "Speak English!" lies in the "popular mandating" (through an election) of the creation of the legal machinery for a qualitative cranking up of repressive moves against millions in the state whose first language is not English, first and foremost the diverse and growing Spanish-speaking population, immigrant and native-born alike.

The proposed amendment will do the following: declare English to be the official language of California; require that the state government shall take all steps necessary to "preserve and enhance the role of English"; forbid any law which would "diminish or ignore" the role of English; and establish a private right of action which would give anyone the ability to sue whenever this section is not being enforced.

Immediately, the amendment's passage would signal the end of, or put the "popular stamp of approval" on the wiping out of, bilingual education and the translation of ballots and voter information into different languages. And the passage of the amendment in California will be a significant step in clearing the way for wiping out bilingual programs across the country. An ad for the passage of Prop. 63 in the October 8 *Los Angeles Times* states that "by passing the Official

Language Amendment, we will send a powerful message to Congress to take action on a national level — to repeal bilingual ballots and federally mandated bilingual education."

Beyond this, the deliberate vagueness of the amendment gives a blank check in advance to the state — on its own initiative or in response to "private citizen" action — for any and all measures aimed at isolating, suppressing and subjugating literally millions of people in the coming period under the signboard of "preserving and enhancing the role of English." A similar law passed in Miami some time ago led to the immediate denial of many social services to people who didn't speak English — everything from medical care, fire and other emergency services, to refusing to marry people. (This law was later modified.)

The sponsors of "Speak English!" view it as a stepping stone toward a similar amendment to the U.S. Constitution which would make it possible, for instance, to force businesses to conduct all their business in English only — beginning, but not ending with, the advertising and posting of signs on the outside of buildings. In addition, the denial of social services could be total: parents who could not read the procedures and forms could not enroll their children in school; court proceedings would no longer be even minimally translated for those on trial; health care or fire fighters could be effectively denied to those who do not speak English. Public meetings (and possibly the media) in different languages could be restricted or conceivably banned outright. National politicians have even raised the specter that any use whatsoever of entire languages could be outlawed.

"Defeating Multilingualism"

It is common for proponents of the amendment to describe its impact by delineating those situations where use of a language other than English will still be

allowed! For instance, the same ad referred to above states: "Don't let opponents of the Amendment scare you with misinformation. The Amendment won't affect what language is used in private situations — at home, at church, with your friends and in your business. It won't affect foreign language instruction." Former U.S. Senator S.I. Hayakawa, considered the official godfather of this movement nationally, states the point of the law succinctly: "We can speak any language at the dinner table, but English is the language of public discourse, of the marketplace, and of the voting booth." (Hayakawa earned his credentials as a rabid defender of the supremacy of "Anglo" culture during his tenure as president of San Francisco State University in the 1960s when he called the police onto the campus in an attempt to suppress the students striking in support of ethnic studies programs.) And this of course doesn't take into account zealous "Speak English" private citizens — the future self-appointed Language Police — who may not understand the fine distinctions regarding the remaining rights of "foreign tongues."

(Perhaps one of the first jobs for the "Language Police" could be the enormous task of "restoring" the multitude of public names in the state to their "proper" English. It's only right, for instance, that the city of Palo Alto should henceforth be known as "Tall Stick." And the town of Fresno, "Ash Tree." A quick glance at a map of the state suggests that many mindless minions will have to work overtime to get this big job done. They might start with "California"!)

This initiative follows in the wake of an escalation of similar efforts aimed at "defeating multilingualism" and strengthening the role of English as the social glue across the country. Racist and inflammatory campaigns have been carried on in a number of cities to pass such "Speak English!" laws. And quite a few

state legislatures have passed laws making English the official language. Tactical considerations over how to minimize and channel political struggle and turmoil in opposition to the attacks concentrated in the initiative have dictated that elected officials in general avoid public association with Proposition 63. Nevertheless, the hands (and interests) of the U.S. ruling class are all over this movement.

To begin with, the amendment fits right in with (and fuels) the overall anti-immigrant atmosphere — and measures — being churned out at top speed these days; from the escalation of brutal "Migra" raids and open appeal for pogroms on the border by "Migra" pointman Harold Ezell, to the linking of the recent drug war mania with the call to militarize the border with Mexico, to the passage of the repressive Immigration "Reform" Bill.

Then there are the numerous actions on all levels directly supporting "Speak English!" Secretary of Education Bennett has spoken vociferously on the question of English as the unifying force in American society and declared that "After 17 years of federal involvement, and after \$1.7 billion in federal funding, we have no evidence that the children we have sought to help... have benefited." He proposed "more flexibility" with regard to funding bilingual education programs — that is, doing away with them. California Gov. Deukmejian has just vetoed the bill to extend bilingual education beyond the end of this school year. This is in a state where the first language of over half of the children in school in its largest city (Los Angeles) is not English. The San Diego Grand Jury (in its "watchdog" function of overseeing the county government) has recommended that the County Board of Supervisors seek legislation eliminating bilingual education and bilingual ballots and, further, that it support the U.S. Constitutional amendment mandating English as the official language.

But the upcoming California elections will mark the first time such a measure has been put to a "popular vote." For U.S. English, the Washington D.C.-based group directing the drive nationally, and for the ruling class overall, the California campaign is seen as a major step towards unleashing forces nationwide. California is, after all, a trend-setting state; and more, it is a state with a tremendous concentration of immigrants from Latin America and Asia. This move to produce a "grassroots mandate" for repression is a component part of stepping up preparations for the clampdown, up to and including pogroms (not just by Speak English! mobs but by the state itself), against the Spanish speaking population and other non-English speaking peoples.

"Language of the Oppressor, Language of the Oppressed"

For the imperialists, the suppression and mutilation of cultures and languages has always been an integral part of enforcing national oppression. Until the '60s and early '70s, school children speaking a different language could expect punishment if not an outright beating. Whole generations of youth were expected to learn two languages as rapidly as others learned one, or, as was most often the case, drop out of school. Chicano youth were shoved by the thousands into "special classes" and forced to endure the humiliation of being branded "mentally retarded." Native American youth caught in school with cultural artifacts like eagle feathers, or caught speaking their own language, would be beaten. In Texas, signs were displayed in school corridors reading "Speak English — This Is America."

The U.S. was temporarily forced to retreat in the face of the powerful upsurges by the oppressed nationalities in the late '60s and early '70s (like the Chicano Moratorium in 1970). The bilingual education programs are a case in point. With the introduction of these programs, it was not uncommon, for example, for Spanish speaking students to learn something of the U.S. suppression of Mexico and the theft of Mexican territory as well as the popular struggles of the masses, or for these programs to become forums for the expression of radical and revolutionary ideas. The fear of such practices continuing literally oozes from the pages of testimony delivered before the congressional committee discussing the U.S. constitutional amendment. The Spring 1984 *Harvard Political Review*, in an article presented to the committee as testimony, stated: "Glazer [an expert at Harvard] suspects that the underlying pressure for bilingualism in America is political; 'it has a touch of nationalism' which is 'antagonistic to the United States.'"

Still, it might at first seem strange for those purporting to champion the importance of learning English to single out the bilingual education programs as a target and central focus of their attack. Leaving aside for a moment the question of what genuine equality of languages would look like, for anybody who has bothered to study such questions it is undeniable that children do learn more quickly — including English — in bilingual programs (a gradual method for integrating students into the English curriculum by teaching courses in their principal language while they study English) than they do when forced to "sink-or-swim" in all-English classes from the start. In one school district study in California, it was found that the students in the bilingual education program tested above average in all their subjects, including English. The professed concern of the "Speak

English!" forces is betrayed by the fact that thousands seeking to learn English are being turned away from ESL (English as a Second Language) classes which cannot accommodate the demand (recent news reports have estimated that 40,000 adults will be turned away from such classes by the L.A. Unified School District this year). But the bourgeoisie is well aware of the fact (and driven to deal with it) that all this is quite different than seeking to be *American*. Bilingual programs, by giving *any* legitimacy to other languages and cultures, are now considered a threat.

Dire warnings of the potential for the fabric of society to rip apart in the period ahead emanate from all quarters as the real concern behind this movement. Consider the following, from a 1983 *Time* magazine essay: "The dubious value of bilingualism to students is only part of American's valid concern about how to absorb the Hispanic minority... The rise of a large group, detached from the main population by language and custom, could affect the social stability of the country... The disruptive potential of bilingualism and biculturalism is still worrisome: millions of voters cut off from the main sources of information, millions of potential draftees inculcated with dual ethnic loyalties, millions of would-be employees ill at ease in the language of their workmates... That is, add to the millions of people from the oppressed nationalities who have grown up in this country (and know the daily reality/nightmare of just trying to *survive* here) the millions of immigrants driven here under pain of extinction from countries oppressed and ruled by U.S. imperialism, working, if they can find work, at the lowest of wages, and under the constant threat of being brutalized and/or deported by the "Migra." Here is truly a reservoir of extremely unreliable cannon-fodder — and with the potential to "infect" other sections of the masses as well. The threat and fear of rebellion among the Spanish speaking population in the midst of future upheaval — with the potential for the entire cohesive fabric of "the nation" to break apart, perhaps in conjunction with revolutionary upsurges originating within or outside the present borders — looms large. Even the institution of the clampdown itself could set off the kind of turmoil they fear.

"Speak English!" is being promoted and pushed through under specific historical conditions. The workings of this system have dragged the wrath of the world right into imperialism's home base at a time when the stakes are very high, a time when America is faced with a desperate struggle to "unite the nation" for a world war against the Soviet bloc. "Speak English!" serves a double need here. On the one hand, it aims to suppress potentially disloyal sections of the people, surround them, isolate them and put them in a defensive position ideologically

and practically. New terms need to be enforced, where not speaking English and/or not openly swearing allegiance to America is considered suspect; where those whose first language isn't English will be expected to prove their patriotism. On the other hand, "Speak English!" seeks to unleash and embolden those who "Speak English!" already — that is, the social base for "Resurgent America." In an accompanying article, we comment on this largely middle-class social base and the movement engendered among it to "Dump Rose Bird." The general features outlined there apply as well in the case at hand and won't be repeated. But a particularity involves the appearance of an authoritarian response to a "call from below" (the "popular mandate") in reversing and negating the verdicts of the 1960s on questions of the equality of language and culture and "restoring the rites" of the good ol' (English-speaking, white) boys.

George Will articulated the unvarnished imperialist national chauvinism in his column for *Newsweek's* July 4, 1985 issue, entitled "In Defense of the Mother Tongue." He writes: "Acceptance of considerable pluralism is a precondition of a free society; but so, too, is a limit to pluralism." Will goes on to refute a statement made elsewhere by Richard Rodriguez (himself a well known reactionary Chicano opponent of bilingual education) that "Our government has no business elevating one language above all others, no business implying the supremacy of Anglo culture." Will says "He is wrong twice. The government has a constitutional duty to promote the general welfare, which Rodriguez himself says is linked to a single shared language. Government should not be neutral regarding something as important as language is to the evolution of culture. Furthermore, it should not be bashful about affirming the virtues of 'Anglo culture'.... The promise of America is bound up with the virtues and achievements of 'Anglo culture,' which is bound up with English."

An appropriately reactionary rallying cry. On cue, mass publications like *US News and World Report* and the "more sophisticated" PBS series, "The Story of English," extol the superiority and natural strength of the English language. We are told that from its very inception English has withstood all assaults on it by invading foreigners (Vikings and French) and grown stronger. Today, it is the language of business, diplomacy and law the world over. Further, it has been embraced by countries all over the world — for example Sri Lanka, which has declared English to be the official language of that country. Discussion of the emperor's nakedness is out of order here, so not a word is spoken which would attribute these astounding developments to the fact that U.S. imperialism has a stranglehold on a good

part of the world, as did England before it. Nor can there be a hint that upholding "Anglo culture" is inseparable from upholding its history of enforcing genocide, slavery and domination on a multitude of nations.

As to the "promise of America" — this can only mean, in this day and age, a "promise" that U.S. imperialist interests will prevail through nuclear world war and a "promise" that in the aftermath the oppressed will still be exhorted to "Speak English!"

Hounding the Homeland

What stands out from all of this is not just the reactionary lengths America's rulers are driven to but the nightmares that haunt them at every turn. Even the efforts to bring about their reactionary preparations threaten things getting out of hand. Images of a Quebec-like separatist movement or what is even worse (for them), a liberation struggle, emerging from the broad sections of people, especially in the Southwest, are frequently evoked. Indeed, the campaign to "Speak English!" brings into sharp relief a number of acute antagonisms which hound the homeland: the presence of millions of immigrants (including those whose native language is not Spanish); the oppression of Chicano people (Mexican-Americans) and national strivings among them; the U.S. occupation of Puerto Rico and brutality toward Puerto Rican people on the mainland. "Speak English!" aims at these oppressed peoples and nations while at the same time revealing diverse streams of future revolutionary upheaval.

Another aspect of the problem was acknowledged by *Time* magazine in the essay mentioned earlier: "Many Americans mistakenly feel there is something racist, or oppressive, in expecting newcomers to share the nation's language and folkways." The recognition of the importance of upholding the struggle for the equality of languages and cultures established as a result of the national liberation struggles in the 1960s and early 1970s has not been all that simple to overturn. The experience of the Sanctuary movement, for instance, indicates the stiffening of opposition to attempts to target and isolate sections of immigrants. And this has been in the face of sharp repression.

In the book *Bullets*, Bob Avakian describes the contradictions confronting the imperialists, and the stakes for the proletariat: "The U.S. imperialists like to pride themselves on how they have used and absorbed millions and millions of immigrants — we have all been told about the 'great melting pot.' But in the U.S. today there are millions of immigrants whom the imperialist rulers regard as troublesome and dangerous. These are immigrants from the Third World, particularly those from nations oppressed by U.S. imperialism. They have a lifetime of

experience with the raw, brutal reality of Yankee rule, among them is a deep hatred for it and no small amount of experience in fighting against it. Further, there are many things in common between these immigrants and the Black, Mexican-American, Native American, and other oppressed peoples within the borders of what is now the USA. The imperialists see in such immigrants a source of instability and upheaval, a force weakening the internal cohesion of the home base and potentially undermining the power of the U.S. as an international overlord at the very time it is facing a challenge without precedent to that power. The imperialists react by asserting more aggressively the white, European, English-speaking identity of the American Nation.

"For the revolutionary proletariat it is just the opposite. We renounce that nation, we denounce any such identity — we are proletarians, not Americans, and our identity is that of the international proletariat. We insist on the equality of nations, including equality in culture and language. And more, we recognize in such immigrants a source of great strength — a vitally important force for the revolutionary struggle to overthrow U.S. imperialism and to create over its grave a powerful, living expression of proletarian internationalism and a powerful base area for the world proletarian revolution" (*Bullets*, pp. 164-165).

As for the tremendous concern the bourgeoisie has for these "troublesome and dangerous" elements — this "source of instability and upheaval" with the potential for undermining the power of the U.S., especially in unity with the millions of other oppressed people with whom they have so much in common — work must be done to make their greatest fears be realized! The proletariat in this country — which itself consists to a considerable degree of non-English speaking people — has every interest in uniting with and mounting opposition to each and every manifestation of national oppression and subjugation.

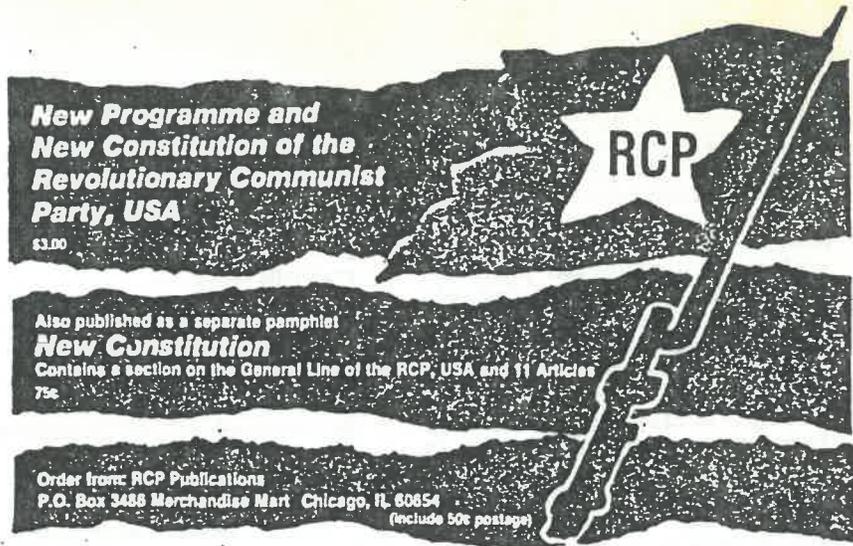
In the *New Programme* of the RCP, the policies of genuine equality of languages and cultures that will be instituted by the proletariat to put an end to national oppression are described: "In opposition to the blatantly chauvinist policies of the bourgeoisie on the question of the languages and cultures of the oppressed nationalities, the proletarian state will uphold genuine equality. In areas, for example, where many people have Spanish as their first language, both English and Spanish will be taught in the schools, including to white and Black students, and this will be promoted among the workers as well. Both languages will be spoken, so that neither — in particular the language of the minority nationality — is in fact treated as inferior.

"A flowering of the cultures of the

minority nationalities will be promoted. Only far in the future, when communism has been achieved, including through the struggle for national equality, will nations be superseded and will the national differences, including in the area of cultures, be transcended. . . . [T]he proletariat will encourage and support the development of separate national forms of culture, all serving the proletarian revolution in their content" (*New Programme and New Constitution of the Revolutionary Communist Party, USA*, pp. 73-74).

Only revolution can overcome national oppression and all the crimes of imperialism, and the contradictions which give rise to them. And only revolution can prevent the even more monstrous crimes for which the imperialists are intensely preparing. But as we have pointed out before "only by opposing every outrage. . . can we build the kind of movement needed to stop these gangsters from ripping apart the entire planet to preserve the American way of life." Many people are truly appalled by the pogromist atmosphere being whipped up and are striving to meet the assault this amendment validates and further legitimizes. This amendment, and any future similar assaults, deserves to be defeated.

Yet the battle to oppose these attacks cannot be confined to the voting booth. The very handling of this initiative by the powers-that-be — the fact that the terms of the "debate" around this has been virtually no debate while the stage has been set for a "mandate" — demonstrates how confining such matters to the electoral arena serves only the imperialists. The ways must be found to drag the essence of this "Speak English!" initiative into the light of day and to unleash broader forces into political struggle to oppose it. □



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BASIC FACTS ABOUT BILINGUAL EDUCATION PROGRAMS:

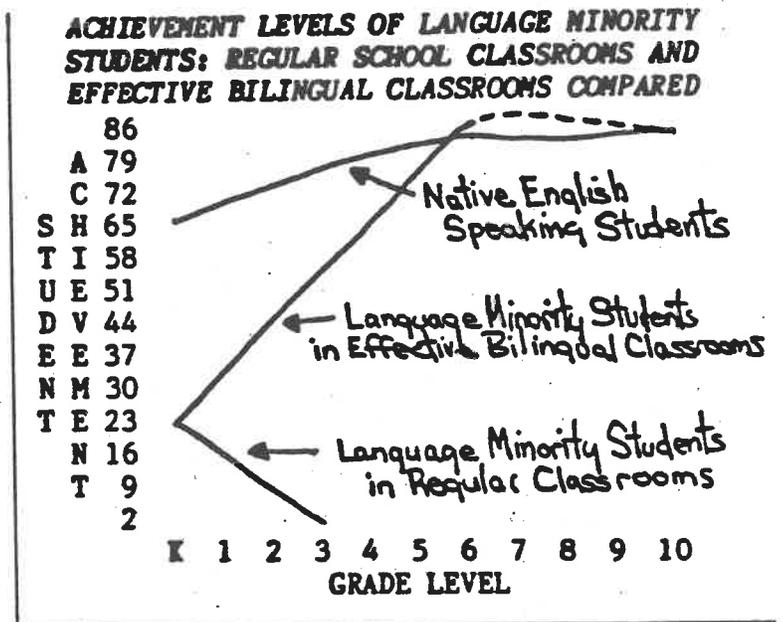
SHORT ANSWERS TO SEVEN KEY QUESTIONS

1. Does Bilingual Education provide language minority students with a better education?

Yes! Effective Bilingual programs exist throughout California. These are programs in which students who enter school with little or no English language skills master English and eventually achieve at grade level or above. Programs of this quality exist in schools in a number of districts including:

Lodi,
Cerritos-ABC,
San Jose,
Los Angeles,
San Francisco,
Calexico,
Coalinga, and
Baldwin Park.

This achievement has been made possible by the existence of the Bilingual-Bicultural Education Act of 1976. It established the pursuit of a quality education for language minority students as a state goal and provided schools with a framework within which to develop programs designed to achieve this goal.



2. Why was the Bilingual-Bicultural Education Act established?

Two facts influenced the establishment of the Bilingual-Bicultural Education Act: the high failure rate of language minority children; and the large number of language minority students in California's schools.

The Legislature recognized the relationship between the high underachievement rate of language minority students and its commitment to increasing the quality of education in California.

With language minority students constituting 24% of California's student population it is simply not possible to improve the quality of education in the state if schools with language minority students do not establish programs for providing language minority students with a successful, adequate education.

3. *Who are language minority students?*

Students who come from homes in which a language other than English is the primary spoken language are language minority students. At different points of time in our history various immigrant groups--Italian, Polish, Irish, Russian, German, Mexican, Chinese, Japanese, Filipino, Vietnamese, etc.-- have resulted in large numbers of students entering school speaking a language other than English.

Today, California has 963,000 language minority students, 24% of all students. Language minority students are the fastest growing student group in California and the nation. Approximately one-half of all language minority students are identified as "Limited English Proficient" students. In California the percentage of identified "Limited English Proficient" students has grown by 62% during the past five years and now exceeds 524,000 students (12% of the student population).

4. *Are all school districts with large numbers of language minority students now able to provide them with a quality education?*

No! A large number of school districts now have special programs for language minority students. No estimate exists of the relative number of effective and ineffective programs. A small, but significant, number of school districts with very effective programs have been identified. These districts demonstrate that it is possible to develop effective programs in every district and school, but that task has not yet been completed.

School change and improvement are complex pursuits that require district and school leadership. When district and school leaders are committed to building a successful Bilingual Education program and when the necessary technical and training assistance is available to them they inevitably succeed in developing effective programs.

When someone speaks of "the failure of Bilingual Education" they must be referring to poorly designed and implemented programs in the weaker districts. Certainly they are not referring to the districts who have developed programs that enable language minority students to eventually achieve at levels that equal native English speaking students.

5. *Does the know-how exist to support the establishment of effective learning programs for language minority students throughout the state?*

Yes! The factors that distinguish effective programs from less effective ones are factors of school leadership, program design, and implementation. Although it is possible to strengthen the Bilingual Education Act provisions of the law do not presently restrict the development of excellent programs.

Research on how students acquire a second language and the pedagogical approaches for providing language minority students with a successful education provide the technical knowledge that makes the design of successful programs possible.

Schools providing language minority students with a quality education have done so by (i) the development of new school staff capabilities and (ii) the effective use of a Bilingual curriculum and instructional program designed to facilitate high performance levels with language minority students.

6. *How much financial support is available to assist districts and schools in the development of effective Bilingual Education programs?*

Funds to support district and school Bilingual Education programs come from four possible sources:

State Economic Impact Aid/EIA-LEP;
Federal ESEA, Title VII;
The District General Fund; and
Chapter I and School Improvement Program Funds.

In one effective district the first three sources of funds combine to produce \$243.00 a student to pay for the special curriculum and instructional activities required to provide the language minority student with an adequate education.

7. *What should be the major legislative priorities in reauthorizing the Bilingual-Bicultural Education Act of 1976?*

- A. Extend the termination date of Bilingual education and continue to require districts to provide special curriculum and instructional assistance to language minority students.
- B. Reject amendments that would add non-instructional and curriculum service costs to the program (such as requiring written consent from parents before a Limited-English-Speaking student can be served in a Bilingual education program--a requirement that would consume 11% to 25% of available program funds).
- C. Reject admendents that might reduce the number of language minority students receiving special assistance under this program.
- D. Support actions to:
 - (1) Increase the resolve and capability of districts and schools to design and implement effective Bilingual Education programs, and
 - (2) Provide districts and schools with the technical and training assistance they require to develop and maintain effective programs.

The technology--research and methodology--presently exists to design and implement school programs that will enable language minority students to succeed in school.

All changes in the current Bilingual Education Program should be measured by three technical considerations:

- 1. *Will the proposed change increase the number of language minority students obtaining needed support services?*
- 2. *Will the proposed change increase the quality of existing Bilingual Education programs or result in the development of additional quality programs in disticts and schools?*
- 3. *Does the existing research indicate that the change will result in higher or lower levels of academic performance by language minority students?*

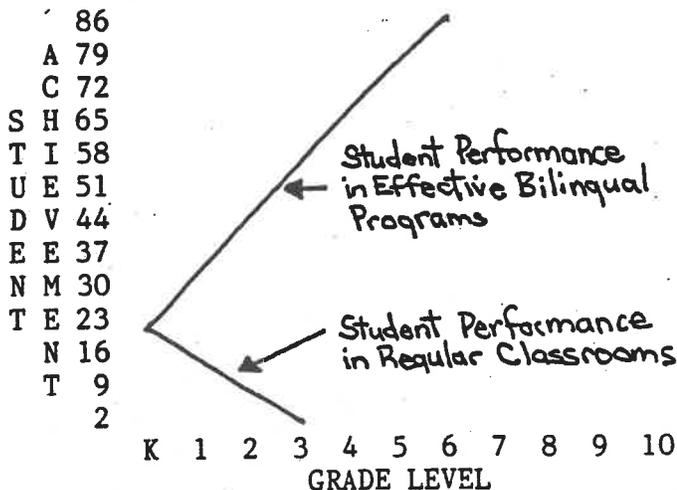
A BACKGROUND PAPER: LANGUAGE MINORITY STUDENTS,
SUCCESSFUL SCHOOL PROGRAMS, AND THE
EXTENSION OF THE BILINGUAL EDUCATION PROGRAM

Les Birdsall

Overview and Summary

Effective Bilingual Education Programs can now be found in an increasing number of California Schools. In these schools language minority children entering kindergarten and first grade are provided with a language and curriculum program that makes it possible for them to achieve at levels that equal or exceed the performance of native English speaking students by the sixth grade (children that enter at other grade levels reach this achievement mark after an analogous period of time). This achievement is made possible by the development of school staff capabilities and by the effective use of a curriculum and instructional program designed specifically to facilitate the achievement of language minority students.

ACHIEVEMENT LEVELS OF LANGUAGE MINORITY STUDENTS: REGULAR SCHOOL CLASSROOMS AND EFFECTIVE BILINGUAL CLASSROOMS COMPARED



This is a school accomplishment of historic proportions. First, language minority students represent a significant group of seriously underachieving students. The 1985 national level of underachievement for language minority students ranged from three to five years below grade level and the student dropout rate (40% to 75%) exceeded that of all other groups of students. Successful California programs demonstrate that language minority students can ultimately perform in school at the same level of achievement as native English speaking children.

The second reason is historical. Throughout history non-English-speaking children of new immigrants have underachieved, in school, at levels that ranged between 40% and 80%. It has only been in the last few years that a small, but significant, number of schools have begun to develop curriculum and instructional capabilities and programs that have resulted in high levels of student achievement among non-English-speaking students as a group. Reversing the failure rates of language minority students eliminates an historic shortcoming in American education.

Existing perceptions of students from past immigrant groups who "made it" in school are based upon two types of information: the performance levels of the children of immigrants--native-born, English-speaking "ethnic" students and not of newly arriving immigrant children; or knowledge of exceptional immigrant children who did make it but were only a small proportion of the larger group. Historically, the typical, newly arrived non-English-speaking

immigrant child, of almost every ethnic group, did very poorly in school.

Recent research on how students acquire a second language and the pedagogical approaches for providing language minority students with a successful education provide the technical knowledge that makes the design of successful programs possible. It is now possible, as a number of California schools have demonstrated, to design and implement school programs in which language minority students progress through grade level curriculum studies, acquire English, and eventually achieve at levels that equal or exceed native English speaking children. Every school with language minority students can, if it wishes, design and implement a program that will result in successful learning for these students.

The development of programs capable of providing a quality, successful education to language minority students is important for a third reason. Twenty-four percent of all students in California schools are language minority students. It is not possible to substantially improve the quality of education in California if schools with language minority students do not establish programs for providing them with a successful, quality education.

Furthermore, this is the fastest growing group of students in the state. Fifty-four percent of all language minority students have little or no English language skills when they enter school. In the past five years the size of this group has increased by 62%. The educational success of these students and the quality of California's schools are bound together.

