



CAPITOL DIGEST

Bilingual revision

Assemblyman Frank Hill, R-Whittier, a chief advocate of the English language proposition on last November's ballot, proposed Thursday to overhaul California's bilingual education program.

Hill said his measure would restructure bilingual education to emphasize acquisition of English language skills rather than concentrate on ongoing classroom use of an immigrant's native language.

His proposal was quickly denounced by Assembly Speaker Willie Brown, D-San Francisco. Hill's proposal would be "one of no bilingual education at all" and "provides no safeguards . . . to assure the children are educated," said Brown, who is carrying a rival bill.

It is unlikely that either Hill's bill or the rival one by Brown will get the two-thirds majority vote necessary for passage by June 30, the date the current program expires.

If no new bill is adopted by then, school districts would still get \$994 million in state and federal funds and would still face a federal requirement to provide special instruction for students who don't speak English.

court for a "considerable time," even with a conservative majority.

And in a letter to Assemblyman Gary Condit, D-Ceres, released by the lawmaker Thursday, Lucas argued that the Legislature should not impose penalties on high court justices if they don't meet deadlines on death penalty appeals.

Lucas is Republican Gov. Deukmejian's nominee as chief justice. He would replace Rose Bird, who along with two other justices was ousted from the Supreme Court by voters last November.

In a letter last month, Condit wrote Lucas that some Republican legislators last year wanted to hold up justices' salaries if the Supreme Court took too long in hearing death penalty appeals. He asked Lucas if such deadlines and penalties would be a good idea.

Lucas replied that they would be "both unnecessary and counterproductive."

"From your point of view," Lucas said, "the wisest course probably would be to assume that considerable time may pass before our court has the opportunity to address or reconsider any of the particular issues which interest you."

But Lucas said he will be expediting consideration of death penalty cases and "I really feel that, once the new court has begun to function smoothly, any deadline procedures will prove wholly unnecessary."

— Bee Capitol Bureau



DAN WALTERS

Bilingual ed faces a crisis

There are few public policy issues in California that stir as much emotion as bilingual education.

It is a debate that captures all of the hopes and fears we may harbor about the future of California as it approaches the 21st century.

Demographically, that future is clear. The Anglo population of California is stagnant, while the number of minorities — especially Hispanics and Asians — is growing rapidly because of both immigration and high birthrates.

Within five years, most of the state's public school children will be non-Anglo, and within a generation, that will be true of the state's population as a whole.

If an increasing number of the state's elementary and high school students come into the classroom with what is called "limited English proficiency," the schools then become the most important factor in determining what kind of a multi-racial society the state will become: one of mutually suspicious, insular ethnic groups or a melting pot in which cultural differences are subservient to the common bonds of shared citizenship and language.

In theory, bilingual education is aimed at maintaining or enhancing the LEP student's academic skills in his native tongue, thus preventing him from falling behind his classmates while he becomes fluent in English.

Politically, bilingual education has been seen by legislators and other politicians as a benefit to Hispanics. Among other things, it is a boon to employment of Spanish-speaking teachers.

Critics of the program say it retards the shift to English proficiency and thus maintains ethnic segregation in the larger society. Supporters say it is vital to give immigrant and other LEP children a fighting chance at success.

It is simply impossible to determine which argument is the more valid. Both advocates and critics are equally sincere and perhaps the truth is that the current approach works for some students and doesn't for others.

The debate over bilingual education, which has been raging in the

tion, which has been raging in the Legislature for years, spilled out into the broader political arena last year and formed some of the background for the debate over Proposition 63, which declared English to be the state's official language.

As it happens, the state's mandates and guidelines to local school districts to offer bilingual education expire June 30.

Last year, the Legislature approved a bill that would have extended that program and several others for five years, but Gov. Deukmejian vetoed the measure, saying he wanted to study all so-called "categorical aid" education programs. And now, Deukmejian is proposing to indirectly eliminate the bilingual mandate by shifting its financing sources into general allocations for reduction of class size.

Deukmejian's proposed shift is unlikely