The development of effective school-level Bilingual Education programs require the same type of leadership, teamwork, staff curricula design, and staff training that is essential to the development of schools capable of providing all students with a higher quality education: Of all existing state programs it is the successful Bilingual Education schools that have directly demonstrated the development of these capabilities as well as their direct link to higher levels of overall student performance.

The extension of the Bilingual Education program should support the further development of quality programs for language minority students and the expansion of successful program approaches to the classrooms and curricula of every language minority student.

This paper is written to provide background information pertinent to the education of language minority students and to the renewal of California's Bilingual Education Program. It has eleven brief sections:

SECTION	PAGE
<i>Who are Language Minority Students</i>	3
<i>The Performance of Language Minority Students Throughout History</i>	3
<i>The 1986 Performance Levels of Language Minority Students</i>	4
<i>Effective Bilingual Education Programs</i>	5
<i>Bilingual Education Programs</i>	5
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Who are Language Minority Students

Students who come from homes in which a language other than English is the primary spoken language are language minority students. California has 963,000 language minority students, 24% of all students. In many rural and urban schools language minority students constitute 40% to 90% of the student population. Language minority students are the fastest growing student group in California and the nation.

Approximately one-half of all language minority students are identified as "Limited English Proficient" students. Limited English proficient students do not possess the prerequisite English language skills (in listening, speaking, reading, writing, and thinking) essential to success in a regular classroom in which instruction is provided only in English. These students speak little or no English when they arrive at school.

When placed in regular English-language-only classrooms these students underachieve and fail at rates approaching and exceeding 65%. In California the percentage of identified "Limited English Proficient" students has grown by 62% during the past five years and now exceeds 524,000 students (12% of the student population).

Seventy-three percent of the Limited English Proficient student population in California speak Spanish as their native language. Other languages spoken by large numbers of student's are: Vietnamese, Cantonese, Filipino-Tagalog, Korean, Lao, Cambodian, Mandarin, Hmong, Japanese, and Portuguese. These eleven native languages account for 93% of language minority students. The remaining 7% speak any one of another eighty languages.

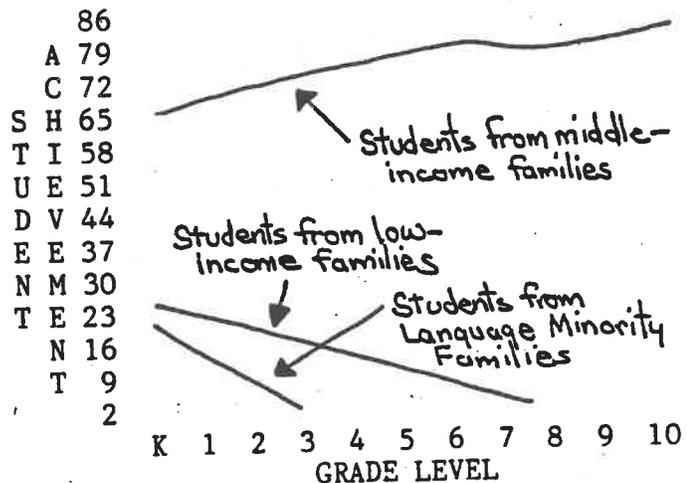
The Performance of Language Minority Students Throughout History

For more than a century language minority students from every ethnic group have been underachievers in the traditionally organized school. A large percentage of immigrant children--Armenian, Irish, Italian, Polish, German, Russian, Chinese, Mexican, etc.--who arrived at school not understanding or speaking English failed in school and in failing suffered a serious loss of self esteem and unrealized potential.

Student performance has traditionally been determined by a number of related factors, among which are: native language of the child; primary language spoken at home; family economic status; the child's pre-school level of language development;

the severity of the prejudice directed toward the ethnic group; and school quality. Most non-English-speaking children immigrants encountered curriculum obstacles in school that limited their achievement and which

TRADITIONAL ACHIEVEMENT LEVELS
OF LANGUAGE MINORITY STUDENTS:
1850-1970



they could not surmount. Consequently, the underachievement rate of immigrant children was consistently high.

In New York City the grade level underachievement rate among ethnic students in 1910 was:

Ethnic Group	Underachievement Percent
Southern Italian	64%
Polish	58%
Irish	58%
Russian Jewish	42%
German	33%

The differences between the five groups at the time these statistics were collected are largely attributable to the length of time the groups had been in the country, with the family residency of German students extending back to more than forty years. Non-English-speaking Irish were about one-third of all newly arriving Irish immigrants. English-speaking Irish, with a distinctive dialect and subjected to societal prejudice, also had a difficult time in school for many generations.

The 1986 Performance Levels of Language Minority Students

Of all student groups in the public schools language minority students still experience the highest underachievement and dropout levels. The general level of underachievement in 1986 ranges from three to five years below grade average and the dropout rate (40% to 60%) exceeds all other student groups.

The school performance of all language minority students--including Asians--correlates directly with (i) the level of English proficiency the student arrives at school with, (ii) the level of development of their native language (student's with a more developed level perform better) and (iii) their pre-school level of curriculum-related knowledge and skills.

Until very recently the failure rate of immigrant students had been very constant throughout history. Two reasons primarily accounted for this condition:

1. A limited school capacity to provide these student's with intensive, successful instruction in English as a second language; and
2. The student without English language listening, understanding, and thinking skills fell behind English speaking students in the acquisition of curriculum content. This created a knowledge and skill deficit that presaged student failure in the traditional curriculum/instruction system.

In the past decade some schools have developed new curricula/instructional systems that reverse this historic failure condition.

In schools utilizing these new programs language minority students perform at levels that equal native English speaking students. In these schools language minority students (i) acquire high levels of fluency in English,

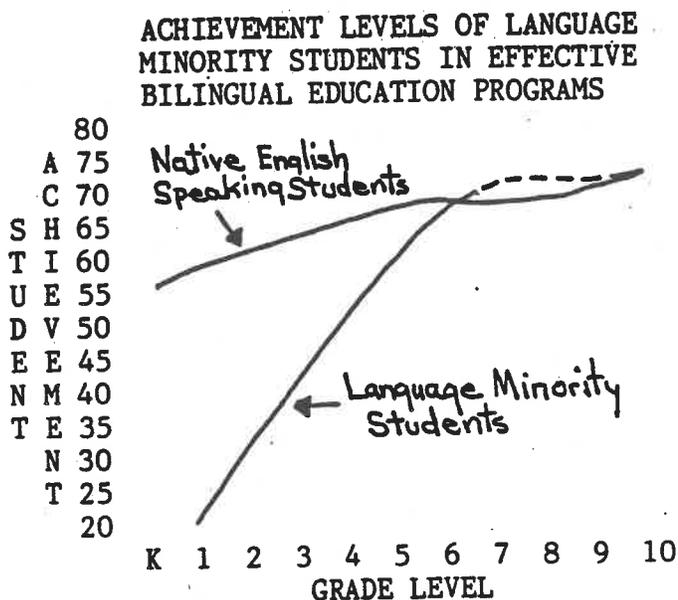
(ii) master the regular core curriculum in their native language as they become fluent in English, and (iii) eventually perform on standardized English language tests at levels that equal or exceed English speaking children. These students are in effective Bilingual Education programs.

Effective Bilingual Education Programs

Effective Bilingual programs exist throughout California. These are programs in which students who enter school with little or no English language skills master English and eventually achieve at grade level or above in the school's curricula.

Programs of this quality exist in schools in a number of districts including:

Lodi,
Cerritos-ABC,
San Jose,
Los Angeles
(Eastman School),
San Francisco,
Calexico,
Coalinga, and
Baldwin Park.



These programs demonstrate a level of program quality, school effectiveness and student performance that should be the goal of every district and school in the state, with and without language minority students. The actual performance level recorded above is the product of an effective Bilingual Education program that resulted in an effective school program, the "quality" the legislature has been pursuing in its school reform initiatives.

All of the effective programs are utilizing program approaches based upon the above research and their implementation processes are directed at the implementation elements set forth at the bottom of page 6.

Bilingual Education Programs

California's Bilingual Education Act is a strategy, not a program, for providing language minority students with the educational support services they require to succeed in school. It establishes a State mandate to provide such services. Each specific "Bilingual Program" is developed by administrators and teachers at the local school district and school-site level.

Three categories of Bilingual programs exist in California's school districts: effective programs; improving programs; and ineffective programs. As explained below some school programs are well designed, with increasingly qualified staff, and improving student performance records. In other schools Bilingual programs place bilingual aides and teachers in classrooms bereft of a well designed program. These programs operate without administrative leadership or a technically valid curriculum and instructional approach. Consequently, students in these schools perform poorly.

A review of effective and improving programs reveal the existence of several concurrent, programmatic approaches. The general format of these programs includes some variety of the following activities:

1. Teaching students curriculum content in their native language simultaneously with the intensive development of English language skills;
2. ESL (English language development) programs. There are at least thirteen different instructional approaches to teaching English as a second language;
3. Sheltered English (English language development; and
4. Immersion (Spanish language development).

Immersion programs have been utilized, almost exclusively, to provide English speaking students with instruction in Spanish. These programs have three basic phases: (i) kindergarten instruction in Spanish with student responses in English, accompanied by the development of Spanish language listening skills. After these skills are established (ii) Spanish becomes the only spoken language for a two or three year period. In the final three or four years of the program (iii) instruction takes place equally in English and Spanish. Students participating in these programs develop a high level of fluency in Spanish and English, while also performing at or above average in all other curricula subjects.

Determinants of Successful Bilingual Education Programs

The success levels of Bilingual Education programs are determined by several interdependent factors: district and school leadership; the nature and validity of the theoretical and pedagogical approaches used in the program (discussed in the following section on research); and program implementation elements.

Of the many aspects to the development of an effective program ten program implementation elements appear to be key. They are:

- district and school management leadership;
- teacher attitudes toward student success;
- teacher proficiency in the student's native language;
- teacher acceptance of and commitment to the program's objectives;
- staff teamwork;
- the quality and range of teaching skills;
- the quality of the curriculum program;
- the length of student retention in the program;
- the quality and quantity of textbooks, other books, and supporting materials; and
- the quantity and quality of staff development.

When district and school leaders are committed to building a successful Bilingual Education program they inevitably succeed, so the importance of district leadership can not be underestimated. Leadership is a prerequisite requirement to the existence of an effective program.

Research on Educating Language Minority Students

Contemporary research has produced many critical insights into (i) how children acquire a second language; (ii) language and curriculum related obstacles that limit student success in school; and (iii) program approaches that permit students to achieve at high levels. The basic elements of this research include:

- o A good foundation in the student's first language facilitates a high level of acquisition in mastering the second language;
- o The ability to academically understand, comprehend, and think in the second language, English, is required if the student is to succeed in school;
- o This ability is not present when the student acquires only a conversational fluency in English. Long-term, intensive language development is required to facilitate the acquisition of "academic" English, the level of English required for academic success;
- o All of the knowledge students acquire in a native language is automatically transferred to English when the student acquires a proficiency in "academic" English; and
- o Certain instructional approaches enhance the student's ability to acquire a high level of knowledge and facility in English (as a second language).

These research findings, combined with others, lead to the design of programs that result in significantly high levels of learning for language minority students. Among these programs design features are the following:

- o Initial core curriculum instruction in the student's native language;
- o Long-term, intensive development of English language skills that concludes only after the student has mastered "academic" English;
- o The continued development of the student's native language capabilities, as they provide a necessary foundation for mastering English;
- o The development of an "understanding" of the second language prior to the introduction of reading instruction in that language;
- o Introduction of curriculum instruction in English only after the student has mastered appropriate English language skills. English language instruction begins with (i) the provision of "comprehensible input" (ii) in a low anxiety environment supported by (iii) the use of the native language for providing necessary background information and cognitive understanding; and
- o The development of student self esteem and confidence.

In effective Bilingual Education programs these elements are supplemented by many other supporting activities like cooperative learning.

Another critical consideration is program duration. Most "Limited English Proficient" students remain in Bilingual programs for only three years before they are reclassified, transferred to a mainstream English-only classroom, and stripped of in-class special language and curriculum acquisition support services. Indeed, some school leaders mistakenly advocate a shorter period of intensive language and curriculum development for the language minority student. Research, however, demonstrates conclusively that the performance of elementary level language minority students, through high school and beyond, is significantly enhanced by a well designed program of intensive language and curriculum development support that lasts for six years. A program of this breadth is indispensable if the student is to acquire and master the level of "academic" English required for high levels of academic success in school.

Funds For Bilingual Education Programs

The funds to support Bilingual Education can come from four possible sources: State Economic Impact Aid/EIA-LEP; Federal ESEA, Title VII; the District General Fund; and school level allocations of Chapter I and School Improvement Program Funds. In one effective district the first three sources of funds combine to produce \$243.00 a student to support the activities of the Bilingual Education program. These activities include: training teachers and aides; program design and evaluation; special textbooks and other curriculum materials; parent education; recruiting and employing teachers with second language capabilities; employing aides with good language capabilities in English and the second language; employing resource specialists capable of meeting the special needs of individual students; etc.

Under-Served Students

Many under-served students in California are in some type of a "bilingual education" program. There are three categories of under-served students:

1. Language minority students who require support services but are not qualified for them by the law or district;
2. Students in poor quality programs; and
3. Students who do not receive the quality and quantity of services they require to master the curriculum and "academic" English.

Data on the exact number of inadequately and under-served students does not exist. A reasonable estimate is that up to 10% of all language minority students are adequately served and, approximately, 90% are under-served.

The percentage of adequately served and under-served students is determined by the number of districts that have well planned and implemented programs. All student could be adequately if they attended school in district's with an effective Bilingual Education program.

Improving and Failing Programs

Existing programs that under-serve students can be placed into four categories:

1. Effective programs that are improving in quality;
2. Effective programs that are declining in quality (due to staff or district leadership changes);
3. Mediocre programs still in a developmental and implementation stage. Some of these programs are likely to be "effective" in the very near future while the future quality of others is indeterminable.
4. Poor programs that presently lack district leadership and appear to have little immediate prospect of improving in quality.

The highest level of student achievement occurs in schools with "effective" programs. The highest levels of underachievement and school attrition in schools and districts with poor quality programs.

The factors that distinguish effective programs from less effective ones are factors of leadership, program design, and implementation and not provisions of the law. The establishment and maintenance of effective Bilingual Education programs requires that districts and schools continuously pursue the school implementation elements previously cited.

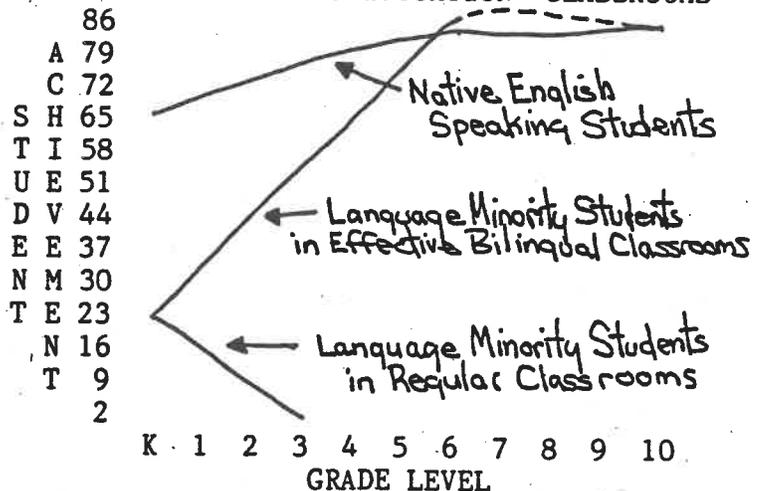
Conclusion: Legislative Extension of California's Bilingual Education Program

Improving the quality of California's schools has been a major legislative priority. Given the large number of language minority students in the state--963,000, 24% of the student population--the quality of education in this state can not be significantly improved if the state does not support programs that raise the performance levels of language minority students.

To succeed in school language minority students require specific curriculum and instructional approaches that enhance their acquisition of English and curriculum knowledge. The placement of language minority students in regular classrooms results--and has resulted throughout history--in very high levels of student underachievement and drop-outs.

The achievement record of schools with effective Bilingual Education programs is both compelling and dramatic. It establishes a compelling case for Bilingual Education and for the continuation of the state's Bilingual program.

EQUITY AND EXCELLENCE IN SCHOOL: LANGUAGE MINORITY STUDENTS PERFORM AT LEVELS THAT EQUAL NATIVE ENGLISH SPEAKING STUDENTS IN EFFECTIVE BILINGUAL EDUCATION CLASSROOMS



Effective Bilingual Education programs demonstrate the development of new school capabilities, staff process capabilities essential to producing a quality school. The legislature has spent hundreds of millions of dollars in the pursuit of such improvements in SB 813. Of all existing state programs Bilingual Education is the one that has directly demonstrated the development of these capabilities linked to increased student performance levels. Bilingual education should be supported and strengthened and its lessons for school capacity building should be applied to other school development initiatives.

Increasing the resolve and capability of districts and schools to design and implement effective Bilingual Education programs should be a major goal of legislators interested in quality education. The technology--research and methodology--presently exists to design and implement school programs that will enable language minority students to succeed in school. It is presently possible to rid our schools of their historic inability to provide immigrant students with a quality education.

All changes in the current Bilingual Education Program should be measured by three technical considerations:

- 1. Will the proposed change increase the number of language minority students obtaining needed support services?*
- 2. Will the proposed change increase the quality of existing Bilingual Education programs or result in the development of additional quality programs in districts and schools?*
- 3. Does the existing research indicate that the change will result in higher or lower levels of academic performance by language minority students?*

The California State Department of Education has among its staff a few specialists in Bilingual Education who could provide adequate technical information about these issues. There are several researchers and scholars in California, the nation, and Canada capable of providing independent counsel to the legislature. There are also a number of district and school practitioners who could provide valid technical information on these questions.

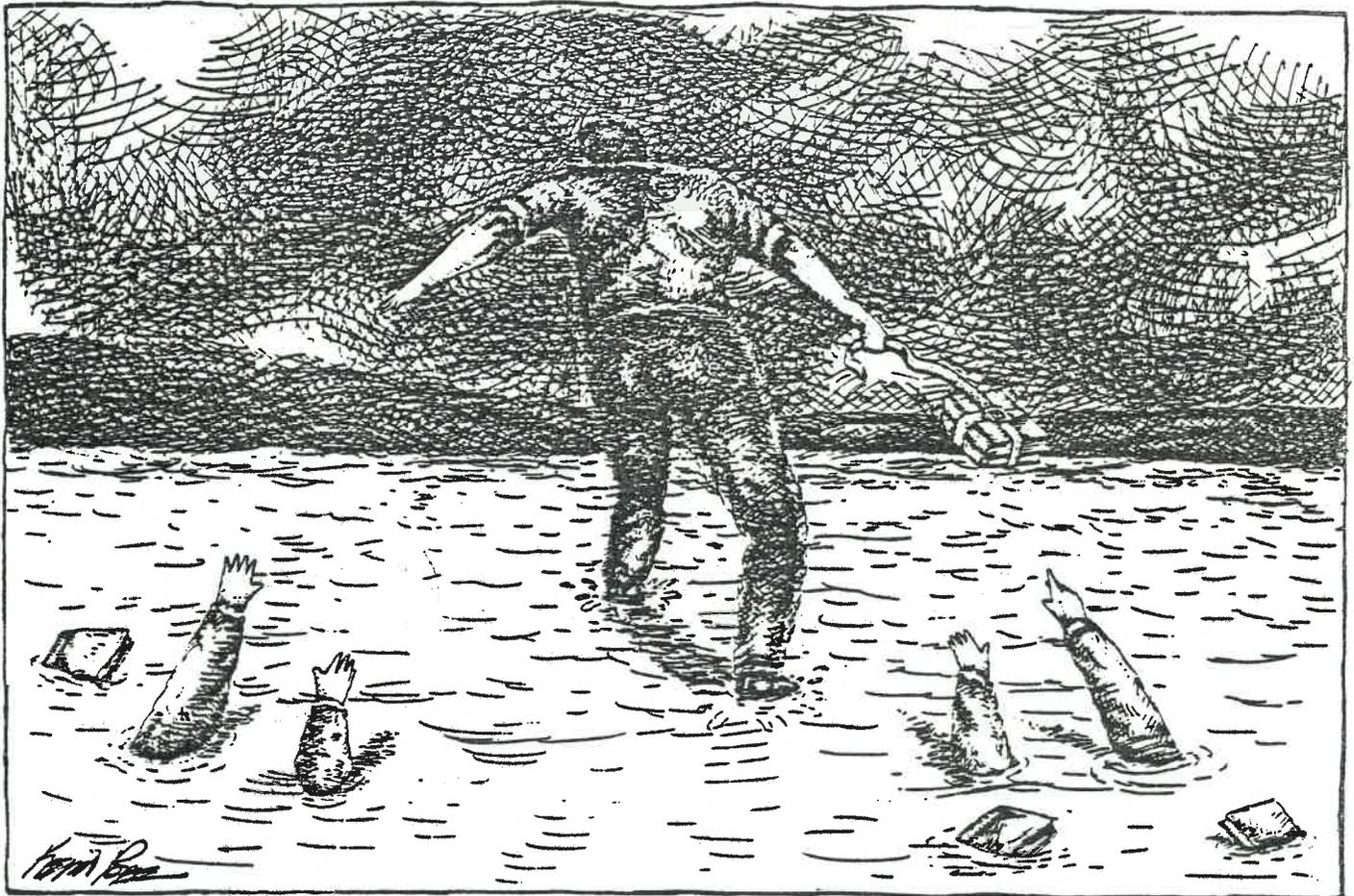
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The Role of Native-Language Instruction In Bilingual Education

by José A. Cárdenas



Criticism of bilingual education is rife today. But Mr. Cárdenas sees bilingual education as the best approach for teaching children whose native language is not English, without retarding their academic growth or undermining their self-concepts.

FEW PUBLIC issues today produce such a range of diverse reactions as does bilingual education. Proponents of bilingual education programs are vociferous in their demands for it; opponents are equally adamant in their opposition. The reasons for support or opposition are so varied that — in the heat of emotional, patriotic, racial, and other arguments — one tends to lose sight of any pedagogical rationale.

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Criticisms of bilingual education come from every type of individual and for every conceivable reason. Noel Epstein coined a new phrase, "affirmative ethnicity," to voice his opposition. Others focus on the violation of the official national language (although there is none in the United States), the dangers of language-minority separatism, the unwillingness of newcomers to learn and to speak the English language, and the undesirable need for a crutch in the American and English-language culture. One even hears the perennial resurrection of the totally discredited "Interference Theory" (if individuals are

allowed to speak their native language, it will interfere with their learning of English).

An uninformed observer might suggest that part of the problem is the failure of proponents of bilingual education to present an adequate rationale, but such a suggestion would be extremely naive. Actually, the rationale has been presented again and again in journal articles, in the mass media, in court decisions, and in legislation. The fact is that opponents seldom use an accurate definition of bilingual education, a fair description of it, or factual information concerning it. In most cases, the emotional response to the very idea of bilingual education overshadows all rational considerations.

Yet I would be remiss if I allowed those who peruse press releases, news coverage, and letters to the editor to form negative impressions on the basis of information presented solely by opponents of bilingual education. For that reason, I am again presenting some arguments in favor of bilingual education and the pedagogical reasons for the temporary use of native-language instruction in bilingual education programs.

THE EVOLUTION OF BILINGUAL EDUCATION

Bilingual education came into favor as an alternative program in the late 1960s, but my first contact with second-language development occurred much earlier than that. In the mid-1930s, without an adequate knowledge of the English language, I was placed in an all-English first-grade instructional program. I still remember how I felt. The experience was not merely uncomfortable, unpleasant, or challenging; it was traumatic, disconcerting, and terrorizing. This approach to education can best be described as sink-or-swim: either we learned the English language quickly and swam, or we failed to do so and sank. More than 80% of us sank. Furthermore, of the few who did not sink, many never really learned to swim well enough to do more than barely survive.

It is interesting to note that, almost without exception, those of us who learned the English language grew up in homes with a strong language capability. Although this capability was usually in a language other than English, the level of language ability within our families was high during our developmental years. This is as true for language-minority persons of my generation who grew up to become legislators, mayors,

educators, and successful businesspeople as it is today for the Korean or Vietnamese children who are graduating as valedictorians. The common denominator invariably is extensive competence in the use of some language.

Another event of significance in my life occurred in the early 1950s, when I worked as a teacher, supervisor, and principal in the Texas public schools. The performance of children of limited English proficiency in my classes was another traumatic experience. These children, who in any other way would be classified as normal, were unable to perform the most basic classroom activities. I joined the thousands of other teachers frustrated by the fact that — despite commitment, caring, and hard work — our teaching of language-minority children did not produce the same type of performance we took for granted with nonminority children.

Still another memory that haunts me concerns the implementation of structured English-language programs in the early 1960s. The main difference between these programs and the earlier sink-or-swim approach was that these programs made a concerted effort to introduce the English language in a structured, nonthreatening way. As a result, the trauma of a transition to a new language in the early elementary grades was reduced, but it is difficult to claim that this new methodology was clearly successful.

Though the approach was vastly superior to previous methods, it was evident that children who were exposed to it would suffer cognitive discontinuity, since the learning of skills and content was deferred until they demonstrated a certain level of mastery of the English language. It became common educational practice to postpone cognitive activities until English mastery had been established, but children in such pro-



Chapman

"Well, being bilingual means something altogether different from being able to use little words and big words."

grams were generally a full calendar year behind their English-speaking counterparts — and the cognitive deficit tended to grow in subsequent years, rather than to be reduced or eliminated.

By 1966 the frustrations associated with the instruction of children with limited proficiency in English had become intolerable for many. Language-minority children were dropping out of school at rates of 80% and higher, and their achievement levels averaged two grade levels below the norm on standardized tests. Clearly, the English-language programs had not lived up to their promise. In addition, the civil rights movement had awakened the interest of minorities in the education of their children. Students and parents alike were demanding improved educational opportunities, and educators were trying desperately to cope with the growing pressures.

The compensatory education programs of the late Sixties and early Seventies did little for language-minority children. Such compensatory programs seldom went beyond giving students more of the same inadequate programs that had been in vogue in the Fifties. The same methodologies that had served them so poorly during six-hour days for nine months of the year were now extended for a couple of hours each day and for the remaining three months of the year.

Thus it was that a group of concerned educators began to plan alternative teaching strategies. One program that surfaced at the time was a bilingual approach for the teaching of children with limited proficiency in English. It is not sufficient to say that the bilingual approach was merely *accepted* in the late 1960s; it was grasped as the straw that could prevent the continued drowning of children of limited English proficiency in the dark waters of U.S. elementary and secondary schools. The existing situation (the traditional all-English approach) — now being widely recommended as a new "alternative" — was so bad that anything different was worth trying.

RATIONALE FOR BILINGUAL EDUCATION

The original concept of using a child's native language for instructional purposes while English was being learned as a second language was based primarily on the need for continued learning as the child moved from one language to another. Limited familiarity with the

new language made it difficult to attempt to develop reading skills without assurance that a sufficient mastery of the new language enabled the child to understand what was being read. The same was true of the acquisition of mathematical concepts and of learning in the various content fields.

A second consideration was the need to diminish the alienation that children frequently face when they are pushed into an unfamiliar language situation. Not only does use of the native language lessen the trauma of transition to a second language, but the use of the native language does much to develop and maintain a positive self-concept. The advent of bilingual programs with native-language instruction gave the language-minority child a new sense of acceptance. Suddenly the school appeared to be saying, "We accept your language, your heritage, your culture, your family, your ethnicity." In contrast to previous school experiences, bilingual education gives the language-minority child feelings of worth and self-esteem seldom experienced before.

Recently, I have seen several newspaper articles stating that a positive self-concept should be an outcome of successful learning. In reality, there is a circular relationship between input and outcome. A negative self-concept is detrimental to learning; failure to learn then strengthens the negative self-concept. This cumulative-deficit phenomenon leads children caught in this cycle to do worse and worse in school. On the other hand, a positive self-concept contributes to successful performance, which leads to an improved self-concept and more successful performance.

A third reason for the use of a native language in bilingual programs has received little recognition in the past but now looms as the most important consideration. *The use of language is imperative to the intellectual development of the child.* The extent to which a person develops his or her intellectual capacity depends greatly on the extent of language acquisition and use. By *intellectual capacity* I do not mean the amount an individual learns, but rather the amount of capability for learning that is developed.

Bruce Gaarder, an advocate of bilingual education in the mid-Sixties, used an effective analogy to illustrate this point. He compared the use of language to a window through which a person interacts with the environment. The interaction with the environment through

this "window" of language provides the experiences that produce learning. The bigger the window, the wider the panorama with which the child is able to interact; the smaller the window, the narrower the view.

Gaarder compared submersion in an all-English curriculum to the closing of the window — eliminating the interaction of the child with the environment and precluding any learning. He compared the minority language to a blue window and the English language to a rose window. The language-minority child who had always used the blue window for communicating with the environment would be placed in a closed room and told, "From now on, you may no longer use this blue window. You will learn to use the rose window in communicating with your environment." Thereupon the blue window would be covered, and the child would stare at a blank wall. Occasionally a child would say, "I don't see any rose window," and the school would respond, "That's because we haven't built it yet, but keep looking at the blank wall, and we will eventually place a rose window there."

Staring at a blank wall does little to produce either learning or the capacity for learning. Bilingual programs allow for continued learning and for a continuing increase in the capacity for learning, even as the transition to a new language is being made.

IMPORTANCE OF THE NATIVE LANGUAGE

Some commentators on the education of language-minority children seem to be obsessed with the concept of an immediate transition to an all-English-language curriculum. Although the school *should* be concerned with immediate and extensive development of the English language, there are dangers in discontinuing the use of the native language too quickly. Many educators and laypeople recommend that schools discontinue the use of the native language as soon as a child has a basic understanding of English. The danger in this practice is that "a basic understanding of English" is frequently determined by measures of the child's ability to communicate in social situations, which is far from the level of language facility needed for learning activities.

A Hispanic member of the Texas University Coordinating Board claimed that bilingual education can become a crutch for Hispanic children. Well, crutches

The extent to which a person develops his or her intellectual capacity depends greatly on the extent of language acquisition and use.

are very useful implements when there is a need for them. Crutches provide support until such time as the body recovers from trauma and can function without them. Certainly it is possible to use crutches beyond the time of need, but if one were to err in determining the time of need, most orthopedists would probably prefer that the error be in favor of overuse rather than underuse. The same is true of native-language instruction.

The use of the native language does not preclude the learning of English; on the contrary, research shows that it enhances such learning. Therefore, rather than risk premature restriction of native-language usage and the accompanying loss of language and communication capability, I recommend continuation of the use of the native language until there is complete assurance of sufficient mastery of the English language.

Each person, at any age, has a fund of language that has been acquired over the years. This fund of language has a circular relationship with intellect. People of high intelligence have a large language capacity; people with large language capacity develop high intelligence. A small portion of this language is rather superficial; that is, it is apparent, readily available, and commonly used in everyday social situations, e.g., "I am fine, thank you. How are you?" Each person also has a much larger store of language that is more sophisticated, technical, and not commonly used in social situations. The relationship between the two "types" of language has been described as analogous to an iceberg: only the tip can be seen above the water, leaving the larger bulk hidden beneath the surface.

In learning situations, the learner continuously uses language for discovery. In fact, virtually the entire language capacity of an individual may be used in a

learning situation. Determining language development and the capacity for its use in learning on the basis of a working command of the superficial social aspects of language may be detrimental to the learner. The ability to communicate in a social situation ("I am fine, thank you. How are you?") does not guarantee the existence of the sophisticated, technical language necessary for coping with learning situations.

Some educators believe that at least six years of language development are desirable to allow children to acquire a minimal "reservoir" of language before they begin to learn basic skills in first grade. Research shows that language-minority children may require several years to build the same minimal language reservoir before being able to cope with an all-English-language curriculum. Failure to allow sufficient language development before the transition will result in a child's being unable to cope with anything but the most shallow levels of learning and will affect that child's future capability for learning.

Consider the movie portraying the story of Helen Keller's early life, *The Miracle Worker*. Totally deprived of sight and hearing, young Helen lived an animal-like existence — not even aware of the existence of the language that would enable her to communicate with the world. The climax of the movie occurs when she realizes that the hand movements and spellings that her tutor has been trying to teach her constitute language, a method of interpersonal communication. In that scene we see Helen Keller leave her minimally human existence by acquiring the power of language; we see, too, her transformation into an eager and voracious learner.

The placement of a language-minority child into an all-English curriculum before the child has achieved sufficient mastery of the English language is like running *The Miracle Worker* in reverse. We take an eager and voracious learner and remove the power of language, thereby sentencing the child to an animal-like existence until such time as the child acquires sufficient fluency in a different language.

The emerging science of language development substantiates this contention. As educators discover more and more about the role of language in the intellectual development of children, the rationale for bilingual education becomes stronger and stronger. Not only can we prevent academic retardation and negative self-concepts through the use of native-language instruction, but

the child's whole future capability for learning can be effectively enhanced.

If the pedagogical evidence is indeed so convincing, why is there so much opposition to bilingual education and the use of children's native languages in the schools? The answer to this question does not rest in pedagogy. Without exception, all experts in language development and second-language acquisition concur regarding the advantages of native-language instruction. The reason must lie elsewhere.

CRITICISMS OF BILINGUAL EDUCATION

After reviewing scores of criticisms of the use of students' native languages in bilingual education programs, I have concluded that these criticisms generally fall into one or more of three categories: emotional, misinformational, or attitudinal.

As I stated above, much of the criticism of programs of bilingual education stems from negative emotional reactions elicited by the idea of using a language other than English for instructional programs in U.S. schools. Reactions range from the affirmative ethnicity of Noel Epstein to the religious objection of Ma Ferguson: "If English was good enough for Jesus Christ, it ought to be good enough for the children of Texas."

Unfortunately, there is little that can be done to ameliorate these strong emotional reactions. Because the source of the irritation is not rational but emotional, rational argument does little good. If a true-blue American patriot feels that it is un-American to speak a language other than English, there is little ground for argument. When I ask, "Which is less patriotic — to allow a child to develop his intellect using a language other than English or to allow a child to grow up deficient in all language and reasoning skills because of an arbitrary English-language limitation?," the common response has been to perpetuate the limitation. It is no wonder, then, that bilingual education programs have come about largely as a result of equal protection litigation and civil rights legislation rather than public support.

It is interesting to note that public school educators have not been exempt from reacting emotionally. The preservation of sacred cows has frequently taken precedence over the need for instructional reform.

Critics of bilingual education also insinuate that advocates of the system have a vested interest in bilingualism and stand to gain financially or profes-

sionally through their involvement in bilingual education programs. This is not true. Practitioners of bilingual education have additional training in the area, but they perform in positions that are comparable to those of traditional teachers. The leaders in bilingual education achieved their leadership positions in traditional programs. If the advocacy of bilingual education has had an impact on the financial or professional status of these individuals, that impact has probably been harmful.

If negative emotional responses are the main source of criticisms of bilingual programs, then misinformation must rank a close second. Although it is tempting to conclude that advocates of bilingual education have not done a good job of defining and describing this educational methodology, the fault goes much deeper.

The news media have consistently failed to give extensive coverage to what they perceive as educational (and therefore not newsworthy) material. As a result, articles dealing with bilingual education tend to be short, uninformative, and played down. On the other hand, criticisms of bilingual education — considered controversial and interesting — are given top coverage. A recent article on the shortcomings of bilingual education received wide coverage in the media, including front-page headlines in several prominent newspapers. Subsequent articles on the scandalous methodology used in the study that produced the original article received little or no coverage.

In addition, much of the misinformation about bilingual education is the creation of overly emotional critics. It is not unusual for an article criticizing bilingual education to state or imply that native language is being used in lieu of English-language acquisition. This is simply not so. For example, a writer in



"I'm takin' languages. Latin, and, like Spanish, and, yknow, French."

the *San Antonio Light* stated, "In many instances, according to reliable published reports, [the teachers of children with limited proficiency in English] are more dedicated to teaching them the correct and literary form of their native language than teaching them English." Again, this is simply not so.

I have observed bilingual classrooms in at least 20 different states, and I have never seen teachers neglect the teaching of the English language in bilingual programs. Furthermore, I have reviewed hundreds of reports on bilingual programs from school districts, state education agencies, federal agencies, and the U.S. Department of Education, and I have never seen a single report (let alone a reliable report) of the practice described in the article. I challenge any reader to show me one report — just one — that documents one case — just one — in which a bilingual education teacher was found dedicating more time to the correct and literary form of the native language than to instruction in English as a second language.

The emotional responses to bilingual education sometimes defy all reason. Twice I have seen writers object to the use of the phrase, "English as a second language." Their argument in both cases was that English is the greatest language on earth and therefore second to none. How does one argue with such individuals? How does one make the point that the word *second* refers to a chronological order and that, in the case of a native speaker of a language other than English, English will always follow the native language chronologically?

The third area of criticism of bilingual education is a difficult one to approach. Now that the era of civil rights and equal educational opportunity is past and the word *racist* is no longer considered "in," one is limited in what can be said about certain attitudes toward language-minority children. However, the arguments I mentioned above — on pedagogical rationale, on the need for native-language instruction to prevent educational retardation, on the enhancement of self-concept as a prerequisite to learning, and on the need to use existing language as a means of spurring continued cognitive development — have no effect on some of the opponents of bilingual education. Their opposition has its origin in neither emotion nor pedagogy. It is grounded instead in discriminatory attitudes about the place of racial and ethnic minorities and in the belief, held by some, that equal educational opportunity is not desirable.

**The preservation
of sacred cows
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taken precedence
over the need
for instructional
reform.**

Proponents of this point of view seem to be saying that a basic command of the English language is sufficient and should be the desired educational outcome for language-minority children. They agree that it is desirable to afford these children an English-as-a-second-language program that allows them to develop sufficient language and intellectual skills to understand and follow basic instructions, to earn a decent living, and to avoid becoming social liabilities. But such programs should not go so far as to develop language and intellectual skills to the point of disrupting the social order. Before you know it (so goes this school of thought), "their" children will be competing with "our" children for admission to medical school, to political office, and to managerial and supervisory positions. This attitude was manifested in the reaction of some community leaders to the introduction of Title I migrant education programs in the 1960s. Their viewpoint was expressed as, "If you give them so much education, they won't want to pick crops for a living."

A recent newspaper item critical of bilingual education exemplifies this attitude. The writer had visited a high school class made up of Asian immigrant children and had observed that, without native-language instruction, the students appeared to be doing fine. The students demonstrated a basic understanding of the English language, she reported, and could communicate with each other in simple English. Here's my point: high school students are not supposed to be communicating with each other in simple English. They are supposed to be communicating about algebra, geometry, physics, and social studies. They are supposed to be reaching near-adult levels of cognition, affective development, and aesthetic appreciation.

Educators frequently express similar-

ly negative attitudes about language-minority children. For the past five years the strongest controversy about bilingual education has been the determination of what level of performance would result in the removal of a child from a native-language support program. Although the 50th percentile on standardized tests is considered average performance for English-speaking children, in this case the state agency was adamant about lowering the acceptable level of performance for language-minority children from the 40th percentile to the 23rd percentile. The 23rd percentile is close to the score a person can make on a standardized test by guessing at the answers, without even looking at the questions. With such abysmally low levels of expectancy, it is amazing that minority children perform as well as they do.

So much of the criticism of bilingual education stems from emotional responses, misinformation, and racist attitudes (I cannot avoid using the word, after all) that one must make a conscious effort to look at this criticism objectively. It is dangerous to formulate an immediate reaction without first asking, "Is the critic emotional, ignorant, or racist?" Yet the vast majority of criticism does indeed fall into one or more of these basic classifications.

Despite all the criticism of bilingual education programs and of the use of native-language instruction for language-minority children, I continue to be a strong advocate of this methodology. I see bilingual education as the best approach for teaching the English language without academic retardation, with a minimum development of negative self-concept, and with a maximum development of the intellectual potential of the individual.

In my 34 years as a professional educator working with language-minority children, I have found no better alternative. I will continue to examine alternative approaches, though I see the current push for experimental alternative programs more as an attempt to establish loopholes to avoid complying with current laws and regulations than as a serious attempt at educational experimentation. Certainly current efforts to provide an alternative that echoes the traumatic and disastrous programs of the pre-bilingual era cannot and will not be acceptable to me. Bilingual education with native-language instruction still appears to be the best option for children with limited English proficiency. ✠

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Editorials

Tuesday, November 26, 1985

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Jumping the language barrier

PRAGMATICALLY, the bilingual education program that works is the one that equips students to succeed academically in courses taught in English.

By that standard, San Jose Unified School District's bilingual program must be counted a success.

On a recent series of standardized tests, students who had "graduated" from San Jose Unified's bilingual programs to English-only instruction did from one to nine points better than the district average in reading, language and math, subjects measured by the Comprehensive Test of Basic Skills.

The district's average in each of these areas is from one to eight points above the national norm.

All of which speaks well of San Jose students, teachers and developers of the school district's bilingual plan. It also suggests that studying in two languages reinforces the learning process.

Two of the program's parts stand out as significant and may serve as useful guides to other districts.

First, English as a subject in its own right is taught from Day One as an integral part of the bilingual program. Other subject matter, reading or arithmetic, say, is taught in the student's home language and English.

Second, each student's progress is tracked constantly, and children are moved into English-only classrooms as soon as they can

be reclassified as proficient. Historically, in San Jose Unified this has taken from two to three school years. The present average is two years and six months.

That is impressive in a district where nearly a third of the students hear some language other than English at home and where almost half of those (or a about a sixth of the total students) enter school knowing little or no English. About 4,000 San Jose students, of 14.6 percent of the district's 30,000 total, are classified as having limited proficiency in English.

Almost 66 percent of San Jose Unified's limited-English students speak Spanish at home; 14 percent speak Vietnamese; and 6 percent speak Portuguese. In all, 41 languages are spoken by students in the district.

So far San Jose Unified has developed no statistics on how students from different language backgrounds compare with one another: whether Vietnamese-speakers tend to do better in math than Spanish-speakers, or whether Spanish-speakers read more quickly than Vietnamese-speakers, for example.

And perhaps it doesn't matter, except to curriculum planners and classroom teachers. The bottom line for bilingual students is that they become proficient as quickly as possible in the dominant language of their culture, in this case English.

Clearly, San Jose schools are not failing them in that.

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11/20/85

Bilingual students' scores go up

By Aleta Watson
Mercury News Education Writer

When San Jose Unified School District officials took their first hard look at the academic performance of students who have passed through bilingual classes, even Superintendent Ramon Cortines was surprised.

On the average, test scores were higher for students who had graduated from bilingual programs to regular classes than for the district as a whole.

"It just blew me away and I was so proud," Cortines said.

The first annual report on the achieve-

ment of students for whom English is not the home language will be presented to the school board at its regular meeting this evening. It shows that students who have passed through the bilingual programs and been reclassified as fluent English speakers scored from one to eight percentile points higher than the district average in reading, language and math on standardized tests.

They scored at the 54th percentile in reading on the Comprehensive Test of Basic Skills, compared to the 53rd percentile for the entire district; 59th percentile in language, compared to the 51st; and

62nd percentile in reading, compared to the 58th. The national average in all three areas is the 50th percentile.

"It says minority students are not slow and reluctant learners," Cortines said. "It says that once they are reclassified, they are doing well, and on nationally standardized tests, they're doing better than other students."

Such findings echo the studies of many researchers, said Edda Caraballo, a bilingual consultant for the California State Department of Education.

"Research has shown that children who

are in bilingual classrooms and learn in two languages, their academic performance is higher than the average Anglo student's actually," Caraballo said, citing reports by Canadian researcher James Cummins.

The theory, she said, is that students who become proficient in two languages are more intellectually adept than students who have never had to work to acquire a new language.

The San Jose Unified report follows an attack on bilingual education this fall by

See BILINGUAL, Page 12B

Bilingual classes pay off, study says

BILINGUAL, from Page 1B

U.S. Secretary of Education William Bennett. He told a New York audience that there was no evidence that special classes teaching academic subjects in the students' native language had worked and called for more local flexibility in using federal aid for bilingual instruction. The secretary said he would push for changes in federal law to allow more schools to offer English-intensive classes.

Saying he recognizes many of the criticisms of bilingual classes, including charges that some programs take too long to prepare students for English-only classes, Cortines said his report shows that good programs do work.

"If all districts did this, you'd find bilingual programs would not be so controversial," he said.

Norm Gold, another state bilingual coordinator, agrees.

"They're really out in front of most school districts in the state in looking at how kids do over time, which is what we want school districts to do," Gold said.

Those few districts which have attempted to follow their bilingual students' academic progress — notably Callexico and Los Angeles Unified — have found similar achievement, he said.

San Jose Unified officials have no single explanation for their students' high achievement. Although bilingual teachers do use different methods, only those who have not

yet earned their bilingual credentials work regularly with classroom aides.

Aurora Quevada, the district's bilingual director, says simply that the instructional practices for children with limited proficiency in English are hitting the mark. Last year, the district adopted its first bilingual education plan, outlining how it would help children with language problems prepare to function in a regular classroom. It also set goals for reclassifying into regular programs a certain number of bilingual students in each

school each year.

In its most recent census last spring, San Jose Unified counted 9,390 students — nearly a third of its total enrollment — for whom English was not their home language. Those children spoke 14 languages, principally Spanish, Portuguese and Vietnamese.

More than half of them, though, were considered fluent in English. Among them were 310 students who had moved out of bilingual classrooms, where they had studied for an average of two years and six months.

— Superintendent Ramon Cortines

It says minority students are not slow and reluctant learners. It says that once they are reclassified, they are doing well

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Report on Teacher Competency Testing A recent study prepared for the National Institute of Education (NIE) explores the impact of teacher competency testing on minorities. The report examines what these competency tests measure and how the test results are used.

The report notes the current underrepresentation of minorities in the teaching profession and the simultaneous increase of minority enrollment in many elementary and secondary schools. The report discusses the causes of this imbalance along with possible remedies.

Also included are a national survey on the use of teacher competency tests and a review of the process used in Texas to assess the validity of an entrance examination for teacher education programs.

Photocopies of the 134-page report are available for \$10.90 from the National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 605, Rosslyn, VA 22209; (800) 336-4560 or (703) 522-0710.

Spanish Sign Language Classes To improve the communicative abilities of the Hispanic deaf and their families, the Texas School for the Deaf (TSD) in Austin has allocated funds for the establishment of sign language classes in Spanish in seven Texas cities. TSD will pay the teachers' salaries and offer materials at the cost of duplication for one class per city, with the hope that the cities will later continue the classes as part of existing sign language programs.

The curriculum for the classes addresses the vocabulary and grammatical needs of parents of young children, with special emphasis on various facets of Hispanic culture.

For more information, contact Maurine McLean, Community Education, Texas School for the Deaf, P.O. Box 3538, Austin, TX 78764; (512) 440-5340.

Adult Ed Clearinghouse The Clearinghouse on Adult Education has moved to a new Washington location. In addition to its overall adult education-related services, the clearinghouse provides a variety of information on bilingual and English as a second language instruction for minority language adults.

Information requests should now be addressed to: Clearinghouse on Adult Education, Office of Vocational and Adult Education (OVAE), 400 Maryland Avenue, SW, Reporters Building, Room 522, Washington, DC 20202; (202) 732-2396.

Refugee Center Publications The International Refugee Center of Oregon offers a number of all-English and bilingual manuals, tests, and pamphlets that can aid Southeast Asian refugees in their transition to life in the United States. Publications are available in a variety of areas: medical services in the United States, traditional health care practices in Southeast Asia, tests of depression levels in Vietnamese, and the education of refugee women.

For ordering information, contact the International Refugee Center of Oregon, 1827 N.E. 44th Avenue, Portland, OR 97213; (503) 281-4499.

Russian-English Newcomer Guide The Federation of Jewish Philanthropies of New York has published a series of six Russian-English bilingual booklets to inform immigrants of their rights on the job, in court, as citizens, and as consumers. Although intended for Russian immigrants in New York, the booklets can provide valuable information for other refugee populations as well.

Single copies of the newcomer guides are available free of charge (multiple copies—50 cents each) from the Federation of Jewish Philanthropies, 130 E. 59th Street, New York, NY 10022; (212) 980-1000.

1986 TESOL Convention Teachers of English to Speakers of Other Languages (TESOL) will hold its 20th annual convention March 3-8, 1986, in Anaheim, California. Topics to be addressed include English as a second language (ESL) teaching, bilingual education, refugee concerns, teaching English to the deaf, standard English as a second dialect, computer-assisted language learning, and adult education.

As in past years, convention activities will include plenary sessions, papers, workshops, colloquia, publishers' exhibits, educational visits, business meetings, and job placement meetings.

For additional information, contact Rosemarie Lytton, TESOL, 201 DC Transit Building, Georgetown University, Washington, DC 20057; (202) 625-4569.

California Conference Calendar The California Association for Bilingual Education (CABE) has released its 1985-86 calendar of regional paraprofessional and parent conferences. The conferences for paraprofessionals provide community and instructional aides, tutors, and volunteers who work in programs serving minority language populations an opportunity to build skills and interact with colleagues. In 1986 such meetings will be held on February 27 in Bakersfield, on March 18 in Riverside, and on April 14 in San Diego.

The parent conferences, often held in the participants' native language, are designed to help parents become more involved in their children's education and more aware of the factors that affect students' educational growth. The 1986 calendar lists two such conferences: March 15 in San Jose and May 10 in Cerritos (southern Los Angeles County).

For details, contact Sandra K. Anderson, Paraprofessional Service of CABE, P.O. Box 1958, Laguna Beach, CA 92652; (714) 497-6919.

EDUCATION WEEK

Jan. 8, 1986

Refugee Files Suit Over Language Instruction

A 16-year-old Cambodian refugee, classified recently as mentally retarded, is suing the School District of Philadelphia, claiming he has received neither adequate instruction in the English language nor counseling services in his native tongue.

The boy, identified only as Y.S., has done poorly in school since he immigrated to this country in 1982, said his lawyer, Leonard Rieser.

"He may be mentally retarded. He may not," Mr. Rieser said. But the classification, he charged, "is based on information that's meaningless"—an intelligence test administered in English by a nonprofessional translator.

District officials also used a 6-year-old as an interpreter when they won the consent of the boy's

non-English-speaking parents to place him in a special class, Mr. Rieser said. "The school system is failing to overcome language barriers at every step—counseling, special-education testing, regular testing," he said.

The federal class action, filed on behalf of all Asian students and parents in the district who have limited proficiency in English, seeks to guarantee them services in their native language and to require school officials to make systematic attempts to meet individuals' needs.

About 5,000 Asians are now enrolled in the schools, Mr. Rieser said.

A spokesman for the Philadelphia school district said it would be inappropriate to comment on the suit at this stage of the litigation.

California Signals Retreat On Bilingual Education

Nation's Largest Program Under Siege

By Jay Mathews
Washington Post Staff Writer

LOS ANGELES, Jan. 14—California, which led a national movement to provide bilingual education for a flood of new immigrants, now appears close to drastically reducing its program and leading the rest of the country in the same direction.

The confluence of factors that first produced bilingual classes in this state—a surge of immigrant children and rising concern about preserving their cultural heritage—has stimulated a reaction in the form of Proposition 63, an initiative overwhelmingly approved by voters in November that makes English the official state language.

Linked with other complaints about bilingual classes and a June 30 expiration date in the state's 10-year-old bilingual law, the new mood in California has led legislators and educators to predict that the nation's largest bilingual program will have to undergo substantial changes to survive. More than 500,000 California schoolchildren are affected by the program, as well as hundreds of thousands in other states that often follow California's example.

Susan Jetton, press secretary to Willie Brown, speaker of the California Assembly, said the pro-bilingual Democratic leadership is "not overly optimistic" it can win an extension of the bilingual law in the face of budget restraints and Republican Gov. George Deukmejian's apparent opposition.

The prospect of a major revision in bilingual education here has cheered the well-organized supporters of renewed emphasis on English-language instruction. USENGLISH, a 260,000-member national group that supported Proposition 63, reports that at least 20 legislatures are beginning to consider laws mandating English as their state's official language.

"California is a bellwether," said Gerda Bikales, executive director of USENGLISH. "What happens in California happens everywhere."

Among changes expected to be proposed in new legislation in Sacramento are a requirement of written parental permission for bilingual class participation, an end to

bilingual kindergarten classes, an end to rules requiring some teachers to learn Spanish or risk transfer, and new authority for local districts to handle immigrant children in their own way.

Bilingual education programs offer immigrant children as much as three or four years of classes taught in their own language to ease the transition to an English-speaking school system. Although the preponderance of such classes in California are in Spanish, other languages are offered.

Several studies show that Latino children perform better in all-English classes after going through a bilingual program, although some studies suggest the opposite. The debate, however, has often strayed from the research and into the belief of some educators that schools should help preserve students' cultural and linguistic heritages, and the belief of critics that the old system—immediate immersion in all-English classes—worked better.

When Proposition 63 passed (with 74 percent of the vote), making English the state's official language and prohibiting any official effort to "diminish" its use, antibilingual forces received a significant boost. Bilingual classes and bilingual ballots had been a growing irritant to many state residents. Even many Californians of Hispanic descent, often resentful of job competition from new immigrants and proud of their own rapid assimilation into American life, supported the proposition.

Bilingual school systems have also drawn fire from teachers' organizations, especially the requirement that any teacher in a class with more than 10 Spanish-speaking children must speak Spanish or sign a waiver promising to take after-school classes in Spanish language and culture.

Rosemary Wilson, a Los Angeles teacher with 39 years' experience, was forced this month to leave her fifth- and sixth-grade class at Roscoe Elementary School to work as a teachers' aide and substitute at a school that does not have as many immigrant children as Roscoe. She said she refused to promise to take Spanish lessons because she did not feel it worth her time since she is near retirement and because she



ASSOCIATED PRESS

Refusal to learn Spanish cost Rosemary Wilson her regular teaching position.

believed she was communicating easily with her students, with help from a Spanish-speaking aide.

"I feel what we are getting is reverse bigotry," she said, explaining the grievance she has filed against the school administration. "They are replacing a very experienced teacher with a much less experienced one, just because the replacement is willing to sign the waiver."

Stanley Diamond, head of the California English Campaign, which sponsored Proposition 63, argues that the bilingual system has created its own constituency of teachers and administrators who see his group as a threat. The state appropriates about \$500 million a year for bilingual classes. "There are very heavy dollars involved," Diamond said.

★ Shelly Spiegel-Coleman, a Los Angeles school consultant and president of the California Association for Bilingual Education, rejects that

charge and points to studies that show Latino children doing better in school after a bilingual beginning. She predicts Democratic legislator will be able to pass an extension of the law and persuade Deukmejian to sign it, for no other reason than that it includes other programs that are politically popular.

The chief legislative opponent of the current bilingual system is Assemblyman Frank Hill (R) of Whittier. "Prospects look excellent" for change, he said, noting the pressure of the June expiration date and Deukmejian's threatened veto.

If the program expires, some officials say the state school superintendent, Bill Honig, will have the power to set up rules for district spending federal bilingual money. "I would want to make it more flexible," he said. "More flexibility on the waivers, more flexibility for districts who want to approach this in different ways."

CORRECTIONS

The first name of D.C. Court of Appeals Judge Judith W. Rogers was incorrect in a photo caption in the District Weekly last Thursday.

Because of an editing error, the first sentence in an article yesterday about safety-critical items on the space shuttle was incorrect. It should have read: The space agency will not have

time to incorporate substantial design changes that may be needed in safety-critical items to meet the February 1988 target for the next shuttle flight, an independent panel reported yesterday.

The name of the law firm that former senator Gary Hart (D-Colo.) is joining was reported incorrectly yesterday. It is Davis Graham & Stubbs.

The Daily Recorder
Mar. 13, 1986

RECEIVED APR 21 1986

Honig: new money for schools is not enough

United Press International

California schools chief Bill Honig says state support for public schools will trail other major industrial states by \$600 per child despite recent budget increases and new lottery revenues.

Honig urged the the budget-writing Ways and Means subcommittee on education Wednesday to restore quality to public schools by closing the gap over the next five years and place California among the states ranked in the top 25 percent nationwide.

He asked lawmakers to begin by adding more than \$200 million to Gov. George Deukmejian's proposed 1986-87 budget. He said the money would provide full cost-of-

living increases for all education programs, better finance school construction, continue and expand a three-year-old program for rewarding outstanding teachers and school administrators, and review special education programs.

CALIFORNIA currently spends \$3,573 on each student or about \$78 below the estimated national average per pupil. State support for public schools involves nearly 40 percent of the state treasury.

In his proposed 1986-87 budget, Deukmejian would provide a 9.2 percent increase for schools from kindergarten through 12th grade or a \$1.6 billion hike in state support. The total state education budget would be \$18.8 billion.

"Assuming that you enact a spending
continued on page 5

Honig

from page 1

plan for 1986-87 which is consistent with the governor's proposal, I estimate we will still be nearly \$600 per child behind those states which rank in the top 25 percent nationwide," Honig said.

"Obviously, this gap cannot be closed in one year, but I believe we must close the gap over the next five years if we are going to provide the scope and quality of educational services worthy of our state's other achievements."

The superintendent of public instruction cautioned against being overly optimistic about reaping a bonanza from the new state lottery. Honig noted that the first lottery payoff for public schools was \$50.68 per pupil or roughly three textbooks each.

Honig said important improvements in education include increasing the base salary of teachers, hiring more teachers and reducing class size.

But Honig's Department of Education failed to escape criticism from the Legislature's budget analyst, who warned that many legislative orders on education changes were being ignored.

MORE YEARS OF HASSLES!

Honig looks like an easy winner this time around



By John Stanton
United Press International

What a difference four years can make.

Back in 1982, Bill Honig a lawyer, ex-teacher, member of the state Board of Education and the superintendent of a Marin County elementary school district spent more than \$2 million in his race for state superintendent of public instruction.

In winning the office, Honig had to outpoll seven other challengers in the June primary and then topple three-time incumbent Wilson Riles in the general election in November.

The primary campaign was a bitter one, with Riles receiving only 40.6 percent of the total vote, far short of the 50-percent-plus-one margin needed to win. He was forced into a general election runoff against Honig, who had come in second

with 25.1 percent of the vote.

THE BITTERNESS of the primary campaign extended into the general election, but when it was over, Riles lost the office he had held for 12 years. Honig beat him by a substantial 55.8 percent to 44.2 percent margin.

The victory, however, was costly. Honig spent \$1.2 million in the primary and \$652,000 in the general election. Riles was able to raise and spend only half that much.

Now, four years later, Honig, who will be 49 on Wednesday, is the incumbent seeking re-election. But in contrast to 1982, this year's campaign should be considerably less vitriolic and much less expensive. Since it is a non-partisan race, Honig can win re-election in June if he gets a majority of votes.

He is faced with only two challengers, both of whom ran in the 1982 primary and

continued on page 4

Honig

from page 1

were virtually ignored by the news media and the voters.

One opponent is Daniel Nusbaum, 39, a Long Beach teacher who ran last among the nine primary candidates in 1982 with 2.2 percent of the vote. Honig's second challenger is Jeanne Baird of Los Angeles, a self-employed "educational project adviser" and perennial candidate for one office or another. She did a little better than Nusbaum in the 1982 primary. She came in seventh with 3.1 percent of the vote.

Neither of Honig's primary opponents this year has the money or staff to wage a full-fledged, statewide campaign. With such weak opposition, Honig is shooting for a big primary victory, which he hopes the Legislature and the Deukmejian administration will interpret as public support of the educational reforms he has tried to instill during his first four years in

Last year Honig received nationwide attention by urging the state Board of Education to reject 29 junior high school textbooks because, he argued, they failed to adequately explore evolution and other controversial subjects. The board backed Honig and the publishers rewrote the books. Honig said the revised versions are "probably the best junior high science texts that you will find in the country."

Honig believes if he can win re-election by at least 61 percent of the vote in June, the public will be expressing satisfaction and support for his reform efforts, which he considers to be only "a good first step." The next stage of reform, he said, is to "attract and hold" 100,000 new, high-quality teachers over the next five years.

Although he wants to win big this time around, Honig will be spending only "one third to one fourth" of what he did in 1982, most of it on television.

Those voters "who are unhappy or hostile or think we're not making pro-

office.

"I see the campaign as a referendum, as confirmation that the public believes educational reforms are important and that we're on the right track," Honig said.

"Reform" has been the key word and concept of Honig's first term as state superintendent of public instruction. Many of the educational reforms he has instituted during his tenure were included as part of an \$800 million school funding bill passed by the Legislature in 1983.

One major change Honig successfully initiated was the creation of a stiffer curriculum. Starting next year, to graduate from high school, students will have to have completed at least three years of English and social studies, two years of math and science, and one year of fine arts or foreign language.

Honig has also pushed for increases in teachers' salaries, especially for those just entering the profession. By the end of this year, starting salaries for teachers will reach a maximum of \$18,000 a year.

gress" will vote for one of his two opponents, Honig said. "They will become a lightning rod for people who are upset about what is happening in our schools."

Lacking money and resources, Baird and Nusbaum will find it difficult to catch the attention of the voters. Baird, who has run unsuccessfully in the past for the Los Angeles City Council, school board and community college board, hopes being the only female candidate will work to her advantage. She notes no woman has ever held the office, and "I feel a woman can give a perspective to schools and children that a man might not readily perceive."

NUSBAUM SAID HE plans to campaign by sending out press releases every three days or so to selected newspapers. One "major, unknown problem" in schools that he intends to raise is a lack of nurses.

"Public schools have plenty of computers, but I haven't seen a nurse in school since 1978," he said. "Computers can't mend scrapes, cuts and bruises."

CHICK HURRITY—USNA/WR

"We Are the Children of the World,"
a mural painted by fourth graders at
Graham Road School in Virginia, shows
the class's ethnic diversity



pils who need help go to their own classes. In Branscomb's room, the emphasis is on listening, then speaking to help children absorb the rhythm of English. Pupils click their fingers and recite jazz chants to understand verb tenses.

When a boy whispers in his native tongue, Branscomb asks, "Do you like to speak English today?" He explains: "I don't want to prohibit use of their language; I want to get across that it's more important they use English."

Immersion—not submersion

McAllen, Tex.

The teaching method known as English "immersion," which also draws applause from administration officials, is a sensitive topic in this part of the country. Many Hispanics remember the days before bilingual education when the English "submersion" method held sway. Then, students were punished for speaking Spanish and were expected to pick up English simply by being with English-speaking people.

But English immersion, as it is being tried in a five-year pilot program at Sam Houston Elementary here, is vastly different. Pupils are taught all subjects in English by teachers who know their native language but use it only when students do not understand. Children with problems can ask questions in their language, which will be answered.

When Thelma Lanfranco's kindergarten class entered school last fall, none of the 22 students spoke or read English. Their favorite television programs were beamed out of Mexico. After seven months, the pupils are reading

in English and watching Saturday-morning cartoons in both languages.

"Working in two languages slowed them down," says Lanfranco. "It is hard at the beginning for these kids, but it becomes routine."

Adds fellow teacher Diana Lozano: "If a child prefers Spanish, he can speak it. This is nothing like we or our parents went through."

Test scores in a similar Houston program found immersion students scoring about the same as bilingual students in reading, language development and vocabulary.

Still, parents such as Eva and Raul Alavez not only back the approach but find that their two children can teach them English as well. "These are just little kids," says Mrs. Alavez, "but it's important for them to know English."

Preserving the native tongue

Hamtramck, Mich.

Bilingual education, according to the Department of Education's emphasis, should use native-language instruction only until a child has mastered sufficient English to pick up his studies. But within the Arab community in this working-class city near Detroit, an experiment is under way that challenges Secretary Bennett's goal of mastery of English above all else. First and second graders here learn Arabic and English, looking to strengthen the native tongue while English is being learned.

At Holbrook Elementary, Arab immigrants spend half days in a classroom where only English is spoken. For the other half, the Arab students

move to a room in which subjects are taught only in Arabic, with added instruction in Arabic-language skills.

While pupils such as 7-year-old Fath Alkawri from Yemen sing "Home on the Range" in English, English-speaking pupils, like Tommy Taylor, can join their Arab classmates in learning the days of the week in Arabic. "Outside the classroom, the Arabic students speak English," says teacher Mohammed Hussein. "They help Tommy with Arabic, and he helps them with English."

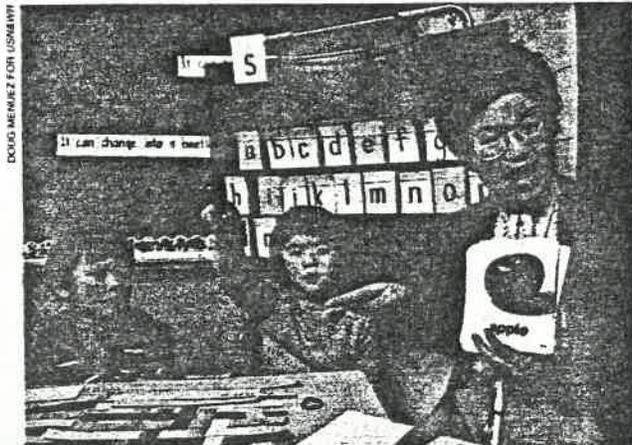
Concerned that the strong emphasis on Arabic might cause students to lag in their proficiency in English, the district tested the Arab students' performances against those of native English speakers. At the end of a year's instruction, scores for students who had studied Arabic were higher in reading, math and English-language skills than those for non-participants, though the students' scores had been lower when school began.

With so many different teaching methods in use—and strong advocates for each—the question of which is best promises to spark continued debate both in Washington and at the local level. But as these four communities found, the key to success may not be the method but the caring and commitment given to the progress of every student.

by Lucia Solórzano with Muriel Dobbin,
Sarah Peterson and Jack A. Seamonds



no penalties for Spanish



Chinese makes English simpler in May Chung's class



In Michigan, mixing English, Arabic



Educating the melting pot

■ What is the best way to teach children who speak little or no English?

Since 1968, the federal government's answer has been bilingual education—instruction in all subjects given in a child's native language while he or she learns English.

In the current school year, \$139 million in federal dollars is serving fewer than 210,000 students—a small portion of the estimated 1.2 million to 1.7 million who speak little or no English.

It's a situation that has drawn sharp criticism from Secretary of Education William Bennett, who last fall launched an attack against bilingual education, charging that "after \$1.7 billion of federal funding, we have no evidence that the children whom we sought to help . . . have benefited."

Bennett wants changes in the law that would allow federal money to be used for a wider variety of teaching methods than traditional bilingual education.

Opposing Bennett are Hispanic leaders, who argue that dual-language instruction is needed to insure that language-deficient students do not stumble in other subjects while studying English.

While the national debate goes on, some school districts have adopted bilingual-education programs with great success. Others, relying chiefly on state and local funds, have found alternatives better suited to their needs. A look at the range of programs being tried—

Classic bilingual

San Francisco

The longstanding method of teaching language-deficient children, which Secretary Bennett is challenging, can be found at Spring Valley Elementary School in Chinatown. Here the cacophony of Chinese mingles with the steady beat of phonetic English.

"K, as in kite," May Chung, one of 12 bilingual teachers, pronounces slowly. "Gee yew," she adds in Chinese. The children nod knowingly.

All subjects are taught in Chinese until a child has mastered sufficient English to join a regular class. "Children learn in any language," says Principal Lonnie Chin. "If it is a science lesson, the purpose may be to find out the chemical

Washington seeks more-varied approaches in the growing effort to teach children with poor English skills

reaction when you burn sugar, and you don't learn it any better in English."

Three fourths of the school's 580 pupils speak little or no English. As many as 85 percent come from homes where no English is spoken. A number come from families barely literate in Chinese.

Such disparity between home life and school demands this type of instruction, says Chin. "It is incumbent on schools to bridge that gap, and that is the real purpose of bilingual education."

Once a child can function in English, native-language support is ended. Many kindergartners can make themselves verbally understood within a year. Older students may need two years or longer. But native-language support is continued for as long as it takes to insure that these students complete grade-level work while studying English. Legaya Avenida, director of the city's bilingual program, insists that the method follows sound educational philosophy. "It begins with what the child knows and develops that knowledge to the point where the child can function in society."

Coping with 55 languages

Falls Church, Va.

English as a second language (ESL)

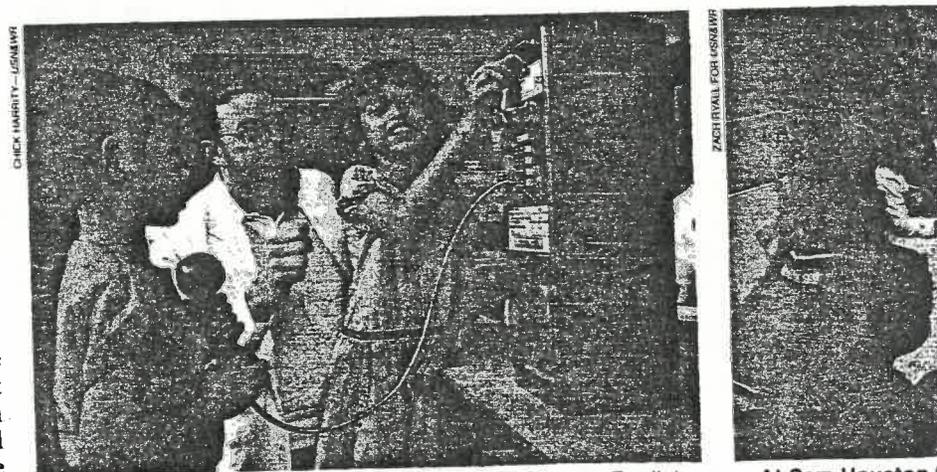
is one method of instruction endorsed by Secretary Bennett because of its strong emphasis on English. It also is the method of choice at Graham Road Elementary School in Fairfax County. An afternoon spent in Joseph Branscomb's classroom explains why.

Hung, fresh from Vietnam, joined "Mr. B's" fourth-through-sixth-grade class just this school year. Classmates Paris and Marjan are from Iran; Elena from Greece. Chunly Mon is from Cambodia. Nuria and Dany are Salvadoran. Endad is from Bangladesh.

"With five or more languages within a classroom, bilingual education would not work," says Branscomb, who speaks only English. "My goal is to teach everything in English so they learn to use English to express themselves."

In Fairfax County, more than 55 languages are spoken. Diplomats' well-educated children mix with youngsters from war-torn nations who have not been to school for years. Newcomers arrive weekly. ESL helps cope with the diversity. At Graham Road Elementary, children with limited English skills spend half days in a regular classroom taking courses like math and music that require little English. Says fourth-grade teacher Floy Houser: "This gives them a chance to be around American children and hear them talk. They learn a lot from each other."

During reading and social studies, which demand better English skills, pu-



Teacher Joseph Branscomb of Falls Church relies on English

At Sam Houston S

Supporters say initiative on English language will qualify

By Aurelio Rojas
United Press International

LOS ANGELES — Organizers of an initiative that would make English the official language of California said Thursday they are close to gathering enough signatures to place the issue on the Nov. 4 ballot.

Appearing at a news conference attended by former Sen. S.I. Hayakawa, a strong supporter of the initiative, campaign spokesman Roger Hughes said 500,000 signatures of registered voters have already been collected.

Hughes said 640,000 valid signatures must be submitted to the secretary of state by early May to qualify the initiative, and organizers are "very confident" they will surpass that total by more than 250,000.

The initiative, which is opposed by numerous immigrant groups, seeks an end to bilingual ballots and would require state

officials "to take all steps necessary to insure that the role of English as the common language of the state is preserved and enhanced."

Hayakawa, who introduced a similar U.S. Senate bill in 1981, which has been resurrected, cautioned the initiative should not be confused as "English only."

"Artificially, people are encouraged to speak any language they want," he said. "Officially, English would be the official language."

City, county and state government agencies, he said, would conduct business in English with the aim of providing a common ground to unite California's numerous ethnic groups.

Hayakawa, who gained national recognition as a semanticist and nonsense college president before he was elected to the Senate, reminded those who might misconstrue the initiative as racist of his Japanese heritage.

Daily Recorder

April 11, 1986

RECEIVED JUN - 6 1986

The article, as promised

Garnet Ashlow

359 Union Hall

UC
Berkeley 94720

MONDAY, APRIL 14, 1986

Letters

NY Times 4/14/86

The Uses of Bilingual Education

To the Editor:

"Teaching English to the Poor," by John H. Bunzel (Op-Ed April 2) rightfully proposes total-immersion English-language instruction for all limited-English-language-proficient individuals so that they may effectively enter and contribute to the main fabric of American life. However, he misses a very important point, especially for the very young and others entering our English-language-oriented schools for the first time.

There must be some initial instruction in the native language in mathematics and other basic-skill subjects until the students are able to learn these skills in English. Otherwise, research shows, those with no or limited English-language ability fall behind classmates who are able to understand their English-speaking teachers. The secret, as Mr. Bunzel states, is not to allow students to linger too long in classrooms taught by non-English-speaking teachers.

It is also important, later in the school life of "bilingual" students, to offer them opportunity to strengthen their native language, as well as English, because true bilingualism can help individuals to advance economically and socially, and it is an essential resource to the continued strength of the United States in the world community.

We have joined Stanford University and the University of Texas at Austin in a program of research and development to train teachers to teach English to students with limited English through the traditional subject areas of science, math and the social sciences. This is a modified-natural form of total immersion. Research related to this approach, which integrates content and language, has proved it produces phenomenal results in English-language development. We have raised our sights to determine the program's effectiveness in teaching English-proficient students foreign languages, with the hopes of making bilingualism the norm for the country, not just a negatively perceived label for the poorer minorities.

The key to success of this integrated approach to education, as with any other, is whether teachers can be trained to teach without compartmentalizing the subjects they teach. With the support of the liberal arts and other components of universities and colleges where teachers are educated and trained, this approach to reaching an academic goal, will bear fruit.

FRANK X. SUTMAN

Teaneck, N.J., April 4, 1986

The writer is dean of the Peter Sammartino College of Education, Fairleigh Dickinson University.

Businessmen organize to fight dropout problem

By Linda Rapattoni
United Press International

LOS ANGELES — A group of businessmen are endorsing legislation to counter the state's high dropout rate among high school students, claiming the problem has spread from mostly minority schools to affluent white schools.

"California dropouts are no longer confined to inner city school districts, or in one geographical area of the state," said Rose Marie Mungaray, chairwoman of the Youth Motivation Task Force. "California's problem is more severe than the national dropout problem, with Los Angeles having the highest dropout rate of California."

THREE OUT OF 10 white high school students did not graduate in 1983, compared with four out of 10 black and Hispanic students, the task force said Monday, citing a study by the Assembly's research office.

The task force of businessmen and women from 80 corporations sends its members to Los Angeles County schools to encourage students to stay in school to get

the education they need to be hired.

James Vigil, field representative for Assemblywoman Gloria Molina, D-Los Angeles, said a bill she introduced would provide \$17.7 million in 1987 to fund an exchange program between businessmen and teachers to study dropout problem.

The exchange program would allow private-sector employees to teach for a short time in junior high and high schools, emphasizing the important role education plays in the job market, Mungaray said.

Teachers could enter the corporate world in their fields of expertise and determine what students need to learn to make them more attractive to employers, she said.

Charles Estrada, an aerospace engineer and task force member, said he expects a greater response to the problem now that the dropout rate has begun affecting white students.

"The reason is the white community is more vocal," Estrada said. "We (minorities) are not apathetic and we are not complacent. When it starts getting into the community that is educated, they're very vocal."

External Factors

Rethinking Immersion

At the same time, the findings have prompted a prominent advocate of immersion strategies, Keith Baker of the Education Department's office of planning, budget, and evaluation, to reconsider his views on second-language acquisition.

Extended exposure to English—a basic feature of the immersion approach—may “fatigue the learner so that learning becomes very difficult,” Mr. Baker said. Intervals of native-language instruction might help mitigate this effect and make learning “more efficient,” he added.

Mr. Baker conceded that this model closely resembles transitional bilingual education. Previously, on the basis of his 1981 review of evaluation research, which he con-

ducted with Adriana de Kanter, he argued that “transitional bilingual education has had minimal success” and that “there is no empirical evidence to support its use.”

But the approach he now considers promising is used hardly anywhere in the United States, if at all, Mr. Baker said in a recent interview. Instead, he maintained, bilingual education typically features extended periods of instruction in each language—for example, English in the morning and Spanish in the afternoon.

“That shows Keith Baker hasn't been in touch with the field or the language realities in the classroom,” contended James J. Lyons, legislative counsel of the National Association for Bilingual Education. A wide variety of approaches—including the one Mr. Baker described—are now in use in transitional bilingual programs, Mr. Lyons said.

The NABE official agreed that “learning fatigue” is an important problem for LEP students. “That's what our people have been saying for 15 years and dealing with in the classroom,” Mr. Lyons said.

Some amount of native-language instruction is needed, he argued, although programs differ because children differ in their facility for learning languages. He added that considerable “flexibility” already exists for districts in meeting these needs.

Mr. Baker qualified his “hypothesis” about the shortcomings of immersion by pointing to several external factors that may have lowered the immersion students' performance in the S.R.A. study.

The 32 immersion classrooms being evaluated “are all new programs,” Mr. Baker said. “These programs may still be on their shake-down cruise. Another possibility is that the immersion programs were put in place in the most difficult schools—where there was the most severe English-language deficiency. The data suggest that this might be happening.”

A McAllen, Tex., immersion program in the sample “is located in the most heavily Hispanic and the most severely disadvantaged neighborhood” in the school district, he said. The children enrolled were less likely to have attended preschool classes than those in bilingual programs, he added.

In addition, Mr. Baker seconded the S.R.A. researcher's concern that too much may be read into the first-year data.

“It's like trying to call the winner of the Kentucky Derby based on the horse that reaches the first pole,” he said.

Other assessments of immersion, such as those by Russell Gersten of the University of Oregon, have been more favorable, Mr. Baker said. Such variance in research findings, he added, remains an argument for greater flexibility in federal funding for services to LEP students, as advocated by Secretary Bennett.

Testing Hypotheses

The S.R.A. study was designed, according to Mr. Baker, to evaluate two conflicting theories of how LEP students learn:

- That maximizing English exposure will hasten English acquisition—“the time-on-task argument”;
- That reading and other academic skills learned through the native language are “transferable,” an effect that aids second-language learning.

Mr. Baker argued that the first-year data contradict both these hypotheses. Although the late-exit bilingual students scored the highest, the transferability factor would not have had time to work, he said.

But in a paper delivered to NABE's recent annual conference, Kenji Hakuta, a Yale University psychologist, argued that the transfer of literacy between languages has been well established through basic research into the relationship between bilingualism and cognition.

“Once the basic principles of reading are mastered in the home language, reading skills transfer quickly and easily to a second language,” Mr. Hakuta said.

This should be the preferred method, he added, “for children whose parents have little education and poor literacy skills. . . . Such children run the serious risk of failing to learn to read if the problem of reading itself is made more difficult for them by being presented in a language they control poorly.”

In an interview, Mr. Hakuta said the poor results for immersion programs in the S.R.A. study, while preliminary, are “quite remarkable,” because the instructional alternatives being compared were carefully monitored for the amount of English used in the classroom. Frequently in evaluation studies, he said, program labels mask large instructional differences.

According to Mr. Ramirez of S.R.A., who explained his methodology at a NABE conference session, researchers determined that the immersion classes used English 90 percent of the time, compared with 67 percent in the early-exit bilingual programs and 33 percent in the late-exit bilingual programs.

Overall test scores from five school districts showed an inverse relation between English-language exposure and English-language proficiency among kindergartners and 1st graders.

In an interview, Mr. Ramirez argued that “it would be totally unprofessional and reprehensible” for educators or researchers to draw any conclusions from the first-year data.

Although the learning curves of the various groups of students “ran counter to what we predicted,” he said, “it could turn around next year.” No conclusions should be drawn until results of the study's full four years are available, he argued.

According to Mr. Ramirez, the first-year data will be omitted from a forthcoming annual report on the project.

In addition to the 32 immersion classes, Mr. Baker said, 43 early-exit and 15 late-exit bilingual programs were included in the study, with more to be added next year. The late-exit students were tested only at the kindergarten and 3rd-grade levels.

By the time it is completed in 1988, the study is expected to cost \$2.2 million, according to Edward Fuentes of the department's office of bilingual education and minority-languages affairs.

Immersion Method Is Faring Poorly In Bilingual Study

*Early E.D. Data Seen Likely
To Stir 'Flexibility' Debate*

By James Crawford

English immersion, an instructional alternative that is popular among critics of bilingual education, has fared poorly in the U.S. Education Department's first large-scale evaluation of the method, according to early results.

In the first year of a four-year longitudinal study by S.R.A. Technologies Inc., limited-English-proficient students in bilingual programs consistently outperformed "immersion strategy" students in reading, language-arts, and mathematics tests conducted in both English and Spanish.

This "unexpected" pattern was the opposite of what S.R.A. had predicted, according to David Ramirez, an employee of the contractor who is directing the federally funded study.

In a Dec. 19, 1985, summary of the test scores for the study's advisory committee, however, Mr. Ramirez cautioned that the results are "tentative at best" and recommended that they be kept confidential to avoid "exacerbating an already volatile public debate." A copy of the memorandum was obtained by *Education Week*.

Indeed, the findings are seen as likely to affect the debate over the Reagan Administration's call for "flexibility" in serving the needs of LEP students. At the request of Secretary of Education William J. Bennett, the

Continued on Page 10

Continued from Page 1

Congress is considering the removal of restrictions on federal funding for immersion and other alternatives to transitional bilingual education.

On seeing the Ramirez memo, one Republican member of the House called the test scores "dynamite," sources said.

Especially perplexing to the S.R.A. researchers was the poor English-language performance of the immersion students, who had received the most English-language instruction. Moreover, the larger the native-language component of their schooling, the better the students performed in English.

The four-year study was designed to compare about 4,000 LEP kindergartners, 1st graders, and 3rd graders enrolled in immersion classes, "early-exit" or transitional bilingual education, and "late-exit" or bilingual maintenance programs. So far, the last group has shown the greatest overall progress in both languages of instruction.

Immersion—sometimes known as "sheltered English"—differs in important ways from "submersion," also known as "sink or swim." While subjects are taught in the second language, immersion instruction is geared to students' level of English proficiency. Also, the teacher is often fluent in the students' native language.

Transitional bilingual education—the predominant method supported by federal grants—is designed to prepare LEP children for mainstream classes, usually within three years. Maintenance programs, on the other hand, are aimed at preserving students' bilingualism, and generally last six years or more.

Proof of immersion's effectiveness among middle-class, "language majority" students in Canada has been widely accepted. But a controversy remains over the wisdom of transplanting this model to the United States to teach language-minority students of low socioeconomic status.

Proponents of bilingual education, while acknowledging that the S.R.A. study results are preliminary, have greeted the first-year scores as evidence that immersion is not the "panacea" for LEP students that some have claimed.

"There are no quick fixes," said Ramón L. Santiago, director of the Georgetown University Bilingual Education Service Center. "Politics won't teach kids to read or do better in math. Policy must be informed by educational criteria."

(Cont'd)

Far More than English Under Debate

State's Official-Language Amendment A Near-Certainty for November Ballot

By MAX MILLARD

SAN FRANCISCO - "We're more than cautiously optimistic about getting on the ballot," said Stanley Diamond, chairman of the California English Campaign, which is attempting to make English the state's official language. His group has until May 22 to gather enough signatures to file petitions with the county clerks of all 58 California counties.

"We're at about 750,000... 630,000 is what is needed to qualify," he continued, in an interview last week. "We want another 150,000 within the next three weeks, to be sure."

If the signature drive is successful, California's voters will decide on November 4 whether to approve a constitutional amendment stating:

"English is the official language of the State of California... The Legislature shall make no law which diminishes or ignores the role of English as the common language of the State of California..."

"Any person who is a resident of or doing business in the State shall have a standing to sue the State of California to enforce this section."

The California English Campaign is a branch of US English, which aims to make English the nation's official language, by constitutional amendment. Both organizations were co-founded by former US Senator S.I. Hayakawa, who now serves as honorary chairman on the state and national levels.

POWERFUL MESSAGE

"I think there's a powerful message in a constitutional amendment to all immigrants and citizens," said Diamond. "Whether one lives in Chinatown or an East Los Angeles barrio, if you want to make it in this society, you just better be fluent and literate in English. If you think you can live in your barrio and 'succeed' in this culture, you're not going to do it."

Diamond, a retired army colonel who cuts a commanding figure, spent two hours with this reporter explaining his views on bilingual education, bilingual ballots, foreign-language advertising, and other issues. He has worked full-time as an unpaid spokesman for the English-only movement since 1983.

"We take the position that there's a very strong trend to turn California into a bilingual and bicultural state," he said. "It's critically impor-

tant to us to... reverse this trend irretrievably. We hope that, with this message, we can reverse the dropout rate of Hispanics, which ranges from 45 to 80 percent in junior high and high school levels."

Six states - Illinois, Indiana, Nebraska, Kentucky, Virginia, and Georgia - have already passed official-language bills in recent years. Florida, under the umbrella of US English, is the only state besides California expected to carry the issue on this November's ballot.

THE BIG ONE

"We also have our eyes on Arizona, Texas, and Washington State," said Diamond. "A great deal depends on how we do in California. Because this is the big one - the largest state."

A former special assistant to Hayakawa in Washington and California, Diamond writes all of the fundraising letters and position papers for the California English Campaign, engages in public debates, and makes radio appearances.

One of his most vocal critics is John Trasvena, legislative attorney for the Mexican American Legal Defense and Educational Fund (MALDEF).

"At face value, it's a compelling argument," said Trasvena in a telephone interview from his office in Washington, DC. "But the hidden message is where we part company. It's not just a gentle reminder that English is an official language. Everybody knows that. But to lift English to a constitutional status has a very different meaning. There's a hidden agenda of US English, which is getting rid of foreign interpreters for defendants, crime victims and witnesses. A smart attorney might be able to get his defendants off if the witnesses don't speak English..."

"Probably the most important thing is the provision in the proposed amendment that allows anyone to go into state court to enforce this constitutional amendment. That means that if a US English supporter in Monterey Park wants to use English-only to get rid of Chinese business signs, they can go into court and do that. Or they can sue the city for illegally spending funds to buy a Chinese-language newspaper for the public library... Foreign-language radio stations will have absolutely no protection."

In the Jan.-Feb. 1986 issue



Stanley Diamond

of Update, the newsletter for US English, it is stated that "US English asked the Federal Communications Commission (FCC) to consider the current concentration of foreign language stations on the radio band before awarding more operating licenses to foreign language operators in the same area."

BILINGUAL EDUCATION

In the Lau vs. Nichols decision of 1974, the US Supreme Court ruled that bilingual education must be implemented in schools that have a certain number of students at the same grade level who speak the same

non-English language. California state laws have expanded upon this ruling, calling for the accreditation of trained bilingual teachers to teach students academically in their primary language while easing them gradually into all-English classes.

"We think bilingual education is a scandal," said Diamond. "So we hope one result [of the amendment] would be to change the bilingual laws in California. We want the methods of teaching immigrants English to be at the district level, not decided by the federal and state government. And by and large, the kids, within two or three years, should be in a totally English-speaking setting."

TERRIBLE HOAX

"The California Association for Bilingual Education (CABE) thinks in terms of four years and sometimes six. That's just a terrible hoax. The idea is to make jobs for aides, teacher, researchers, and resource centers... Many of the bilingual education teachers are unqualified. They're hired just because of the language."

Shelly Spiegel-Coleman, President of CABE, responded in a telephone interview, "Research has shown that if you take a child who doesn't

know one word of English when they arrive here, to achieve an academic level that's grade-level, they need to be in a program anywhere from four to six years. It only takes them two or three years to learn to speak English... But raising a child just because they can speak is dooming them to failure in an all-English program."

She added that the four-to-six year recommendation is only for children who enter school with no academic background whatsoever. "If a student comes here in third or fourth grade and they've already gone to school in their own language, that transition will be real quick. But our biggest numbers are in Kindergarten, 1 and 2. They don't come to us with an academic background."

Asked whether many bilingual teachers are unqualified, she said, "That's wrong. Every single bilingual teacher has their elementary or secondary credential, that every other teacher has. To be a bilingual teacher, they have to have a bilingual certification too."

S.I. Hayakawa, in a telephone interview, sided with Diamond on the bilingual issue.

MAKE-WORK PROGRAM

"It seems that people in
Continued on page 6

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Standardized tests

Group warns of lawsuits over ethnic bias in tests

Capitol News Service

The California Public Interest Research Group (CalPIRG) has warned state lawmakers that California may become the subject of lawsuits over ethnic bias in college entrance tests and professional licensing examinations.

Similar lawsuits have been filed in New York, Alabama, Texas and Georgia alleging that standardized test questions discriminate against minority groups.

CalPIRG says a new statistical method, known as the Golden Rule procedure, has been developed to minimize ethnic bias and that California should adopt the procedure.

Legislation requiring use of the Golden Rule procedure was introduced this year by Assemblywoman Gwen Moore, D-Los Angeles.

Moore's AB 4045, which relates to college and university tests, has been approved by one Assembly committee and is awaiting a hearing by another.

The Golden Rule procedure originated in a November, 1984 out-of-court agreement between the Educational Testing Service (ETS), the State of Illinois, and the Golden Rule Insurance Co. The company charged that the Multi-State Insurance Agent Licensing Test, developed by ETS,

was not job related and unfairly discriminated against blacks.

According to the agreement, future exams still will cover the same content areas and test questions will be of the same level of overall difficulty. The only difference will be that within groups of items which measure the same content area, items on which whites and minorities differ least will be used first.

"The Golden Rule procedure," says CalPIRG spokesperson Teri England, "does not make tests any easier, it just makes them more fair and valid as measurement tools. If test score differences between minorities and whites or between rich and poor genuinely reflect a difference in aptitude or intelligence, then the test is fair."

An excerpt from a recent Scholastic Aptitude Test administered in New York, she says, illustrates bias against students who are not familiar with the activities and vocabulary of upper-middle class Americans:

1. RACQUET is to TENNIS what:
 - a. springboard is to diver.
 - b. horse is to polo.
 - c. glove is to boxing.
 - d. club is to golf.
 - e. gun is to hunting.

The answer is d.

*Daily Reader
May 6,*

San Diego GOP to try recruiting more Hispanics into party

United Press International

SAN DIEGO — The San Diego County Republican Party announced Monday its participation in a nationwide project to recruit more Hispanics into the GOP.

The \$300,000 "Project Adelante" was first announced April 23 in Washington and is in part a response to crucial Senate races in states such as California, Texas and Florida. Adelante means "to come in and move forward."

"Since 1980, the Hispanic community has shown an increased willingness to not only listen to the Republican message, but also to vote for Republicans," Vice Chairman Jeff Scott said at a news conference.

"The values of Hispanic people are very similar to the Republican Party's in terms of prosperity and economic development," he said.

Scott said various exit polls found that President Reagan received 47 percent of the Hispanic vote in 1984, a 17 percent increase from 1980.

"If the Republican Party is going to build upon these results in 1986, we must continue our efforts to reach Hispanic voters with our message," Scott said. "The Republican Party of San Diego is trying to build upon these efforts."

THE LOCAL program began with the publication Monday of a "basic Republican image piece" in all San Diego and Los Angeles Hispanic publications to recognize the Cinco De Mayo holiday, Scott said. The specifics of future events are still being discussed, he said.

"Currently, there are only two Hispanic Republicans in local office," said Rosalio Atilano, president of the Republican Hispanic Committee of San Diego.

"The Republican Party is a bridge to opportunity and that is what this effort is all about," said Atilano, a former Democrat. "In the past, the Democrats have made promises, but the Republicans have been the ones delivering on those promises."


IN SUMMARY

THE WEEK

'Democrats' Address Blasts Bennett On Bilingual Policy

"Bilingual education not only works—it has been an unqualified success," declared Representative Morris K. Udall April 26 in the Democrats' weekly radio address.

"It has produced citizens that can be more productive and better able to become a part of this diverse country of ours while retaining their own dignity and culture," he said.

The Arizona Congressman criticized Secretary of Education William J. Bennett for seeking legislation that would allow increased federal funding of alternatives to bilingual education. "If anything, we need to work to expand the scope of the program, not diminish or dilute it," Mr. Udall said.

"Only 10 percent of those eligible actually receive bilingual education" under the federal Title VII program, the Democratic spokesman added. "The result is a shockingly high number of American adults

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1986/0-May 2, 9, 16, 1986

1986/0-May 2, 9, 16, 1986

PORTERFIELD

BY JOE MARTIN

ANOTHER REASON WHY MANAGEMENT PERSONNEL SHOULD HAVE A WORKING KNOWLEDGE OF COMPUTER OPERATIONS

JOE MARTIN
5-16



" IF YOU WANT THAT PAYROLL OUT ON TIME, WE'RE BONNA NEED A NEW JOYSTICK "

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3/12/86

Daily
Recorder

Official language drive will isolate immigrants: lawyer

By Susan Seager
United Press International

FULLERTON — The drive to make English the official language of California will isolate immigrants instead of helping them become a part of the mainstream, an advocacy lawyer said Friday.

"What the English-only movement represents is an effort to deprive these people of those rights that would help them assimilate into American society," said Linda J. Wong, associate counsel for The Mexican-American Legal Defense and Education Fund (MALDEF).

Wong said recent immigrants need programs like bilingual education and bilingual public services to learn about American society and participate in it even if only in their native language.

She also warned that the English-only movement is just one facet of the thinly disguised backlash against newcomers.

"Anti-immigrant backlash is really dangerous," she told reporters at a conference on immigration policy at Cal State Fullerton, "not only because it inflames racial prejudice, but because it is polarizing entire communities."

WONG ALSO SAID that proposed sanctions against employers who hire illegal aliens are doomed to failure of enforcement difficulties, saying there are not enough local police or federal agents to check up on the thousands of employers who use undocumented workers.

"Enforcement is physically impossible to do and fiscally improbable, with the Gramm-Rudman law," she said.

Wong criticized Harold Ezell, western regional director for the Immigration and Naturalization Service, for his outspoken views on illegal aliens.

"Here is a man who is more of a demagogue than a public official," she said. "I would equate Ezell to (former Interior Secretary) James Watt in terms of his kinds of outrageous comments."

Wong said her group is considering asking Congress to launch an investigation of Ezell for his role in Americans for Border Control, a private lobbying group for immigration reform, including business and religious leaders, formed earlier this year.

"(The group) would not exist but for Harold Ezell's efforts," Wong said, saying public officials should not be involved with private lobbying groups.

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Secretary Bennett Defends His Plan To Change Bilingual-Education Law

Critics See 'Disaster' in Shift of Decision-Making to Localities

By Keith B. Richburg
Washington Post Staff Writer

Education Secretary William J. Bennett told a Senate panel yesterday that his proposed changes in the nation's bilingual education law would give local school districts more flexibility, but Hispanic leaders and bilingual advocates roundly criticized his plan as "a prescription for disaster."

The two-hour hearing was marked by the rhetoric on both sides, with Bennett calling current bilingual laws "heavy-handed" and a former Puerto Rican immigrant challenging the secretary to "study Japanese for six months, and then study philosophy—his discipline—in Japanese."

Opponents have accused the Reagan administration of using the proposed changes in the bilingual law as a front for dismantling the program—a charge Bennett hotly denied.

"This is untrue," Bennett said. "In this time of tight financial restraint, we have maintained funding for bilingual education at its current level."

But Raul Yzaguirre, president of the National Council of La Raza,

said, "The real purpose is to reduce federal funds for bilingual education."

He said the changes would give Bennett "sweeping and unprecedented authority to pick and choose" among the various methods to be funded, and he accused Bennett of being anti-bilingual because of his appointments of some outspoken opponents of bilingualism to a department advisory panel.

Norma Cantu, education director for the Mexican American Legal Defense and Education Fund, warned that local school districts could not be trusted. "There is already a great amount of flexibility and with that a great amount of abuse of the rights of minority language children," she said.

The debate is over the "transitional bilingual" method of teaching English to foreign language children. Under law, at least 75 percent of federal bilingual grants must be spent on the transitional method, and only 4 percent can be spent on alternative methods, with the remainder going for administrative costs.

Bennett's proposal would remove those restrictions and allow localities to use federal money for any

bilingual method they deem appropriate. The proposal has generated outcries from bilingual proponents, and praise from some local governments and from supporters of an "English-first" strategy of educating foreign children.

Research is inconclusive in determining which method is most effective, according to experts. Transitional bilingual education means essentially that children take English classes but also take their regular subject matter in their native languages. Other methods include immersion, in which teachers speak only English in all classes, and ESL (English as a Second Language) where children take intensive English classes first, before beginning their other subjects.

"Federal bilingual policy is characterized by its exceptional prescriptiveness . . .," Bennett said. "And to this date, there is indeed no evidence of the superiority of the prescribed method—transitional bilingual education."

The hearings were conducted by Sen. Dan Quayle (R-Ind.), who introduced a bill to remove the cap on the amount of federal money that can be used for alternative methods.

Bilingual Education Debate Intensifies

In the Santa Ana Unified School District, 308 teachers take Spanish language classes every week, and some find them difficult.

"We could be taking classes the rest of our lives," said one of the instructors, Bettie Howser.

The Santa Ana school district is second only to Los Angeles Unified in the number of non-English-speaking students, the majority of them Latino. Howser must learn to speak Spanish fluently because of a state law passed in 1976. The law, in effect, guarantees a student the right to be taught in a language he or she understands.

Please see CITIES, Page 4

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Week in Review

CITIES

Continued from Page 1

That law will expire next June, however, and a debate is going on in Sacramento over a bill to extend bilingual education until 1992.

The debate is intense, which is fine by Howser. "I think it's very good that this will be getting the problems all out in the open," she said.

Proponents of bilingual education use as an example a successful program at Eastman School in East Los Angeles. When bilingual teachers were used there to intensify teaching using Spanish, test scores rose significantly.

Opponents, however, cite the case of the Garden Grove Unified School District, which over the last 10 years received a wave of students from Vietnamese immigrant families.

Teachers fluent in both English and Vietnamese could not be found, so classes were taught in English with parents and others translating.

District officials reported that the Vietnamese students quickly learned English and now predominate among the district's honor students.

No comprehensive studies exist on the effectiveness of the last 10 years of bilingual education in California. The sides have been drawn along political

lines, with Assembly Speaker Willie Brown (D-San Francisco) pushing the bill and Republicans criticizing it.

Assemblyman Pete Chacon (D-San Diego), who authored the 1976 law, insists that bilingual education works well in districts that genuinely support it.

He said, however, that the lack of bilingual teachers is a major problem. "I blame California's colleges and universities in this," Chacon said. "They have not trained the teachers we need."

Gov. George Deukmejian, a Republican, has taken no public stance on the bill. But backers fear that if the bill does make it through the Legislature, Deukmejian may veto it.

Deukmejian's education adviser, William Cunningham, refused to discuss either the bill or the likelihood of a veto. But, he added, "I can't imagine there not being some form of bilingual education."

Convention hotel given green light

By TOM MAURER
Californian staff writer

Finally, Bakersfield's proposed downtown Clarion convention hotel has the green light.

Hotel developers have signed a final development agreement for the \$21 million project that is the next-to-last step before the project can begin. City Council members, who sit as the Redevelopment Agency, will see the agreement today but legally must wait two weeks for public inspection before they can approve it July 2.

It will be a long two weeks for the city, which has waited at least five years through several false starts and delays for the project to be financed.

City Manager George Carvalho said the legal and financial problems which have plagued the hotel project have been resolved, and the development agreement includes a construction loan of \$15 million by Mercury Savings and Loan.

"This is the first major development project brought to the Redevelopment Agency with not only the agreement in final form, but with financing for the project also in place," Carvalho said in a report to the agency.

The complicated development package includes some financial risk for the city, which must buy and condemn

Turn to HOTEL / B2

HOTEL: Agreement signed

Continued from B1

land next to the Civic Auditorium then give the loan company rights to the land. That resolved a legal problem which had thwarted other financial packages because the developer did not own the land.

Carvalho said the city was required to "subordinate" its land rights to the bank because "the current uncertainty regarding the local Bakersfield economy has made financing for the hotel more difficult to obtain."

But the developers, AIRCOA West Coast Development and a group of local investors, must invest more than \$6 million of their own money in the project to protect the Redevelopment Agency's investment and land.

If the bank ever foreclosed on the property, the city would get its money before the developer was paid, Carvalho said. That means the developer and investors would have to lose their \$6 million before the Redevelopment Agency lost its money.

The agreement also outlines the responsibilities of the city and the developer.

The 10-floor, 297-room hotel will include two restaurants and will be built adjacent to the Civic Auditorium on Truxtun Avenue.

rium on Truxtun Avenue.

Once the city acquires the land, it will lease it to the developer for construction. The city already has begun condemnation of an abandoned meatpacking plant at 1501 Q St. The property is owned by Samuel Rudnick and the Rudnick Estate Trust, who have been entangled in an estate battle for nearly 20 years.

While the developer builds the 10-floor hotel, the city will pay \$2 million to build a large banquet room and meeting rooms at the Civic Auditorium. The city also will refurbish the auditorium at a cost of \$1.5 million.

The developer will pay no rent for the first year of operation, but will pay a total of \$450,000 during the next four years. The rent increases to a total of \$1 million during the next five years and will be about \$250,000 annually afterward.

The developer also must pay the city 7 percent of its room sales above \$3.1 million and 3½ percent of all other sales above \$2.25 million.

The developer also will repay over 10 years the \$100,000 the city will spend to relocate businesses or homes on the land and demolish the buildings.

The Redevelopment Agency also receives any increased property taxes generated by the hotel.

Love ya

Redevelopment Agency clears way for hotel

By TOM MAURER
Californian staff writer

The Bakersfield Redevelopment Agency on Wednesday unanimously approved a new financial agreement for the \$21 million Clarion convention hotel, clearing the way for the project to begin.

The city now must acquire four parcels of land east of the Civic Auditorium on Truxtun Avenue and clear it away for the hotel. The City Council, which acts as the Redevelopment Agency, approved confidential land appraisals Wednesday and will make purchase offers.

Eventually, the city might have to condemn some of the land, primarily where 450 new parking spaces will be built for the hotel. The city will wait to condemn or buy land until the developers raise \$5 million to invest in the hotel.

Developer Gordon Bell said it should take less than three months.

"We've already invested \$1 million cash in this project without any guarantee that the city will deliver the land," Bell said. "So we have no doubt that we can perform. ... We've bet \$1 million that we will perform and we've bet that the city will perform."

The developers also have given the city a \$300,000 non-refundable "commitment fee" to guarantee that it would not back out of the project.

Special legal consultant David Beatty said the three-month time frame to raise \$5 million was a relatively short period and that council members should not be concerned.

"After all, he may not have the money to bring you today, but you don't have the land to give him today, either," Beatty said.



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A Times Mirror Newspaper

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Innovation in the Schools

American students rarely become fluent in a foreign language. Nationally, only 15% of high-school students even study a second language. The Los Angeles Unified School District requires students to take a foreign language for one year, barely an introduction. Students can bypass that requirement if they study fine arts for a year.

The Los Angeles Board of Education, therefore, is on the right track with a new voluntary program that will help English-speaking students become fluent in Spanish.

Board member Alan Gershman suggested the pilot program. He also suggested basing it in one school that would be reopened in Bel-Air. Board member Jackie Greenberg suggested basing the program in one classroom at 10 elementary schools, which would be a more equitable strategy.

The program, modeled on the San Diego Unified School District's successful bilingual/immersion program, would permit English-speaking and Spanish-speaking elementary youngsters to learn primarily in Spanish.

The amount of English gradually increases. At the three participating schools in San Diego, 80% of the kindergarten classwork is taught in Spanish and 50% of the fourth-grade material is taught in English.

Both groups of children benefit academically. On achievement tests they perform as well as or

better than students who learn in more traditional settings. They also benefit from the intense language instruction at the early levels. The English-speaking children develop a native-like fluency in a second language. The Spanish-speaking children develop a solid base of knowledge and skills that, according to some experts, transfer more readily into English. The students also benefit socially as they learn together.

The San Diego program has worked for 10 years. Culver City has a similar immersion program for English-speaking students. Santa Monica has planned a program for September.

Los Angeles can also benefit. One-fourth of the district's students, 145,000 children, know only limited English. They speak 86 languages. The majority, easily 90%, speak Spanish. The next largest language minority is Korean, followed by Cantonese, Filipino and Armenian.

English, the language of our culture, is, without challenge, the language that every child needs to succeed in this country. Proficiency in two languages can enhance that success as the nation and the state reach out longingly to foreign markets and as the region becomes even more international in flavor and population.

The bilingual/immersion program, supported by the Los Angeles Board of Education, responds, innovatively, to a growing need.

COMMENTARY

First Amendment Rights Are 'Crucial' In Educating Language-Minority Pupils

By Stephen Arons

The continuing debate over the federal role in bilingual education is being conducted in an atmosphere almost completely devoid of an understanding of what is at stake. Beneath the surface concern for such issues as which method of English instruction works best lies a widespread assumption that limited-English-proficient students should sacrifice their cultural heritage as the price of a public education. Such imposition of beliefs and values vio-

Amendment an appropriate and powerful tool for understanding and remedying the damage currently being done to language-minority families.

In fact, in applying a First Amendment freedom to express, receive, and transmit family values and beliefs to language-minority students, the government would be doing nothing more than recognizing the equal moral worth of all American families and their equal entitlement to raise their children according to their own best judgment.

It is the integrity of family values, the sense of self of students, and freedom of belief and expression that are at stake in the debate over bilingual education.

lates the principles of the First Amendment. And even if the Reagan Administration fails in its efforts to reduce the emphasis on native-language instruction in federally funded programs for LEP students, the situation will remain a depressing one.

We will still be living with a massive pattern of dropouts, disservice, discrimination, and educational deprivation directed against children whose first language is not English. We will still be condoning widespread violations of the fundamental rights of language-minority families. And we will still be engaged in the self-destructive squandering of the diversity that is a pluralistic country's most valuable national resource.

To this tally must be added the effects of that misguided group U.S. English, which is seeking to amend the Constitution to make English the official language of the United States. The result is that the debate over language policy in the schools is beginning to sound startlingly similar to the historically discredited efforts to create an official religion and an official race in America.

The federal courts have contributed to the public misunderstanding of the purposes and effects of governmental policy toward limited-English-speaking children. None of the relevant cases grounds its provision of benefits upon a constitutional entitlement. Yet any denial of the right to communicate one's primary culture from one generation to another makes the First

Over the past decade, the public and the scholarly community have become increasingly aware of the degree to which schooling is a process of socialization that inculcates the beliefs and assumptions upon which a person's world view is based. Given this fact, many have concluded that freedom of individual conscience and consciousness often conflicts with the requirements of a school system that must be responsive to the majority.

Viewing schooling as socialization makes clear that it is the integrity of family values that is at issue when the majority seeks to impose itself through schooling. The courts have not often perceived this, but when they have, family values have won out.

For example, when the state of Oregon sought to make family choice of a nongovernment school illegal in 1922, the U.S. Supreme Court, in striking down the public-school-only statute, said, "The child is not the mere creature of the State." In another example of the clash between state and family, the Court in 1943 found the compulsory flag salute in public schools unconstitutional because requiring such a confession of belief invaded the "sphere of intellect and spirit" that the First Amendment reserves to individuals.

The beneficiaries of clear legal thinking about how to make this intellectual and spiritual freedom consistent with compulsory public education have included those opposed to religious observances in public schools, groups like the Amish and some fundamentalist Christians whose religious

values are not reflected in the public-school curriculum, home-schooling families (both secular and religious), and students and teachers asserting the right to communicate and learn free of government censorship or regulation.

The message of all these cases, and of the growing movement for equality of choice in schooling, is that every family has the constitutional right—without government interference—to inculcate its values in its children so long as those values do not themselves contravene the Constitution. Language-minority families may certainly lay claim to this right, and perhaps with more justification than any other group.

Because language is at the very core of the expression and transmission of cultural values, and because the individual's identity and sense of self-worth are so closely tied to both language and school socialization, family rights under the First Amendment are crucial to language-minority families.

When a language-minority child is deprived of access to a usable and nondestructive

education, it is this self-worth and these forms of individual expression and cultural integrity that are at stake.

The child who does not find his or her language and culture reflected and respected in school is subjected to a humiliation and a stigmatization that cuts as deep as any religious persecution, any racism, or any censorship of family beliefs. If the very essence of one's culture and one's self is undercut by dissonance between home and school and hostility from public-education policy, it can hardly be expected that a successful school career will be the result.

That is why many federal court opinions in bilingual-education cases and the tenor of the current debate over bilingual education are so fundamentally wrong in their assumptions. For language-minority families, the absence of choice between programs that stress assimilation and those that help preserve the cultural values of these families amounts to a declaration that both their children and their culture are second-class.

The damage done by this hostility to family choice for language-minority children is of the same magnitude as the damage done by racial segregation in schooling. The Court put it most forcefully in *Brown v. Board of Education*:

"[Stigmatizing children] solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."

The only way to prevent this kind of damage from being done to children, families, and subcultures is to respect the choices of individual language-minority families about how they want their children educated. That is why it is so ironic that the same Administration that is hawking family choice in Chapter 1 programs should, by misstating the issue, be attempting to cut off the First Amendment right to choice of

language-minority families under the banner of "flexibility" and expanded local options.

Once it is recognized both publicly and legally that it is the integrity of family values, the sense of self of students, and the core principles of the freedom of belief and expression that are at stake in the debate over bilingual education, it becomes clear why the constitutional protections of the First Amendment must apply to language-minority families. It also becomes clear why we have no more right to use schooling to impose an official language than we had in trying to impose an official religion or an official race.

The attack on bilingual/bicultural education is the work of those who neither understand history nor respect the rights of families to preserve and pass on their values and beliefs. Unless we are able to think about language rights as we have about religion and race, we will be bequeathing to our children a legacy of unresolvable conflict over values as bitter as that of slavery

and Jim Crow segregation.

Stephen Arons is professor of legal studies at the University of Massachusetts at Amherst and author of Compelling Belief: The Culture of American Schooling (University of Massachusetts Press).

Hispanic Link

Oct. 13, 1986

Calif. Bilingual Ed Veto Angers Latinos

Hispanics educational organizations and leaders on Oct. 3 rallied against the veto by California Gov. George Deukmejian three days earlier of a bill that would have extended until 1992 bilingual education law in that state.

Los Angeles School Board member Larry González said Deukmejian's veto "is telling us to go back to the days of sink-or-swim." Ramón Cortines, San Francisco Schools superintendent, called the veto "a political decision and not an educational" one.

Current California bilingual education law does not expire until June 1987. The governor said it was too early to extend the law until the state Department of Finance had a chance to determine its cost effectiveness.

Shelly Spiegel-Coleman, president of the California Association for Bilingual Education, countered that the Sunset Review Committee,

empaneled by Deukmejian, found that bilingual education programs were the most cost efficient and effective way to help limited-English-proficient students learn the language.

The bill, sponsored by Assembly Speaker Willie Brown from San Francisco, defined in great detail the use of bilingual programs, from eliminating the requirement that one-third of students in a bilingual class be English speakers to allowing parents to withdraw their children from bilingual education classes.

Also expressing their contempt for the veto were the Association of Mexican American Educators, the Mexican American Education Commission and the Mexican American Political Association.

In 1986, 3% of the state's \$3.2 billion budget for education went to education services for limited-English-proficient students. More than 550,000 of California's 4 million students are not proficient in English.

Local educators see little effect of Prop. 63

By ELAINE O'GRADY-RANKIN
Redlands Daily Facts
Staff Writer

Local educators say that Proposition 63's passage would have no effect on bilingual education.

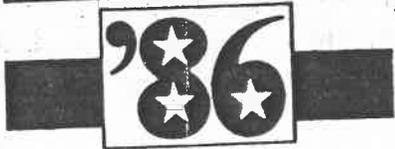
Michael Karpman, Redlands Unified School District coordinator for special projects, evaluation and testing, said unless Proposition 63 supersedes federal laws, bilingual education will continue to be provided for those students who need it.

"Whether English is the official language or not, you have to teach language to people who don't know it," Karpman said.

Jerilynn Smith-Ritchie, a consolidated projects resource teacher at Kimberly Elementary School, agrees that the measure should not affect bilingual education due to federal laws governing equal educational opportunities.

She said educators differ on the ways to teach English. Many believe complete immersion in English-speaking classes is the only way, while others argue that students should be supported in the classroom with teachers who can speak the students' primary language.

CAMPAIGN



At Kimberly, she said, there are students speaking everything from Spanish to Vietnamese to Rumanian, so it makes it difficult to employ a teacher who can speak all those languages.

She said she has never come across a student who did not want to learn English.

Smith-Ritchie's opinion is that many people do not know what bilingual means. They are afraid of all the immigrants entering this country. She said the goal of bilingual education is to take non-English speaking students and teach them English so they can become literate citizens who can function in American society.

Redlands is coping with many non-English speaking adults by offering English classes at five different locations, said Beatrice Moreno, the adult basic education and English-as-a-second-language chairperson for the Redlands

Adult School.

"This year we had to expand, the demand for adult English classes was so strong," she said.

Classes are held both during the day and evening to accommodate over 680 adults. The technique the adult school employs is to immerse the student in English.

She said teachers speak nothing but English throughout the entire class.

In a telephone interview, Assemblyman Bill Leonard, R-Redlands, said he supports passage of the proposition.

He said the reason the language of Proposition 63 is vague is because the measure is only a "symbol."

He believes minority voters who do not speak English can be used as a political weapon by minority politicians who want to keep their constituents ignorant.

Leonard said the measure does not intend to cut emergency services to individuals who do not speak English.

"There is no penalty or force involved," he said.

One positive effect of the measure, he said, would be the

development of more English classes for minorities. He continued to say he thinks all students should be required to speak a second language.

Most importantly, Leonard said, the measure would bring more individuals into the mainstream of American life.

Frank Heston, assistant registrar of voters in San Bernardino County, said if the measure passes it will not have a direct effect on this county.

"After the November elections in 1983, San Bernardino County was no longer required to print ballots in both English and Spanish."

The county is required, he said, to print instructions, facsimile ballots, and other election materials in Spanish and make them available at the polls on election day.

Heston said only 10 counties in the state are still required to print ballots in a foreign language. Most of those counties, he added, have a concentrated number of non-English speaking individuals residing there.

*Redlands Daily Facts
10-27-86*



Los Angeles Times

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Seeing the Light

Bravo for Norman Cousins. The noted author and editor has resigned from the advisory board of U.S. English, the organization promoting Proposition 63 on next month's general election ballot, because he finds the English-only initiative repugnant.

Proposition 63 would declare English the "official" language of California, order the Legislature to enforce that status, and give anyone the right to sue if he doesn't like the way it is being enforced. Proposition 63 is unnecessary, because it affirms the obvious. It is misleading, because its proponents portray it as benign when it is divisive and potentially costly. And Proposition 63 is dangerous, because it encourages complex lawsuits against multilingual services that most reasonable people would agree are necessary, like bilingual emergency-telephone operators.

Consider the thoughtful argument made by Cousins, former editor of *The Saturday Review*, in denouncing it:

"I now recognize that Proposition 63 has a negative symbolic significance," Cousins said. While Cousins still seeks to protect English against disintegrating tendencies, he added that "I am now forced to recognize that legislation is not the proper or effective means for dealing with this problem."

"Not until we provide educational facilities for all who are now standing in line to take lessons in English," Cousins concluded, "should we presume to pass judgment on the non-English speaking people in our midst."

Clearly Cousins was moved, as we were, by recent news reports that that thousands of people who want to learn English are being turned away from adult schools across the state because of a shortage of education money to pay for classes in English as a second language. There is the living, breathing proof that a mistaken and even mean-spirited fallacy underlies Proposition 63—the notion that newly arrived foreign residents of the state don't want to learn English. In fact, the English language is not endangered in California, or anywhere else in the world. If anything, it would flourish even more if we did positive things to promote it, such as giving our schools even more money to teach it.

But Proposition 63 does absolutely nothing positive. It is a negative initiative whose enactment would lead California's many foreign-born residents, and even many Latino and Asian-American citizens, to feel "disadvantaged, denigrated and demeaned," to once again use Cousins' eloquent words.

Cousins originally lent his name to U.S. English out of a sincere concern for the future of the English language.

Those same good intentions probably motivate the many Californians who are inclined—as public opinion polls indicate—to vote for Proposition 63. But if California voters study the vague language of Proposition 63, and ponder its implications, they will come to the same conclusion Cousins did and refuse to endorse it. We again urge the defeat of Proposition 63.

Prop. 63 victory could deal fatal blow to bilingual education



RICHARD COLVIN

In Carla Anders' fourth-grade class at Lazear Elementary School, at the 29th Avenue on-ramp to I-880 in Oakland, the nation's growing debate over bilingual education seems to have been drowned out.

In its place is the chatter of Spanish and English from happy youngsters. Two of Anders' 28 students do not read or speak English; four speak no Spanish; the other 22 are at 22 different levels of fluency. Fluent in Spanish and English, Anders teaches part of the day in each language.

One group points to simple one-syllable words when they are read by a classroom aide. Another is explaining to Anders the meaning of such words as "flabbergasted," "tattered" and "astonished." Students shift rapidly from speaking Spanish to English and back again.

From the perspective of this smooth-running classroom, where students move from room to

room and group to group to get the appropriate instruction, the intense political debate over bilingual education is difficult to understand. Yet, when the issue re-emerges in the Legislature next spring, its outcome will shape what goes on here as well as in the classrooms of the other 567,500 California students for whom English is a foreign language.

Last month Gov. Deukmejian vetoed legislation extending the state's bilingual education law from June 1987 to 1992. Reforms included in the law encouraged innovations in serving students, ordered greater communication with parents, directed the state to assess the effectiveness of bilingual teaching and eased the requirements for small school districts.

Every major education constituency in the state backed the bill. And Deukmejian's veto brought outraged cries from educators of all stripes: from the conservative California School Boards Association to the liberal California Rural Legal Assistance Foundation.

William Cunningham, Deukmejian's education adviser, said the governor merely blocked the law because a thorough examination of the program's effectiveness was needed. But critics blasted the governor for caving in to conservative Assembly Republicans who had sought the veto.

The controversy over bilingual education is not a new one. Ever since the U.S. Supreme Court's

EDUCATION WATCH

1974 *Lau v. Nichols* ruling, requiring that non-English speakers be given an equal education, the way to achieve that has been a matter of debate.

Some fear that strictly bilingual instruction isolates students and makes them dependent on their native language. It is no doubt true that in some classrooms English has been ignored.

But others argue persuasively that instruction in one's native language builds the skills necessary to learn English more quickly. According to the Assembly Office of Research, only half of those who need instruction to learn English are in bilingual classrooms; only 18 percent of those students are taught by a credentialed bilingual teacher.

In 1985, there was a shortage of 4,000 bilingual teachers and another 5,000 officially bilingual teachers did not speak two languages.

The research office also cited limited experiments showing bilingual classrooms to be the most effective, and the cheapest, way for students to learn English.

Deukmejian ignored those findings. Now the political landscape on which the issue is played out next spring will be changed dramatically with the likely passage Nov. 4 of Proposition 63.

That would make English the state's official

language. And instead of a re-examination of bilingual education, the Legislature could become the scene of a battle to retain any shred of the old program.

"Now we are talking about reforming it," said state schools Superintendent Bill Honig. "Next year it's going to be a hotter discussion — whether we keep it or not."

In Carla Anders' classroom last week, the students had been given an appropriate homework assignment: "Mi tarea es buscar informacion acerca del Gobernador Deukmejian y Tom Bradley. Cuantos anos se necesita para votar?"

"My homework is to find out information about Gov. Deukmejian and Tom Bradley," Anders had written on the blackboard. "Find out how old you have to be to vote."

These students will find out quite a bit about the governor if he does not become an advocate for their education next spring. They may find out that he cares more about the support of fellow politicians than about teaching children to speak English.

Education notes: Graduate School Information Day, Oct. 30, on the UC Berkeley campus. Call 642-5207.

Richard Colvin is *The Tribune's* education writer. *Education Watch* is published every Sunday.

IN BRIEF

Hit-and-run driver sought in death of warehouseman

Oakland police are searching for the driver of a blue Chevrolet involved in a fatal hit-and-run crash Friday. Police said the driver failed to obey a stop sign at the intersection of Outlook and Seminary avenues. Andrew Lee Hewitt, 36, a warehouseman, was killed in the accident.

described it to police. Officer Jim Haller recognized the car and within minutes arrested Chester Vincent Zabbo, 30, of Concord.

Drivers booked in fatal accident

LIVERMORE — Two drivers were booked on suspicion of drunken driving following a

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Wednesday, Oct. 29th thru Saturday, Nov. 1st
DOORS OPEN AT 9:00 AM and CLOSE AT 6:00 PM EACH DAY

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25% to 50%
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Delegates back bilingual ed report

4CSA Ed. Ctr.
10/27/86

A first reading of ACSA's position paper on bilingual education, developed by the Task Force on Language Minority Issues, was approved by Representative Assembly delegates at their Oct. 17-18 meeting.

"ACSA can't live any longer in a comfort zone, shying away from the issue of bilingual education," said Bob Mohr, chair of the task force. Demographics prove bilingual education is a "critical issue, and we need to get ahold of it and become the leaders," he said.

After meeting three times, the task force submitted a draft of its position paper to the board in September. The board accepted the paper, and voted to submit it to the Rep Assembly for a first reading.

The task force will present a final draft of the position paper for approval at the March 1987 Rep Assembly meeting.

Mohr told the delegates the task force took the position that it "didn't need to argue whether bilingual education is appropriate. That's a dead issue." He said the real issue is "how we can mobilize our schools and our resources and get the job done."

The task force's paper included recommendations in the following areas: the role of ACSA as a statewide organization, program practices, personnel needs, program research and evaluation, the role of parents, and fiscal support.

In the introduction of its position paper the task force said, "ACSA believes that the primary goal of bilingual education is to develop English language proficiency." The draft also



"Bilingual education is a critical issue. We need to become the leaders."
—Bob Mohr

said, "ACSA believes that language minority students have a right to equal education opportunity through bilingual programs designed to meet their language, academic, and psycho-social needs."

Mohr told the Rep Assembly delegates that the issue of bilingual education "is not best left in the hands of the program directors," but that it should be left up to principals and superintendents. The issue "has been relegated to specialists, but must now

enter the mainstream," he said.

"We think ACSA should own this issue. We'd like to see ACSA be proactive, and help the public understand the issues at stake," Mohr said.

Members of the Language Minority Task Force include:

Chairperson:

Bob Mohr, 13th State President
Superintendent

Lindsay Unified School District
Continuing Education

David Vega, Principal
Kings River High School

Equal Educational Opportunity

George Tognetti, Director
Bilingual Education & Special Projects
Dixon Unified School District

Lupe Buell, Coordinator, ESOL
Cajon Valley Union School District

Elementary Education

Tom Valdiviez, Principal
Montebello Gardens School
Montebello Unified School District

Curriculum & Instruction Leaders

John Vugrin, Assistant Superintendent
Chula Vista City School District

Junior High/Middle School

Dave Cook, Principal
Oakdale Junior High
Oakdale Unified School District

Secondary Administration

Rupert Ascuncion, Principal
Franklin High School
Stockton Unified School District

Personnel Administration

DeWayne Ouren, Director
National School District

Superintendency

James Baker, Superintendent
Pajaro Valley Unified School District

Urban Affairs Committee

Vincent Villagran, Administrator
Bimini Center

Los Angeles Unified School District

Association of Mexican American Educators

Victoria Verches, President

AMAE

California Association for Bilingual Education

Shelley Spiegel-Coleman, President

CABE

A Common Language, So All Can Pursue Common Goals

By S.I. HAYAKAWA

My interest in language and its influence on thought and behavior stems from the 1930s, when I was engaged in trying to teach college freshmen in Wisconsin how to write well—which, of course, means thinking clearly.

It was in 1938 that I met Alfred Korzybski, who had founded the Institute of General Semantics in Chicago. His seminars, which I attended, opened up fascinating new areas of thought and speculation for me and many of his fundamental ideas have helped to shape my thinking.

Korzybski taught us that communication is the fundamental survival mechanism for all human life. It is second in importance only to eating and breathing. Using the symbols of language, we communicate across generations and create cultures and societies. When we fail to communicate, we exacerbate every kind of human conflict.

People ask me why I am devoting my retirement to the cause of safeguarding and protecting the English language in California by working in support of Proposition 63, the English-language amendment.

The answer lies in the fact that a common language between people is the critical element that enables us to resolve differences, cooperate with each other, understand and respect other points of view and work toward realizing our individual social, cultural and economic goals.

Failure to communicate—whether between individuals or nations—makes for distrust, discord, fistfights and even wars.

One of the primary sources of our strength as a nation has been our past willingness to recognize and accept the primacy of English and to make it our unofficial language. Generations of immigrants have applied themselves to the task of learning English in a worthy effort to "become Americans" and "get ahead."

While the vast majority of immigrants still enter the American mainstream through the time-proven "melting pot" process, some special-interest groups are mounting a challenge to it in a misguided effort to promote cultural pluralism. They would raise other languages to equal status with English, and promote a bilingual and bicultural state and nation.

This is a recipe for disaster.

Bilingual and bicultural societies already exist in Canada, Belgium, South Africa, Sri Lanka and other areas of the world. The results have ranged from disharmony to bloody strife. Their sad experience should be object lessons to us, rather than models.

In Canada, for example, it costs that nation's taxpayers 25 cents per word to translate government documents from English to French and vice versa. In Sri Lanka (formerly Ceylon) the Tamils—who speak a language of immigrants from India—have more than once been in armed conflict with those who speak Sinhalese.

For months I have been traveling up and down this state, urging California's voters to support Proposition 63. It would add an amendment to the state's Constitution recognizing English as the official language of our state government.

It would not, as some opponents have shamelessly tried to assert, impose English in homes, private businesses, religious ceremonies or any other private context. The amendment pertains only to the language of state and local government.

And few, if any, areas of governmental activity are so sorely in need of linguistic direction as our public schools, where present "bilingual" programs are resulting in a drop-out rate approaching 50% among Latino students. This is inexcusable.

Do not misunderstand. I am a firm believer in effective bilingual education, and passage of Proposition 63 would not abolish it. Passage would, however, force a close examination of current practices in an effort to bring children with English-language deficiencies up to speed in English and then move them into English-taught classrooms at the earliest practicable time.

My goal as a linguist and former educator is to see the drop-out rate among Latino students reduced to the lowest point feasible. I want them to graduate and be able to apply for, and receive, college scholarships. In short I want them and all children who experience language problems to be helped in resolving those problems so they can communicate, assimilate and achieve.

Former Sen. S.I. Hayakawa (R-Calif.) is honorary chairman of the California English campaign.

By FRANK del OLMO

Next week's general election could be very encouraging for Latino citizens. Every incumbent Latino member of Congress, most of them Democrats, will likely be reelected. Even the Republican Party is running strong Latino candidates this year for U.S. Senate in Maryland, governor of Florida and attorney general in Texas.

But casting a pall over these potential achievements are two campaigns in California—the battle over Proposition 63, the initiative to declare English the state's official language, and the effort to oust California Supreme Court Justice Cruz Reynoso. If both succeed, every other Latino political victory will be tainted.

Proposition 63 was put on the ballot by U.S. English, an organization that fears English is somehow threatened in this country. Ignoring all evidence to the contrary, including long lines of Latino and Asian immigrants signing up for English classes, U.S. English drafted a benign-sounding initiative that would open a Pandora's box of complex lawsuits.

Proposition 63 seems to affirm the obvious: that most of us speak English most of the time. But in the initiative's vague language is a phrase that invites innumerable lawsuits against official use of any other language. We can only hope that the courts would put public health and safety first and keep bilingual operators working on the

Ugly or Polite, It's Racism

911 emergency number, or allow information about communicable diseases to be printed in Spanish and Asian languages. But consider how the courts would be tied up with suits against, say, the Southern California Rapid Transit District for having *Bienvenidos* printed on the side of its buses.

There are members of U.S. English who have taken that frivolous extreme in other states, like the Miami woman who demanded that McDonalds and Burger King stop using Spanish on their menus. U.S. English doesn't like to talk about her, but imagine the legal havoc that a flake like that could cause if Proposition 63 passes.

Most voters, including many Latinos, don't understand the initiative's implications. Once Latinos do realize how bad it is, their best protection will be the courts—and the hope that judges who handle the resulting lawsuits will be decent and fair-minded—like Reynoso. That's why his reconfirmation is *the* most important issue on the ballot for Latinos.

The campaign against Reynoso and his colleagues, including Chief Justice Rose Elizabeth Bird, is being pushed by law-and-order advocates who claim that the "liberal" justices are lenient on crime. It has been waged for several years and has been analyzed more than any other issue

on the state ballot—except for a troubling undercurrent that Californians have become too polite to discuss openly: racism.

I don't mean the ugly racism that motivates some people to burn crosses. The campaign against Reynoso is more subtle. It indirectly suggests that because Reynoso came from a large family of farm workers he is not quite as capable as judges with a different (that is, "better") social background. And it slyly hints that a Mexican-American judge can't analyze cases affecting poor people dispassionately.

That polite racism fairly oozed beneath the surface of a quiet conversation I had recently with a group of attorneys campaigning to have Reynoso removed from the bench. During our talk, they kept referring to Reynoso and Bird as "incompetent," while two other justices who are every bit as liberal, Joseph Grodin and Stanley Mosk, were praised as "competent." I asked them to define what they meant by a "competent" judge, and they couldn't. They mumbled things about speed in handing down judgments, but beyond that could not clearly explain how Grodin or Mosk are "competent," while Reynoso and Bird are not.

My gut tells me that what they mean by competent judges is old white men, and I

suspect that is the signal they want California voters to get. After all, opinion polls continually show Reynoso to have the narrowest margin of approval of all the justices, except for Bird, who has been the focus of the anti-court campaign all along. The reason is Reynoso's Spanish name, according to a recent analysis by two of *The Times*' veteran political writers, Bill Boyarsky and George Skelton. They convincingly showed, using Los Angeles Times Poll data and past election results, that race and ethnicity still play a negative role in many California elections.

The political professionals trying to oust Reynoso, Bird and their colleagues know this, and are counting on voter hostility to California's biggest minority population as a factor in their favor come Election Day. So are backers of Proposition 63. If they are right, Latinos are in for some hard times. They'll have to fight many tough legal battles without the benefit of one of their own on the state's highest court.

The message that Proposition 63's enactment and the defeat of Reynoso would send to the nation's Latino community should be pondered by every *politico* who wins next week. Are voters saying, "We elected you because you aren't like the rest of *them*"? Not a pleasant thought, but one that all Latinos must weigh as we define our place in this nation's political system.

Frank del Olmo is a Times editorial writer.

LA Times 10/30/86

11-2-86 - Facts

Our Readers' Views

Prop. 63 is wrong

I am concerned that we have in initiative on our November ballot that would undermine the efforts of our multilingual population to take part in the mainstream of American life. I am appalled at the prospect of using tax dollars to pay for the lawsuits that this initiative encourages.

The initiative is commonly known as the "English as the official language of California" initiative. To many people this may seem to be a harmless proposal that would validate a situation that exists. To others it may be a way to express their concern or fear that there are too many people in California who do speak languages other than English.

I invite you to visit our ESL classes in the public schools to see the interest, effort and progress made by kindergarteners through adults in their desire to learn English and to be able to take an active part in the mainstream of American life.

The vague wording of this initiative threatens to eliminate multilingual police, fire and emergency medical services. Court interpreters for witnesses and crime victims could be forbidden. These are harsh practices for newcomers who are learning our culture and language. They seem cruel and unjust to me.

This initiative encourages persons "to sue the state of California to enforce...the insurance that the roll of English as the common language of the state of California is preserved and enhanced." This initiative could prove costly as some individuals sue to protest Spanish street names, foreign language advertising, newspapers, radio broadcasts, and

the teaching of foreign language in public schools. It could be used to challenge the tax exempt status of cultural heritage organizations and language schools.

Recently I visited the Anne Frank house and museum in Amsterdam and I read the neo-Nazi literature that currently attempts to use our fears and prejudices to incite us to persecute others for cultural and linguistic differences. Perhaps this is the motivation that underlies this initiative.

Declaring English the official language of California is unnecessary. Newcomers to our state speak so many languages that our only common language is English and they know it. This initiative isn't humane or helpful and it could be very costly.

Instead of punishing those who speak other languages let's help them become contributing citizens. Vote no on Prop. 63.

Jerilynn Smith-Ritchie
Redlands

Just selective

Is Rose Bird truly opposed to the death penalty? No. She is just selective as to whom she applies it. She has repeatedly pronounced the death sentence for thousands of Californians, and required that state funds be used to carry out the executions.

Every year since 1978 the state legislature has voted to prohibit the use of Medi-Cal for elective abortions, and every year this Rose Bird Court has overturned that prohibition.

In one opinion, Justice Bird stated, "There is no claim that poor women have an absolute right to abortion

funding. Rather, petitioners argue that the state should not be able to select that choice and influence that private decision by discriminatorily denying funds for one procreative alternative which the state deems unacceptable. . . . In other words, according to Rose Bird, the state has no right to set boundaries on the use of public funds.

Under the Rose Bird Court, 100,000 Californians have lost their lives at taxpayers' expense. What's more, the mothers of these children are not necessarily poor. A teenager from a well-to-do family can get on Medi-Cal if she is pregnant. Medi-Cal will then pay for an abortionist to kill her child, all without the knowledge, much less consent of the girl's parents. Thus, many are unknowingly and unwillingly paying for the execution of their own grandchildren.

Thanks to Rose Bird, Stanley Mosk, Crur Reynosa and Joseph Grodin, California taxpayers have been forced to pay millions of dollars to abortionists. It is a twisted logic to argue that we have no constitutional right to determine how our tax money is to be used. Does this type of justice deserve the voters' approval?

Ellen O'Donnell
Redlands

Unfair proposition

California Women for Agriculture advocate a no vote on Proposition 65.

In researching this proposition, we found that California already has some 52 laws carefully designed to protect and regulate our environment. Proposition 65 would weaken these laws by absolving local, state and federal agencies.

It also would unfairly target

California farmers by stripping them of registered materials needed to produce abundant, healthy crops for us all.

The most repugnant provision in this proposition is the "bounty hunter" clause which allows anyone to sue to enforce this act, even if they are not affected by the alleged pollution. They would receive 25 percent of all penalties collected.

This costly, ineffective and unfair proposition is a bad law for California. Vote no on Proposition 65.

Alice Daniels,
Inland Empire Chapter
president, California
Women for Agriculture

Our readers' views

The Redlands Daily Facts encourages readers to share their opinions through "Our Readers' Views."

Letters must be no longer than: two pages typewritten, doubled spaced; one page typewritten, single spaced; or two pages handwritten.

Letters must be signed and include an address and phone number; only the name and city will be printed. No anonymous letters will be accepted.

Readers are limited to one letter a month.

Letters may be delivered to the Redlands Daily Facts office, 700 Brookside Ave. or mailed to P.O. Box 2240, Redlands, Calif., 92373.

Thursday, November 6, 1986

The Daily Recorder

Assemblyman vows to put Prop. 63 to work

Associated Press

LOS ANGELES — An assemblyman vowed to put Proposition 63, the English-only measure, into action by introducing legislation to make welfare applications, driver's tests and other state service forms available only in English.

"We're going to have a whole lot of bills" to eliminate multilingual state applications, said Assemblyman Frank Hill, R-Whittier, honorary vice chairman of the California English Campaign, which sponsored Prop. 63. Voters approved the measure by a 73 percent to 27 percent margin Tuesday.

"IF WE'RE not successful — and we might not be because the Legislature is still controlled by liberals — then we'll package them all together, go back to our

network of 60,000 volunteers, put it on the ballot and pass it over the heads of the Legislature," he said.

The only state services that should be available in other languages are public health, safety and justice, he added.

Prop. 63 declares the state must do nothing to diminish the role of English, and grants anyone doing business in California the right to sue if state officials take such actions.

During the campaign, opponents said they feared it would do away with bilingual services.

J. William Orozco, the Southern California spokesman for the pro-63 camp, targeted multilingual school notices for change under the measure.

In the Los Angeles County city of

continued on page 5

Prop. 63

from page 1

Alhambra where he lives, Orozco said, notices are sent home to parents in English, Spanish, Chinese, Vietnamese and sometimes Korean.

"That should be stopped," he said. "If you continue to put crutches under people, they're never going to learn English."

Supporters of Prop. 63 also are likely to target the state's bilingual education legislation, which expires next year. Gov. George Deukmejian has vetoed a Democratic-sponsored bill that would have extended the program for five years.

"We're going to get away from teaching in the native language," Hill said Wednesday. "We're going to teach 'em in English."

John Trasvina, legislative attorney for the Mexican-American Legal Defense and Education Fund, said his group would

counter any suit brought by the measure's proponents.

"THEY'LL HAVE to prove bilingual programs diminish or ignore English, and we'll argue they ultimately enhance English," Trasvina said.

In Sacramento, state schools chief Bill Honig said Wednesday that he believes Prop. 63's passage does not endanger bilingual education or English-immersion programs.

State education officials point out that an English-only approach to teaching in California public schools would violate a 1974 U.S. Supreme Court decision.

The court ruled students who do not speak English well must be offered special assistance, including instruction if necessary, in their native languages.

The same applies to a movement afoot to eliminate bilingual ballots. Under federal law, bilingual ballots must be made available in counties where 5 percent or more of the population does not speak English.

Ten California counties fall into that category.

C. to CAFH
Bob Mendon



Los Angeles Times

A Times Mirror Newspaper

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In Plain English

Voter enactment of Proposition 63, the initiative declaring English the state's official language, must not blind Californians to the reality of their multilingual state. Simply passing new laws does not change what people do in their day-to-day lives, so the need to use languages other than English will not end.

We think that a majority of California residents voted for Proposition 63 because it seemed to be a safe and logical proposal, not because they fear that the primacy of English is somehow threatened. Unfortunately, some of the backers of Proposition 63 intend to try to terminate any public use of foreign languages that they consider improper or unnecessary.

That's a losing battle that will be costly, divisive and pointless. For example, people who are dubious about experiments in bilingual education in public schools, and want to end them by using Proposition 63, will be stymied by U.S. Supreme Court decisions that mandate bilingual education. The

same will happen if they try to eliminate multilingual ballots and voting materials, which are required by federal voting-rights laws.

For similar reasons, the legal-aid groups that opposed the initiative should not panic now and try to have it declared unconstitutional. The sponsors of Proposition 63 would only come back with another initiative that could be worse, and would certainly be more divisive. It would be wiser for the groups to challenge, on a case-by-case basis, any extreme or fallacious efforts to dictate English as the language of the land.

English is the language of the land, but not because the state insists on it. It is used so widely because people, including those born in foreign countries, find it practical, necessary and, eventually, comfortable. Those are compelling reasons. They are the reasons people need to speak and write in English. They are also good arguments against using Proposition 63 to launch needless crusades.

The West

Bilingual education program is post-Prop. 63 target

By Michael Smolens, Staff Writer

The state's bilingual education program may be the first target for major reform in the wake of Tuesday's overwhelming victory of Proposition 63, the so-called English-only initiative.

Even before Proposition 63 was approved, one of the authors of the original bilingual education bill said he will push to revamp the program.

"I plan to introduce legislation in December which will radically change the program," said Assemblyman Pete Chacon, D-San Diego, in an interview last month.

Chacon, who was an outspoken opponent of Proposition 63, advocated doing away with the state-mandated program he helped create. Instead, he recommended that local school districts adopt their own method of teaching English to non-English-speaking students.

"What is needed is to remove the state's prescriptiveness," he told the editorial board of *The San Diego Union*. "We have told districts, 'This is what you teach, this is how you teach it and so forth.' That should be done away with."

He said the state would provide tests or some other means of making sure the district programs were meeting state standards.

Such reforms are almost identical to those proposed last week by Assemblyman Frank Hill, R-Whittier, who was honorary vice chairman of the California English Campaign, sponsors of Proposition 63.

Hill also said he plans to introduce a raft of bills that would require driver's license tests, welfare applications, state university student aid forms and other state services be made available only in English.

"We want to identify what I call non-essential services and we want them to be in English only," he said.

Hill's fervor for an English-only legislative binge has riled opponents and even some supporters of Proposition 63.

"I wish he'd stop," said former U.S. Sen. S.I. Hayakawa, who was honorary chairman of the California English Campaign.

Hayakawa insisted that driver's tests should be available in other languages as a matter of public safety. He also questioned whether it is appropriate under Proposition 63 to make welfare applications only English.

The dispute between Hill and Hayakawa underscores the major complaint critics have about Proposition 63: Its vague wording leads to uncertainty.

Backers of Proposition 63 say the measure will not affect public health, safety and justice. But opponents are dubious.

"It's sort of the nightmare we feared," said Edward Chen, staff attorney for the American Civil Liberties Union in San Francisco.

"Hill's conduct now illustrates: Who knows what health, safety and justice mean?"

Many of Hill's proposals are bound to run into stiff opposition, particularly in the Assembly, which is controlled by Speaker Willie Brown, D-San Francisco. Brown signed the ballot argument against Proposition 63, which was passed by a margin of 73 to 27 percent.

If his efforts are blunted, Hill said he may seek legal remedies or go back to the initiative process to circumvent the Legislature. The measure gives standing to any resident or person doing business in California to sue the government if it takes actions that "diminish or ignore the role of English as the common language of the state."

The retooling of bilingual education may be a different matter. Many state officials feel the time has come for reform, but the question is to what degree. Virtually no one is suggesting the program be dismissed entirely. Federal law requires some provision be made for non-English speaking pupils.

California Superintendent of Schools Bill Honig said that existing bilingual programs do not run afoul of Proposition 63. But supporters of the measure said its passage will give immediacy to discussions about reform that began during the last legislative session.

Currently, the state offers a "transitional" bilingual program that provides instruction in the native language of non-English speaking pupils while they simul-

taneously are being taught English.

Hill favors an English-as-second-language approach in which most instruction is in English.

Honig said he is leery of dismantling the state program, fearing the burden on the districts would be too great. He said the key to any reform is making sure the districts are performing the duty of teaching the English language. With that accountability, he said, the districts could take greater control of bilingual programs as long as the end result meets state standards.

"We would like them to have general guidelines, but with greater flexibility," he said.

Bilingual education is destined to become a prominent issue during the next legislative session because Gov. Deukmejian vetoed a bill to extend the program. Unless the extension can be revived, the state's bilingual education program will stop in June.

Honig noted that the state would still be obligated to fund bilingual education, which would come under de-facto local control if the Legislature and governor fail to act.

Speaker Brown said he will try to revive his extension bill.

"I will be carrying the bilingual extension bill next session," he said during a post-election press conference. "What happens to it, I don't know at this time."

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English Yes, Xenophobia No

English is now the official language of California, so mandated last week by an overwhelming majority of the state's voters. It's a worthy goal, but there's danger that it will be pursued in an unworthy way.

Proposition 63, approved by a 3-to-1 margin, instructs the Legislature to "take all steps necessary to insure that the role of English as the common language of the State of California is preserved and enhanced," and to pass no law that "diminishes or ignores" it. The proponents claimed only the plainest motives of lingual purity and patriotism, but their campaign nonetheless smacked of a mean-spirited, nativist irritation over the influx of Mexicans and Asians.

There is an overwhelming case for insisting that the United States is, and must remain, an English-speaking country. The ability of all Americans to communicate without translation is woven in the fabric of open society. Economic opportunity depends on it. But to try enforcing the use of English with so blunt an instrument as Proposition 63 could be misguided and unfair.

Strictly interpreted, the new law could mean that newcomers, until they are fluent, could be denied their rights to basic services, like a doctor's treatment in a public hospital, a social worker's counseling on child care. The wording of Proposition 63 permits such civil wrongs.

California's purists don't mean to go that far. Their targets are bilingual education and, where Federal law doesn't require them, bilingual ballots. Both are delicate issues. Voting requires citizenship which requires a reading test in English, so why print ballots in a second language? Because the right to vote is fundamental to all others and war-

rants unique exception; it should not be abridged by a language barrier.

As for bilingual education, everything turns on clear definition. If it means using the newcomer's native language temporarily to promote learning English, it's obviously acceptable, indeed desirable. But if it means permanent native-language instruction for immigrants with the aim of maintaining native language as first language, then it offends the public interest. The best way to help immigrants is to help them become insiders as fast as possible.

It is possible to defend these propositions without exaggerating the threat of an emerging two-culture society. Foreigners aiming to make headway in America know they and their children cannot go far without English — can't even watch "Dynasty." So they learn our tongue. A study by the Rand Corporation last year found that 90 percent of first-generation Mexican-Americans are proficient in English, and more than half of the second generation speak nothing but.

Nothing in this should discourage speakers of other languages to celebrate their own tongues and heritage, or to deny them respect. America's English-speaking children, meanwhile, need more, not less foreign-language study. But what the California Legislature will do with Proposition 63 is unknown. A half-dozen smaller states have also adopted "official English" but have done little to implement it. California is big, and a pace-setter. Proposition 63 requires vigil. Perhaps California will apply the new law with sensitivity, setting a benign example. The tone of the campaign suggests the danger of a harsher precedent, one that could bring much harm elsewhere.

English is, and should be, the language of all 50 states. It's not at all clear that any law or constitutional amendment is needed to make it so.

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PRESS-TELEGRAM FINAL

LONG BEACH, CALIFORNIA/TUESDAY, NOVEMBER 11, 1986

Prop. 63 throws non-English speakers into quandary

They face drastic changes dealing with state

By Rodney Foo
Staff writer

Will the Vietnamese fisherman who doesn't know English understand California's commercial-fishing laws without the aid of a bilingual text?

Will a Mexican immigrant know where to find help in fill-

ing out his state income tax return without the printed information in Spanish on the Franchise Tax Board's 540A form?

The passage of Proposition 63, the English-language initiative, has opened up a Pandora's box of far-reaching consequences for California's non-English speak-

ing population that could dramatically alter their dealings with state government — from applying for a driver's license to understanding how to cash a winning lottery ticket.

Prop. 63 was put on the ballot by California English, a group headed by former Sen. S.I. Haya-

kawa and chairman Stanley Diamond, with the aid of more than 1 million voter signatures. The measure passed by a 3-1 margin.

The proposition makes English California's official language and prohibits the Legislature from enacting laws that would diminish that status. The constitutional amendment includes a section that allows any resident or person doing business in Cali-

fornia to bring a lawsuit to enforce the law.

But before the expected fireworks in court begin, the parameters of Prop. 63 will take shape this legislative session when Assemblyman Frank Hill, R-Whittier, begins introducing legislation to detail what state business shall be conducted in English only.

Hill said he does not want to

change the current multilingual services offered by public health and safety agencies and the courts. For example, multilingual operators would continue to answer 911 emergency telephone lines, he said.

But, he said, driver's license tests and even welfare applications ought to be done entirely in English. And bilingual education

CONTINUED/Back page, Col. 1

Prop. 63: Is bigotry now respectable?

FROM/A1

should probably be eliminated.

The Department of Motor Vehicles estimates it makes 5.2 million contacts annually with people who cannot speak English.

Oral driver's license tests are given in 21 languages and driver's handbooks are printed in several languages, including Korean, Spanish and Vietnamese.

Los Angeles County's Public Social Services Department said about 107,000 non-English-speaking households receive welfare assistance, 28 percent of all families receiving county aid. Social workers and forms are available in 40 different languages to help clients.

"If there are translators there we want to eliminate them," Hill said. "We're not trying to eliminate people's eligibility . . . We're saying, 'If you want to apply for welfare, here is your application form. If there are parts of that application you don't understand ask your next-door neighbor' . . . We're not trying to deny people any rights that are due them."

When the state provides non-essential services in many languages, it sends out "the wrong message" that learning English is unimportant, he said.

Multilingual services are a "crutch that government is pro-

viding. . . . People need to stand on their own two feet," he said.

Another target for change is bilingual education in California. The classes are mandated by the 1964 Civil Right Act, but the uniformity and standards are set by the state Department of Education.

Hill said he wants bilingual classes to be taught primarily in English and not in the students' native tongue. State regulations require that classes offer at least 15 hours of instruction per week in the student's primary language.

Bill Honig, state superintendent of instruction, said last week Prop. 63 would not change the state's bilingual programs.

But the initiative has set off a wave of anxiety in the Long Beach Unified School District despite such assurances, said Sue McKee, who supervises bilingual education programs.

"Everybody says it's business as usual," McKee said. "And until I find out otherwise it'll be business as usual, but there is a lot of apprehension. A lot of teachers are not sure how it will affect them. Are bilingual programs going to continue? And what if they don't continue?"

If changes were made in state regulations for bilingual education, it would affect 6,500 stu-

dents in the Long Beach district, McKee said.

Multilingual ballots could also be discontinued by Prop. 63.

Critics of Prop. 63 say Hill and others masked their true intentions about Prop. 63, that it was not a measure to symbolically make English the state's official language but a xenophobic vehicle to undermine the rights of Mexican and Asian immigrants.

"Now that the initiative has passed, the real agenda has come out," said Linda Wong of the Mexican American Legal Defense and Education Fund.

"The motives behind this initiative have come to light and I think people will see it for what it really is: The passage of Prop. 63 makes bigotry respectable."

What exact effects Prop. 63 will have on the state's non-English-speaking population — estimated at 426,000 by the 1980 census — is largely unknown.

But the issues that will crystallize in the future will likely be settled in the courts, according to those on both sides of the controversy.

"I suspect that in the next two to three years this will have to be sorted out in litigation and in a variety of other ways," said Sam Haynes, spokesman for state Attorney General John Van de Kamp.

Woodland Daily Democrat 11/11/86

Prop. 63 won't affect bilingual programs

By Antigone Phalares
Staff writer

Although there is considerable concern for their future, bilingual programs are not in any immediate danger from the passage of Proposition 63 (English as the Official Language) in last week's election, according to a consensus of opinions from county and state legal offices.

"The legal basis for bilingual education is that non-English speaking students learn English while continuing to learn other subjects as well. This goal is fully compatible with the new constitutional amendment," wrote State Superintendent Bill Honig in a Nov. 5 statement.

The superintendent also felt that other programs to teach non-English speakers, such as immersion and English as a Second Language (ESL) are in keeping with the amendment's purpose "...to preserve, protect and strengthen the English language...", in the wording of the amendment.

"On the basis of an opinion from our Legal Office, there is no reason to believe any of these programs are endangered," Honig's memo continued.

Attorney Jan Damesyn agreed. The bilingual programs have their genesis in

a U.S. Supreme Court case (Lau vs. Nichols, 1974) and not in any state ruling. "I don't see how the California initiative could affect that," said Damesyn, who is Yolo County Counsel for both the Office of Education and the Woodland School District.

"I agree with Honig. I don't think legally it will have any direct effect on the state's bilingual program."

Damesyn did suggest the possibility that the initiative's success at the polls might foster a national movement with former U.S. Senator S.I. Hayakawa, a well known semanticist, at the helm.

Indeed, Assemblyman Frank Hill, R-Whittier, has made public his intent to introduce a series of bills to eliminate bilingual programs, according to Ben Lopez, an attorney with the California Rural Legal Assistance Foundation (CRLAF) in Sacramento.

"As far as the immediate and practical effect (of the amendment) I believe it would have none on statewide programs," said Lopez. State law cannot override federal law when the two conflict.

He was concerned, however, that education administrators and teachers might misinterpret the voting results, causing an erosion of bilingual pro-

grams. "We'll lose a lot of their impetus for interpreting programs to the letter of the law," Lopez fears.

Additional potential danger lies in "overzealous elements waiting to file lawsuits against anything bilingual or biliterate," said Lopez. The CRLAF organization cautions against taking hasty action.

"People should be patient to see how the scenario plays out," Lopez said. "It would be very tempting for both sides to jump into the courts, but that would only clog up the courts even more than they are already. We're hoping everyone will be very cautious."

One thing the passage of Proposition 63 does is to focus attention on the entire issue of bilingual education and instruction in English, according to Honig.

But the focus is misdirected, he feels. "On educational rather than constitutional grounds, bilingual education is in need of reform to provide more flexibility in the way local schools operate the program.

In his memo, the superintendent noted his disappointment at the Governor's veto of AB 2813, which he called "a thoughtful attempt at reform." The bill,

authored by Speaker Willie Brown, was a measure to preserve the bilingual law's basic features, while incorporating changes to provide greater flexibility in the program.

Lopez and other supporters of bilingual programs anticipate a rough time in the year ahead to deflect efforts from conservative Republicans in the state assembly who may use the success of Proposition 63 as leverage to establish radical changes in the 10-year-old statute.

In addition to bilingual education there is the issue of English classes for adults.

"I can see no better way to 'strengthen the English language,' in the words of the amendment, than to make sure that all Californians who wish to learn English have that chance," said Honig in his memo.

"Adult schools are forced to turn away applicants by the thousands because there are simply not enough slots for them. The Department of Education has proposed the creation of 20,000 new slots for adults needing instruction in our Official Language. I hope the Governor will approve the request which now has added urgency."

Setbacks won't doom bilingual ed programs

The passage of Prop. 63, which declares English as the state's official language, does not necessarily mean that bilingual education programs are in danger.

State Superintendent of Public Instruction Bill Honig recently reinforced that viewpoint in a statement made after the Nov. 4 election. "The legal basis for bilingual education is that non-English speaking students learn English while continuing to learn other subjects as well. This goal is fully compatible with the new constitutional amendment," he said.

ACSA Legislative Advocate Melinda Melendez said that although the future of bilingual education is somewhat uncertain, "just because English is our official language doesn't mean another language can't be used in the schools. The whole purpose of bilingual education is to teach kids English."

According to ACSA board member Ron Raya, superintendent of the Bassett Unified School District, it's premature to think about making cuts in bilingual education programs now. "As educators, we have an obligation to educate youngsters in a fashion that's going to make them proficient in English, regardless of what their primary language is," he said.

Bob Mohr, chair of ACSA's Language Minority Task Force, said he has "no doubt that the passage of Prop. 63 will encourage those who have been opponents of bilingual education to use it as a springboard to dismantle the structure of bilingual education."

Efforts are already underway to dismantle a number of other state bilingual services. For example, Assemblyman Frank Hill (R-Whittier) has said he plans to introduce bills that would do away with bilingual welfare applications, driver's license booklets and other government forms.

Continued on page 2

Bilingual ed

Continued from page 1

Bilingual education programs suffered another setback in October when Gov. Deukmejian vetoed the extension of the state's bilingual education law. However, the current bilingual education law is still in effect until June 30, 1987, and funding for the program is still being provided. According to Melendez, there's no reason to believe funding won't continue after June 30, although more will be known when the governor unveils next year's budget in January.

But even without the state's bilingual education law, there are still federal mandates and Supreme Court decisions requiring appropriate instruction for non-English speaking students, according to Raya. Only the state regulations would be missing.

Mohr said that as a superintendent, he has "mixed feelings" about the state bilingual education law. "Dealing with state Department of Education regulations is very vexing and at times irritating. However, the need for overall consistency in policy won't be best addressed if left in the hands of 1,000 different school boards," he said.

Teacher of the Year's lesson for youth

North Carolina history instructor sets out to attract 'best and brightest' to profession

Charles C. Hardy
EDUCATION WRITER

ough high school and college herese Dozier never got a lower than an A. All that he was urged by well-meaning advisers to reconsider her choice. Certainly, they told e could do better than to

she ignored that advice. Tozier, a Columbia, S.C., world teacher, is the nation's r of the Year. And her challenge to encourage the "best and st" students to come into the mangled profession.

"Those of us who have ed our lives to the education g people recognize there is a " said Dozier. "There is no ion where you have the opity to make such a claim — ortunity to shape the future rich the past."

er, speaking before the an Association of School Adators at San Francisco's Mosenter, said teaching is a proat risk because it is failing to the best students.

re not getting the number ng people we need, period, to the profession, not to men quality," Dozier said. llustrate the challenge, Dozier rred to the "1 percent facta figure based on a National Scholarship study, which that only 1 percent of the rs of its prestigious high scholarship in 1974 said they chose teaching as a profes-

also noted that the Scholastic Test for college entrance showed that students enter-



'Teaching can no longer be a . . . way of starving to death'

— Therese Dozier

ing teaching in recent years have averaged low scores.

Dozier said that the most crucial issue in education is "the recruitment and retention of bright students" in education.

No longer, she said, can education rely on minorities and women because the brightest in those groups now have more career options.

To change things, Dozier said, starting teacher salaries have to be made commensurate to those of other professions and there must be incentives for experienced teachers.

"Classroom teaching can no longer be a sophisticated way of starving to death," said Dozier.

But beyond higher pay, she said, teaching needs some fundamental reforms.

"Far too long we have been told to teach and we have been provided with inadequate materials in run-down overcrowded classrooms," she said. "I would advise all of you to examine your priorities."

Dozier said teaching time should be sacred, but instead teachers are burdened with paper work, lunch duty, candy sales and other extra-curricular tasks.

"Teachers must be freed from non-teaching duties," she said. "Imagine the valuable time that is being wasted. We can't expect our brightest students to be attracted into the profession when they have viewed firsthand for 12 years the frustrations and petty treatment teachers get."

Dozier said that while education reforms sweeping the nation today are well-intentioned, they will be meaningless without significant changes in the teaching profession.

She said teachers' hours are too long and they have too little time for planning and training.

For instance, she said, the duties of a 30-year veteran teacher and a first-year teacher are essentially the same. "We destroy many first-year teachers by throwing them in," she said. "It's trial by fire."

Dozier said the idealistic beliefs that led her to teach are rooted in her past.

Her father was a German colonel in Hitler's SS who left Germany and joined the French Foreign Legion in Vietnam. There, he met her Vietnamese mother. Shortly after her younger brother was born, her mother died. Dozier said her father tried to sell the two youngsters, but

authorities discovered the plot and they were eventually placed in a French orphanage in Vietnam.

Later, she and her brother were adopted by an American soldier who raised them.

"Because of that," said Dozier, who came to the United States at the age of 4, "and the opportunities I received, I have always felt a special debt to the United States and I wanted to make a contribution. I cannot imagine a better way to do that than to help shape young minds."

Dozier told the administrators that they need to show teachers respect and involve them in decision-making.

"As administrators you must talk with teachers, not at teachers," said Dozier. "Far too often, teachers were made to feel like children of yesterday, to be seen and not heard. Even when they were heard, they were not listened to."

Dozier also addressed other teaching issues, saying:

- Collective bargaining in some cases has detracted from the profession.

- Teacher merit pay bothers her because of the subjective nature of choosing who receives it.

- She opposes competency testing for teachers already in the profession because it would detract from the image of teachers.

Despite its many concerns, Dozier said, the nation needs to recognize that "public education is doing more things for more people than ever before. Public education is the greatest social success story of this nation, and it is the classroom teacher who is the key in providing it."

Bilingual education: old views don't apply

How Grandfather made it when he came to America.

Both proponents and opponents of bilingual education talk often about the school experience of previous waves of immigrants.

The proponents of bilingual education say the big Eastern school systems had as teachers many second-generation Americans who provided a kind of bilingual education for newcomers. The opponents say that Grandpa came to this country knowing not a word of English but learned quickly in classrooms where only English was spoken.

In fact, Grandpa made it without bilingual education — and without much public school educa-

tion at all, argues Dennis Parker, a state bilingual education consultant in California Tomorrow. Immigrants went to school for only a few years. They could make good not because of school but because they competed with other Americans who also had gone to school for only a few years.

Parker says sociologist Stephen Steinberg "reports that even the Jews, widely recognized as the most successful ethnic group in schools, dropped out quickly. In 1908 Jewish enrollment in the first grade in New York was 25,534; in the seventh grade it was 11,527; in the 12th grade, 488.

Whatever the merits of bilingual education, the experiences of earlier immigrants are apparently of only limited relevance to the discussion.

Ramon Is Our Future, but What Is His?

By ANGIE PAPADAKIS

Little Ramon will enroll in kindergarten this September. Within a week (the law says within 30 days, but it usually happens the first week) a teacher will take him aside and show him a picture and ask him in Spanish to describe what he sees.

Depending on his response, if indeed he is not too shy or too frightened or too inarticulate to respond, the teacher will assess him as either limited English proficient (LEP) or fluent English proficient (FEP). Not many kindergartners are glib, sophisticated or precocious enough to respond in fluent English, even though some may know the language well enough to do so. If Ramon is classified LEP, this label will stay with him for the rest of his elementary-school life and possibly through high school—unless he joins the 50% of Latino students who drop out.

If there are nine other Latino kindergartners who like Ramon have been classified LEP, they must all be placed in a bilingual program, which means that they will be taught by a bilingual/cross-cultural teacher or an aide. They will be taught to read and write Spanish from Spanish textbooks, and they will learn all subjects—mathematics, science, social studies, etc.—in Spanish until they can prove that they are ready for an English-only class.

The law requires that parents be notified when their children have been placed in a bilingual program, and they have the right to remove the children from the program if they wish. To remove Ramon from the bilingual program his parents must sign a consent form, but their permission is not required *before* he is placed in the program.

Parental consent is required for placement in special education classes, participation in field trips, football and any number of other activities, but notification only is deemed adequate for placement in bilingual programs.

Do most immigrant parents, whether legal or illegal, educated or illiterate, go to school and challenge the "authorities"? What if Ramon did not live in a predominately Latino district? What if there were only eight other Latino LEP students entering kindergarten?

Ramon and the other eight students would learn to read and write English from English textbooks, and would be taught by a certified English-speaking teacher—not an aide. The law says that when there are 10 or more LEP students they must be placed in a bilingual class. However, if there are fewer than 10, they need not be taught in their primary language. They may be in an English-as-a-second-language class, or in a class in which some Spanish is used, or in an individual learning program in which they would receive some special tutoring as needed.

The Serrano-Priest bill mandates that there be equal dollars behind every student regardless of what school district he or she is

in. A good bill. What about a bill that mandates that every student has the right to be instructed in English, no matter which district he or she is in? Why must students who happen to live in Boyle Heights be taught any differently from students who live in Beverly Hills? Is it reasonable, is it right that the underprivileged be denied the opportunity to learn the language of this land just because there are 10 or more of them in a particular class? The years in which LEP students spend reading, writing and speaking Spanish cannot be reclaimed or transitioned into English reading, writing and speaking. It has not happened in the last 12 years. It is not likely to happen in the next five.

And the shortage of qualified, certified bilingual/cross-cultural teachers is not a factor. Even if we could import 2,000 Spanish teachers from Spain instead of the proposed 200, Ramon's education needs would not be served. Ramon and his classmates will not learn English by being taught Spanish, any more than they will learn the violin by playing the piano. Knowledge is knowledge, but how can it be transmitted except by language, and then the question is, which language?

Would we be robbing 5-year-old Ramon of his language and his culture by instructing him in English? His language is his for as long as he chooses to use it. His culture is his heritage, and no one can take what is inherently his. Language and culture, like religion, are personal freedoms in this country. They are not, nor should they be, public responsibilities.

And are we robbing the Vietnamese, the Cambodian, the Laotian, the Korean, the Hmong, the Samoan, the Filipino and the 89 other primary-language minority students in our schools of their language and their culture by instructing them in English? These students are not in bilingual programs. They do not fail, they do not drop out, and some graduate at the top of their classes.

Will Ramon be overwhelmed, bewildered, confused? What kind of instruction are we talking about in kindergarten? It's "Sesame Street" stuff, not Shakespeare's sonnets! It's building blocks, not calculus.

I believe in Ramon. I think that he could learn the alphabet, numbers and colors in English every bit as quickly as any other student, given the opportunity.

The bilingual program is due to expire on June 30, 1987, but Assembly Bill 2813, if it is not vetoed, will extend the program until June 30, 1992. By that time Ramon will be 11 years old. Will he still be learning Spanish in school and English in the streets? Bilingual education should be reformed to allow Ramon a chance to learn English before it's too late. He is our future.

Angie Papadakis is a member of the California Board of Education.

Bilingual education keeps its promise

By Judith Lessow-Hurley

AS THE San Jose Unified School District proved last week, bilingual education works. The district's first annual report on the achievement of students in bilingual classes showed that graduates of those programs beat the dis-

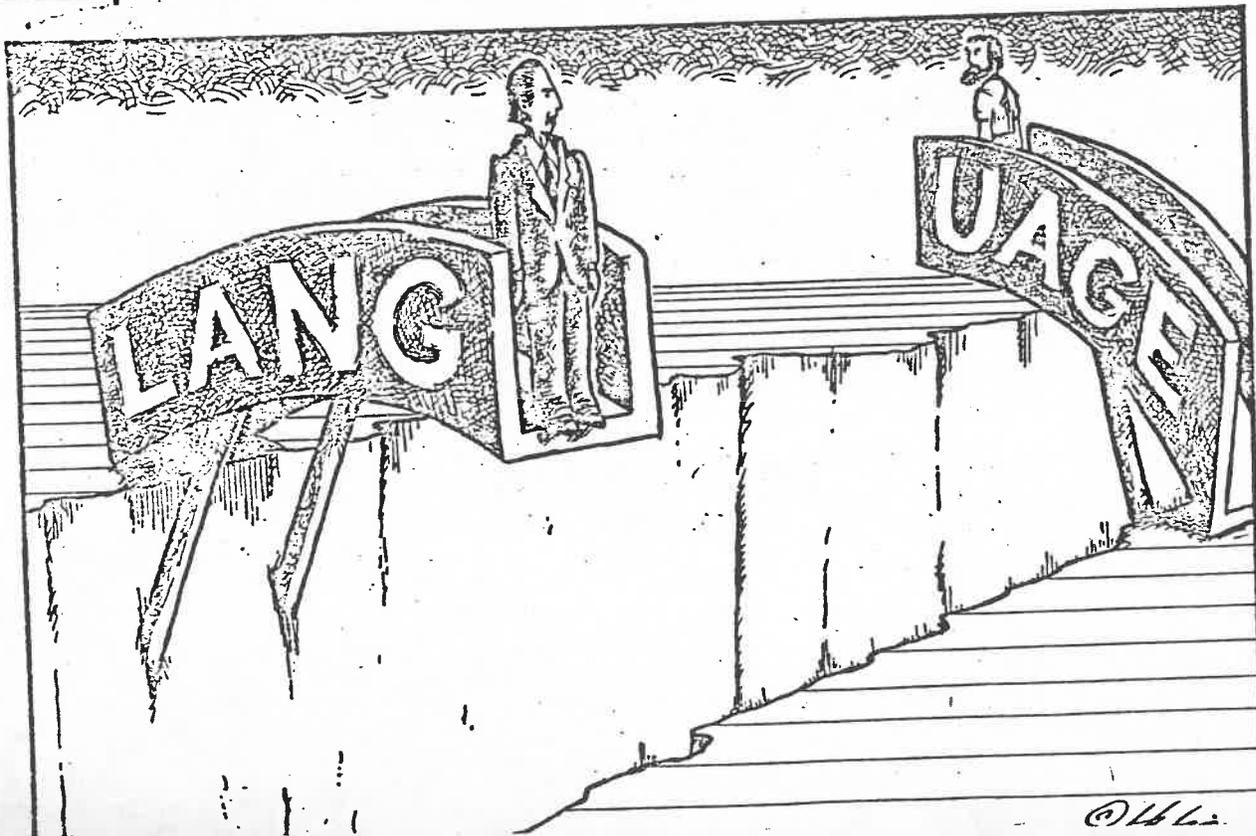
trict's average in reading, language and math on standardized tests.

Will this result sway the Reagan administration? And what about newly released research from Austin, Texas, showing that most non-English-speaking elementary school students who start out taking courses in their native languages end up reading English at or near their normal grade levels within two years.

This fall, Secretary of Education William Bennett launched

Judith Lessow-Hurley coordinates the Hispanic Bilingual Teacher Training Program at San Jose State University. She wrote this article for Perspective.

See *BILINGUAL*, Page 6P



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Bilingual students learn in a very American way

BILINGUAL, from Page 1P

Reagan administration's assault on bilingual education: Bennett wants to cut funds for programs that offer native language instruction for children who don't speak English. The administration favors undefined "alternative" approaches that would exclude instruction in languages other than English in the classroom.

But take a look at real life. In California alone, about 480,000 children in the public schools are classified as limited-English proficient. That means they don't have sufficient English skills to make academic progress in an English-only classroom. California children come to school speaking nearly 100 different languages. On any given day in Santa Clara County, there are public schools where as many as 15 languages are represented.

Of course, any adult who cannot read classified ads and employment applications or communicate effectively in English is at a serious disadvantage, and consigned to a lower standard of living than an English-speaking counterpart.

Not marketable

Society as a whole ultimately bears the cost of a subclass of people who are not viable in the employment market. Likewise, a child who comes to school without English is at a serious disadvantage in the academic market.

Basic schoolwork is a mystery for a child who cannot understand the language of the classroom. The U.S. Supreme Court emphatically recognized that fact in the 1974 *Lau vs. Nichols* decision, when it said, "Basic English skills are at the core of what . . . public schools teach. Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic skills is to

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Concepts and
skills learned in
one language
transfer to
another

The first priority
of all publicly
funded bilingual
programs is to
teach children
English.

make a mockery of public education."

Studies show that programs which use a child's primary language for working on basic skills and introduce English systematically as a second language result in both higher achievement and better English learning for the limited-English proficient child. The Eastman Avenue School in Los Angeles showed results similar to those in San Jose Unified. Since 1981, when the bilingual program began there, Eastman Avenue third-graders have improved 38 points in reading, 24 in writing, and 23 in math, when measured on standardized achievement tests administered in English.

Congress, in funding and supporting programs through Title VII of the Elementary and Secondary Education Act, recognized the value of using native language instruction as a means of developing competency in English. Nevertheless, few people understand that the first priority of all publicly funded bilingual programs is to teach children English.

See children read

It is equally misunderstood that primary language instruction is an effective means to achieve that end. Concepts and skills learned in one language transfer to another. Reading is a good illustration. A Spanish-speaking child whose English is limited can learn to read more readily in Spanish than in English — it's common sense. As the child learns English, reading skills transfer. You only learn to read once, no matter how many languages you master.

Someone is sure to drag out the tired old myth: "My grandfather learned English without special

may not have learned it well. He probably didn't need much English to earn a living in the labor-intensive economy of the early 1900s.

But we're at the turn of the 20th century now . . . the turn of the 19th is history. Grandpa's education would not serve him well in today's service-oriented, information-based economy, where high-level language and literacy skills are a basic entry requirement.

Some arguments in favor of bilingual education address the value of multilingualism for preserving U.S. strength in national defense and international commerce. Three out of four Americans cannot speak, read, or write a foreign language. Not one of the last 10 presidents has been fluent in a second language. Our inability to communicate with our friends and failure to understand our enemies costs us dearly in politics and dollars around the world.

Teaching English

Secretary Bennett cannot maintain his position without perpetuating misinformation about the purposes, methods, and outcomes of bilingual education. It is impossible to imagine that policy-makers in the Department of Education are ignorant of the research which clearly demonstrates that native language instruction works. In choosing to ignore the fact that bilingual programs do in fact teach children English and give them an opportunity to succeed in school, Bennett only exploits public fears of people who are linguistically or culturally different.

The Reagan administration says it wants people to learn English. But in the face of the largest wave of immigration since the early part of the century, it wants to scrap the only major federal education program with that explicit goal. The administration claims it wants to save money. But scrapping programs that work is costly and inefficient.

In the long run, this tampering with education for vague political advantage can only result in preserving a class of people without access to employment and economic advancement, who are

Play the Symbols Game

We live in a world of symbols. We rely on them as truth, as communications short cuts. A dove is a sign of peace; the eagle, war.

Politicians love symbols. One that stands out to me is the Plymouth that Jerry Brown used when he was governor of California. It told the people that he was just like them.



To his credit, Brown never - as so many politicians have done - campaigned in the Hispanic community wearing a *sombrero* to demonstrate his empathy. *Sombreros* perpetuate stereotypes.

When Hispanics are involved, sometimes symbols conflict.

For example, a home in the suburbs is a symbol of prosperity. If you see a man or a woman cutting the lawn or picking flowers in front of a \$150,000 home, you might reasonably conclude that he or she is the owner.

My *compadre* Guillermo lives in an upper-middle-class neighborhood surrounded by Anglos. He loves to recount the time he was cutting his front lawn when a woman stopped her car, approached him, and in a deliberate manner inquired, "What does the woman of the house pay you to do the lawn?"

"Nothing," he responded. "She lets me sleep with her."

My *compadre's* brown skin symbolized "labore" to the woman. She couldn't connect him with ownership of the home.

MISREADING MY NEW TUXEDO

Furs and tuxedos are badges of wealth, too. I remember a formal event in Long Beach, California, when I got to wear my first store-bought tuxedo. I entered the restaurant aboard the converted ocean liner *Queen Mary* and was waiting for the *maitre d'* to return to his station when a man with a tuxedo I considered less elegant than mine walked in and snapped at me, "Swanson, party of four."

Swanson had misread my symbol. He saw my emblem of success as a uniform of employment.

I flushed with indignation. (He couldn't tell, of course.) Recovering quickly, I snapped back, "Right this way," and led him and his three companions to the least desirable table I could find, next to the swinging kitchen door.

That experience served me well when I twice ran for statewide office in the '70s. I used my tuxedo regularly when attending political fund-raisers of fellow Democratic candidates for other offices. Invariably, they were held at the best hotels and commanded a ticket price of \$100 or more.

Since my campaigns had limited funds, I would carry a small white towel and wrap it over my arm as I walked past the ticket-taker. Once inside, I disposed of the towel and mixed with the politicians and donors. My black tux and brown skin were my admission ticket.

There's also the classic anecdote about my friend, Philip M6nlez, the western regional director of the U.S. Commission on Civil Rights. Years ago, M6nlez, attending a reception in Washington, was introduced to a black guest from one of the capital's many bureaucracies.

"Mon-TEZZZ?" the new acquaintance inquired loudly, sipping his martini. "Is that a Mexican name?" M6nlez acknowledged that indeed his parents were from Mexico.

The black guest explored further. "Do you play the guitar?"

"No," M6nlez responded. "Do you tap dance?"

The point was made. Guitars and tap-dance shoes do not always accompany Hispanics and blacks. Blacks must live with outdated, inappropriate, often ridiculous symbols, too. So must Asians, Native Americans, and, certainly, women.

Only one group comes to mind that might be able to play the symbols game - sending appropriate positive signals to others with their clothes and cars and homes. *Maybe* some white males can do it. So long as they're not Irish or Polish or Jewish or...

(Hermán Sillas Jr. is a partner in the law firm of Ochoa and Sillas, with offices in Los Angeles, Sacramento, Oakland and Mexico City.)

Beware of the Tall Ones

The City Council of Los Altos, in Northern California, recently voted English as their official language. I understand the proceedings were all in the English language.

To say that Los Altos is teeming with swarthy Latino types would be a digression from the truth. To say that it has a small *barrio* would also be a lie. Except for a very few residents, the



only Spanish-speaking people in Los Altos are the gardeners, domestic servants and, most probably, a few restaurant workers.

For the most part, Los Altos is an affluent Anglo community located between San Francisco and San Jose, close to Silicon Valley. It has a population of 28,630, not counting gardeners, domestic servants and kitchen workers.

Nonetheless, in keeping with an All-American patriotic trend, Los Altos joined a number of other cities across the country in voting English as its official language.

In the same All-American spirit, I feel that Los Altos should have gone all the way and changed its Spanish name to *The Highs, Highlands*, or more appropriately, *The Tall Ones*.

All across the country, defenders of *ye olde English* would do well to authenticate, in English, the "foreign" names of our cities and towns.

For example, here in California we could begin by translating *Los Baños* to The Bathrooms and *Sobrantes* to Leftovers.

LIVING IN A MUD PUDDLE

San Francisco, of course, would be renamed Saint Francis of Assisi. *Atascadero* could become Mud Puddle; *Manteca*, Lard; *Panocha*, Brown Sugar; and *Aromas* could become Smells, California.

Los Angeles? Anaheim already took away the city's baseball Angels, so how about Lost Angels or Lost Anglos?

That's only California. Texas and other states have just as many Spanish-named towns and cities. For example, *Tornillo*, Texas, could easily be changed to Screw, Texas. *Laredo* could be translated to a different musical scale, like Doremi. My hometown of *El Paso* could be changed to The Pass.

Some of the changes could be image-shattering. For instance, *Amarillo*, Texas, would not sound as *macho* if changed to Yellow, Texas. But to conserve the purity of the English language, *Amarillo* would have to go.

In Florida, you may have heard of *Boca Rat6n*. Would you like to live in Rat's Mouth, Florida?

What's fair for Spanish names is fair for other non-English names, of course. So *Baton Rouge*, Louisiana, would have to convert to Red Stick. The list is endless with communities founded by French, Indian and German settlers.

Soon some courageous legislator may introduce a bill to force those of us with "un-American" names like Anaya or Burciaga or Cisneros to change them, too.

My friend *Nieves Palomares* would be rechristened Ice Cream Pigeon House and *José Feliciano* would answer to Joe Happiness. I don't know how to translate my friend *Facundo* into English. I guess they'll have to deport him.

If *Julio Iglesias* and *Plácido Domingo* were to become permanent residents, they would need to adopt the names July Churches and Serene Sunday. Definitely, that could hurt their record sales.

My monolingual Anglo friends sometimes complain about my name. They say it's too long. I ask them if they would prefer Joseph Anthony Abundance of Head? In Spanish, my name has only 19 characters. In English, it has 28.

I'm sure that there's not a mean bone in the body of any of those Official English patriots. Their intentions are undoubtedly the best.

But they're making me one worried born-in-the-USA American. I'd hate to be rejected as "unofficial" just because some Tall Ones can't pronounce their own home town.

(José Antonio Burciaga is a writer and artist. He teaches a course on murals at Stanford University in California.)

California sends message to

By FELIX PEREZ
and CHARLIE ERICKSEN

HISPANIC LINK

With the passage of California's "Official English" Proposition 63 by a stunning 73 to 27 percent, and with Gov. George Deukmejian playing negative ethnic politics — vetoing a bill that extended and improved the state's bilingual education effort so he could ponder it some more — the Golden State sent out a message this fall:

Hispanics don't count.

Across the country in rival Florida, the word is that Hispanics do count. And spend.

On Nov. 4, Florida's voters elected Bob Martinez as their first Hispanic governor. Back in 1980, voters in Florida's Dade County passed their version of an "Official English" law in an emotional reaction to Hispanic growth there. But by October 1984, the panic receded and the county's Metro commissioners approved amendments to the law restoring legality to using non-English languages for various purposes.

Today, Miami's Strategy Research Corp. has that city and the business world beyond looking covetously at a side of U.S. Hispanics that California voters have yet to appreciate. SRC has just produced a

weighty 560-page report, "The 1987 U.S. Hispanic Market Study," which shows that Hispanic consumers have a healthy \$134.1 billion at their disposal.

For the most part, the study reaffirms what past surveys by Strategy Research and other marketing analysis firms have been reporting in recent years:

- Brand loyalty is a strong Hispanic trait; 45 percent of the respondents said they stay with their brands. And they're willing to pay more for a brand they trust.

- Eighty-five percent of Latinos frequent hamburger fast-food restaurants, averaging nearly three visits per month.

- Sixty-two percent said they shop at supermarket chains (but 64 percent in the Southeast said they shopped at Hispanic supermarkets, and those in the Northeast were the most likely to trade at *bodegas*).

New York, incidentally, has some 8,000 *bodegas* — ethnic grocery shops — and promoters there are presently staging a year-long 50th anniversary celebration of their existence.

Hispanics: You don't count

Breaking the country into six geographic areas, SRC found that Hispanics in the Pacific region (California and Hawaii) accounted for nearly 35 percent of all the personal expenditures of U.S. Hispanics. The combined Pacific and Southwest regions accounted for 60 percent.

Median Hispanic household income ranged from a low of \$16,600 in the Northeast to a high of \$27,700 in the Southeast.

When asked to compare their current economic status to that of five years ago, 45 percent of the participants felt it had improved. Those in the Central market region were least likely to say so. Among subgroups, Puerto Ricans were most likely to note improvement in their economic situations.

The report used a wide mix of available data along with 2,003 personal interviews in 21 Hispanic markets and 600 at-home interviews.

The concentration of Hispanics in a relatively few areas is highlighted by the fact that 62 percent of all Latinos reside in the top 10 Hispanic markets: Los Angeles, 3.6 million; New York, 2.5 million; Miami, 936,000; San Antonio, 889,000; San Francisco, 786,900; Chicago, 753,700; Houston, 706,500; McAllen/Brownsville, Texas, 588,300; El Paso, 477,900, and Albuquerque, 451,300.

So impressed with its findings was SRC President Richard Tobin that he built a day-long seminar around it and took it on tour to five cities where businesses could profit from its data on Latino consumer habits, language usage and cultural attitudes.

Needless to say, Los Angeles was one of those cities on the tour, which was spread across November. The others were New York, Houston, Chicago and Miami.

One figure that should have impressed those in Los Angeles who put out \$125 to partake in the SRC seminar there is that Hispanic expenditures on services — as opposed to durable and non-durable goods — were \$68.4 billion, more than half of their total expenditures.

It makes you wonder what would happen if California's 4.5 million Latinos pulled up stakes and followed Tobin & Co. back to Miami. What would the economic consequences be for the 5 million California voters who told them on Nov. 4 that they don't count?

Perez and Ericksen are writers for Hispanic Link News Service, Washington, D.C.

The San Bernardino
"Sun"
1-7-87

Legislator wants bilingual project put in high gear

By Marc Lifsher
The Register

SACRAMENTO — Conservative Assembly member Frank Hill said Thursday he will introduce legislation to radically revamp California's controversial bilingual-education program so foreign-born students more quickly gain proficiency in English.

Hill, R-Whittier, the Legislature's most fervent backer of a recently passed initiative that made English the state's official language, accused bilingual educators of being more interested in preserving current programs than in making sure that non-English-speaking students gain the English skills needed to function in a technological society.

"Clearly the focus of our bilingual system needs to change," Hill said at a morning news conference. "Children want to learn English, yet the current bilingual structure does not allow children to learn English rapidly."

Bilingual educators dismissed Hill's plans as "not possible" and "unrealistic" and predicted his ideas would cause many students to fall years behind in academic studies.

"If (Hill) wants to take two years teaching (students) to just speak English, he's going to retard them in their other work," said Shelly Speigel-Coleman, president of the California Association For Bilingual Education.

Speigel-Coleman said Hill's proposal marks an opening shot in what is expected to be a lengthy battle over the future of bilingual education. The conflict arose in the spring when Gov. George Deukmejian vetoed legislation that would have extended the 10-year-old program, which is scheduled to expire June 30, until 1992. The veto came at the urging of Hill and other Republicans, and Deukmejian said in his veto message that he would only sign a bill that contains major reforms in bilingual education.

Hill said the reforms contained in his proposal are necessary because children need an early, strong base in English before they go on to other academic subjects.

"The best education we can give them is a strong understanding of the English language — not a program which continues native language instruction with a minimal emphasis on English instruction," he said.

He said his proposal would speed up that base-building by forcing schools to limit their efforts at teaching math, science and other academic skills in students' native languages and, instead, concentrate on English instruction before children are "mainstreamed" into regular classrooms.

Hill said his proposal would telescope learning by making students English proficient in one and a half to two years rather than the four to six years standard under current programs.

Hill said bilingual education is badly in need of reforms that would give school districts more leeway to tailor their programs to meet individual needs. Hill's proposal also departs from current practices by requiring districts to seek written parental permission for enrolling students in bilingual classes and by eliminating requirements that teachers in bilingual schools must learn Spanish or other languages.

Although she welcomed Hill's suggestions that local educators should have more freedom from state regulations and guidelines on how to teach foreign-born students, Santa Ana School District Bilingual Director Betty Poggi questioned Hill's assertions that students can be made English-proficient in less than two years.

"The program of moving children from their primary language to English is already in existence. It's already the law. The goal of the program is to get the children into an English-speaking program as quickly and efficiently as possible," she said.

Unfortunately, Poggi said, Santa Ana's experience indicates that students usually need at least four years — from kindergarten through third grade — to be skilled enough in English to be placed in mainstream academic classrooms.

O.C. Register 1/23/87

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BILINGUAL EDUCATION SUPPORTERS BLAST GOV.

ESTABLISHED 1903

Educators and community leaders Tuesday condemned Gov. George Deukmejian's veto of a bilingual educational bill that they say will seriously affect the state of education in California through the 21st century.

"The governor has sacrificed the educational future of the state for his own political future," said John Travino, spokesperson for the Mexican American Legal Defense and Education Fund.

Larry Gonzalez, a member of the Los Angeles Unified School District Board, said, "What the governor is telling us is that we are going back to the day of sink or survive. That's his philosophy. He just doesn't want to come out and say it."

John Espinosa of the United Teachers of Los Angeles called Tuesday's veto "a crass attempt (by the governor) to win votes in

the upcoming gubernatorial election at the expense of language minorities."

The consensus of the group at the morning news conference at the Greater Los Angeles Press Club was that bilingual education is far superior to English-immersion and other programs in teaching the English language to foreign-born students.

"Test results from national studies have shown that bilingual educational programs do better than English-as-a-second language and all other English-immersion programs," said Shelley Spiegel-Coleman, president of the California Association for Bilingual Education.

The first federally funded bilingual program was introduced into Los Angeles area schools in 1970, Gonzalez said. He said bilingual programs serve about 155,000 area children, with a projected growth rate of 5 to 7 percent over the next two years. The annual cost of the program is between \$45 million and \$48 million, he said.

Gonzalez said it is impossible, however, for him to plan for future bilingual classes because of the uncertainty of the continuation of the program.

To override the governor's veto of the bill requires a two-thirds vote of the legislature, something Spiegel-Coleman said is probably not going to happen.

Governor's Bilingual Bill Veto

Draws Fire

By ELAINE WOO, *Times Education Writer*

Calling it educationally unsound and politically motivated, leaders of major statewide Latino and education groups Friday denounced Gov. George Deukmejian's veto this week of a bill that would have extended California's bilingual education law until 1992.

The critics, assembled at a Los Angeles press conference, said the governor's action will harm not only the 500,000 students in the state who are not fluent in English but American Indian schoolchildren, youngsters with reading problems and poor children who do not perform well academically.

"The governor is telling us to go back to the days of sink-or-swim," said Los Angeles school board member Larry Gonzalez. "When the governor says that is his philosophy . . . we have a sad state of affairs."

The measure had set out in precise detail the way students lacking fluency in English should be taught, from defining the size and composition of the classroom to providing for adequate notification of parents whose children could be placed in a bilingual program.

It also extended special programs serving Indian students, children with reading deficiencies, low-income youngsters who score low on basic skill tests and schools running innovative programs, such as classes for the mentally gifted.

In his veto message, the governor said it was "premature" to extend any of the programs until the Department of Finance can conduct a study to determine their cost effectiveness. He suggested that if the study proved the programs were cost effective, they could be extended before their June 30, 1987, expiration date. He did not mention the issue of bilingual education in the message.

Approximately \$100 million in state funds are spent on bilingual programs each year, a state Department of Education official said, and an additional \$20 million is provided by the federal government. The vetoed measure would not have increased the state's expenditure.

Shelly Spiegel-Coleman, president of the California Assn. for Bilingual Education, said numerous studies, including one by a review committee with six Deukmejian appointees, have shown that bilingual education programs are efficiently run and provide the most effective method of helping limited-English students learn the language and succeed academically.

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Called Smoke Screen

"Cost effectiveness is really a smoke screen," Spiegel-Coleman said, for the "purely political reasons" behind the governor's opposition.

Gina Alonso of the Mexican American Political Assn. contended that the veto was partly in response to the Latino community's vocal opposition to the governor's plan to build a new state prison near Latino neighborhoods on Los Angeles' Eastside.

Assemblyman Bill Leonard (R-Redlands), a member of the Assembly Education Committee and a leading opponent of the bilingual extension bill, said the issue was not cost effectiveness as much as "the proper use of the money."

"I think what the governor meant was that the money should be used to mainstream these children into English as quickly as possible, instead of going into programs that keep them separate," he said. "The question is whether the money is being properly spent. I think that is the governor's concern."

Extending the law next year would require a two-thirds vote of the Legislature, instead of a simple majority, which bilingual proponents say will give Republican lawmakers the power to make drastic changes.

Leonard noted that even if supporters of the extension measure are unable to win approval in the next legislative session, the state will continue to provide funding of



RICK MEYER / Los Angeles Times

Shelly Spiegel-Coleman



RICK MEYER / Los Angeles Times

Larry Gonzalez

#3

bilingual education because it is bound by a federal mandate. A 1974 U.S. Supreme Court ruling on a San Francisco case said non-English-speaking students must receive equal educational opportunities, including instruction in their primary language, if necessary.

But if the state program is not extended, the current regulations defining the size, composition and variety of bilingual classrooms would be erased, giving local districts the ability to shape their own

programs. That, Leonard suggested, would please most Republican opponents.

Supporters of the bilingual bill oppose giving districts that freedom because they fear some may opt to take the English-immersion approach, in which students receive most of their instruction in English.

Although the merits of the bilingual and immersion approaches have been extensively debated, bilingual supporters cite the pre-

liminary findings of a recent U.S. Education Department study showing that immersion students learned English more slowly than those in bilingual programs.

The extension bill required bilingual classrooms to have at least one-third English-speaking students, a provision designed to avoid segregation of non-English speakers. It also called for a bilingual classroom whenever a school had at least 10 students of one language group in the same grade.

English-only raises a language barrier to newcomers

L.B. Press Telegram 11-23-86

By Margaret Baznik Sanders

The election is over and the ballots have been counted. The landslide win predicted for Proposition 63, the controversial English-only bill, occurred despite the editorials, letters to the editor and public statements recommending its defeat.

The voters have made an emotional decision and not an educated one. The Yes vote was motivated by fear; fear of the different, the uncommon or even simply fear of that which is not like oneself.

Consider our national language, English. It has a longer history than our country. English has survived fire, flood, devastation, plague, colonization and war. Our language originally came from several languages and is, as are our people, a melting pot.

English is dynamic, always changing to keep up with technology, fads, even the movies. In the past 20 years, our lan-

guage has grown and has become complicated by colloquialisms. I recently heard it predicted that English will soon be the most difficult language to learn. I, for one, am glad I was born into this language and that I don't have to learn it as my second language. Have you ever thought of the difference between the words "in" and "on"? In some languages it is the same word. Sure, "in" means inside of and on means on top of, but why do we ride *in* a car and *on* a bus?

Think about learning another language so that you can talk to people in the grocery store, make yourself understood over the telephone, try to make that insurance representative understand that the premium already has been paid, try to read a newspaper and a ballot, understand emergency procedures in an airplane — all those things we all take for granted.

Some of these everyday communication skills are difficult even for native



The reader's notebook

speakers. Can you truthfully say that you completely understand the voting pamphlet that is supposed to explain the ballot?

Of course people who become citizens must speak English, but how well is well enough? How many years of work are sufficient? Can that amount possibly be a set amount, the same for everyone?

On some proficiency tests of English, native English speakers rank at the same limited level as new English speakers. Maybe we should have proficiency tests for all citizens. But then, who is to decide what the standard is? Should it be university level? High school level?

Who does the testing? What happens if one fails?

I want to help our new citizens, our new fellow Americans. I want to give them a fighting chance in this new, complex United States that has changed so much since our grandfathers came here. Maybe they didn't need any extra help, or maybe it was just that no one knew how to help. Now we now have some ideas that may help new citizens adjust and become assets to our country. Translations on ballot and emergency signs are a couple of ideas, as is bilingual education. These are not un-American activities but attempts to ease the difficult transition from the rice paddy to the freeway and from the desert hut to the condominium.

We do not need or want a law that prohibits the use of other languages, regardless of what the uneducated said at the polls. That is denying our very roots — roots that many of us have

rediscovered in recent years. How could we turn your back on these people now? How could we turn our back on other Americans?

Many of our new citizens probably know more about freedom than we do — they've already lost theirs once. That is why they're here. We missed a golden opportunity to demonstrate to all Americans the real meaning of that word "freedom."

There was a message in that Yes vote on Nov. 4 to all the old, new and prospective citizens of the United States: We want your money, your labor and your productivity, but we don't want your culture, your heritage or your language. After all, we had the foresight to be born in this country unlike you, and that gives us the right to decide what is worthwhile and what isn't.

Margaret Baznik Sanders is a bilingual teacher in the Long Beach Unified School District.

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TERRY DOZIER - NATIONAL TEACHER
OF THE YEAR

One of the interesting speakers of the CABE Conference was Terry Dozier, voted national teacher of the year from South Carolina.

Terry was born in Vietnam, spoke Vietnamese, French and a little Cantonese and started her early schooling in the United States. She expressed her embarrassment for not being bilingual. She regrets the loss of her native language and feels handicapped in helping immigrant Vietnamese children who come to her class.

Terry pointed out some very interesting facts and realities regarding teacher's responsibilities, status of the teaching profession and controversies on bilingual education.

We educators, she stressed, have a responsibility to do all in our power to help each child reach his/her potential. Therefore, it is our moral obligation as educators to support bilingual education or anything else that helps a child make that transition to the English culture. And as bilingual educators, we should take pride in helping the most vulnerable of our children.

She believes that American society should restore the pride in and respect for teachers that the profession richly deserves. Teachers should be recognized and rewarded for the continued success they have been doing for this nation. Society needs to restore the teaching profession to its rightful status.

She claims that most controversies surrounding bilingual education is an example of misinformation and misunderstanding. Most vocal critics, she says, are those who have not stepped in the classroom for the last twenty years.

Official-Language

Continued from page 5

bilingual education want to expand their job opportunities," he said. "It's not helpful to the students. It's a make-work program."

Spiegel-Coleman's voice rose in anger at the charge.

"Bilingual teachers do not get one penny more for being bilingual. They have more training, they have to attend more meetings, they teach two full curriculums, and they have to know textbooks in both languages," she said. "There's a shortage of teachers here, period. So if we could do it all in English,

these teachers still would have jobs. The reason they become bilingual teachers is because they know the kids need it."

Dr. Allan Seid, a Palo Alto psychiatrist and chairman of the national Asian Pacific Coalition USA, supported Spiegel-Coleman's views on the need for long-term bilingual education.

"Educational research has shown that it takes somewhere between three to five years for a youngster to become truly proficient in English," he said. "And that means being able to handle abstract concepts. Being in the program for just one to two years damages the youngster educationally and psychologically."

HOSTILE

Seid and Diamond had a lively debate at the national headquarters of the Japanese American Citizens League (JACL) in SF April 21. Diamond later described the audience as "hostile." One thing that aroused the audience was Diamond's statement that he was against "hyphenated Americans."

Asked whether he opposed the existence of such groups as the JACL, Diamond said, "If it's for the preservation of language and culture, no. If it's for political purposes, yes.... I oppose this whole redress project too. I think it's an unconscionable assault on the American treasury."

Other things that Diamond said he opposes are bilingual ballots, bilingual telephone operators, foreign-language billboards, and foreign-language government pamphlets. He calls for upgrading the English level on citizenship exams and abolishing the 50/20 law that now allows non-English speaking persons age 50 and over, who have lived in the US continuously for 20 years, to qualify for citizenship.

ASIAN YELLOW PAGES

One of the few issues on which Diamond and Hayakawa disagree is the use of foreign-language telephone directories, such as the Asian Yellow Pages.

"I don't oppose them," said Hayakawa. "I don't like them very much, but there is a transitional period during which any immigrant group, especially the first generation, have to be able to find their way around."

Said Diamond: "I think it's a disservice. It gives out the false message that you can function in your own language, and keeps you from being a participant in a democratic society."

He emphasized that his main concern in the California English Campaign is Hispanics rather than Chinese, because "the Chinese do a very good job taking care of themselves. They know that

if you're in this culture and society, the important thing is to learn the language of the country."

SMOKE SCREEN

Spiegel-Coleman responded: "I think what they (US English) say about a one-language policy is a smoke screen. They're trying to take away services from people who need these services. And until I see this group doing something to help these new immigrants, I don't believe they are altruistic or that they're for unity."

The reason for the state and federal laws mandating bilingual education, she said, is that "the districts weren't doing anything. What they want to go back to, didn't work.... If you go to school and no one can talk to you and there's no program for you, why stay?"

Part of the reason for the high dropout rate of Hispanics, said John Trasvena, is that "schools have not complied with the laws. There's been very little commitment in the State Department of Education to monitor the bilingual programs. The funds have been used for other things."

Diamond refuted this view. "It's been given more than a chance. It's been going on for 15 years and it just doesn't work," he said.

Remarked Alan Seid: "It's true that the Hispanic dropout rate is very high. But if you're saying that with bilingual education it's this high, if you take it away, it will be even greater."

Diamond responded: "I think it's just exactly the opposite. What should happen to the Hispanic kids is that they should hear, speak, read, and interact in English. And the speedier, the better."

Self-Help for Elderly Sponsors Conference On Asian Treatment

SAN FRANCISCO - A conference entitled "Working with Elderly Asians in Treatment Settings," sponsored by Self-Help for the Elderly, will be held here May 8.

The deadline to register is May 2. The conference is open to both professionals and students. It will take place from 8:30 to 4 at the First Unitarian Church, 1187 Franklin St. The cost of \$6 includes lunch. (Paula Yap, 982-9171)

Hong Kong Version Of 'Dim Sum' Comes To World Theatre

SAN FRANCISCO - The Hong Kong version of Wayne Wang's film *Dim Sum*, with Chinese/English subtitles, is now playing at the World Theatre, 644 Broadway. Also on the bill is the Hong Kong film *The Story of Woo Viet*.



1986

CHINA TOURS

September 06 - October 01

TOKYO; BEIJING; CHENGDU; TIBET: Lhasa, Xigaze, Shannan Prefecture; XI'AN; SILK ROAD: Urumqi, Turpan, Dunhuang, Jiayu Pass, Lanzhou, Bing Ling Temple, Stone Grottoes; GUANGZHOU; HONG KONG (28 Days).

September 06 - September 22

TOKYO; BEIJING; CHENGDU; TIBET: Lhasa, Xigaze, Shannan Prefecture; XI'AN; GUANGZHOU; HONG KONG (17 Days).

September 13 - October 03

TOKYO; BEIJING; XI'AN; SILK ROAD: Urumqi, Turpan, Dunhuang, Jiayu Pass, Lanzhou, Bing Ling Temple, Stone Grottoes; GUANGZHOU; HONG KONG (21 Days).

September 17 - October 10

TOKYO; BEIJING; XI'AN; CHONGQING: Yangtze River Gorges; YICHANG; SUZHOU; SHANGHAI; HANGZHOU; YELLOW MOUNTAIN; GUANGZHOU; HONG KONG (26 Days).

October 01 - October 27

HONG KONG; GUANGZHOU; GUILIN; KUNMING; STONE FOREST; CHONGQING: Yangtze River Gorges; YICHANG; WUHAN; BEIJING; XI'AN; SHANGHAI; SUZHOU; Grand Canal; WUXI; HANGZHOU; GUANGZHOU; HONG KONG (27 Days).

October 16 - November 08

TOKYO; BEIJING; DATONG; TAIYUAN; XI'AN; SHANGHAI; WUXI; Grand Canal; SUZHOU; HANGZHOU; GUILIN; KUNMING; STONE FOREST; GUANGZHOU; HONG KONG (23 Days).

September 06 - September 27

October 04 - October 25
HONG KONG; GUANGZHOU; GUILIN; HANGZHOU; SHANGHAI; SUZHOU; WUXI; NANJING; BEIJING; XI'AN; GUANGZHOU; HONG KONG (22 Days).

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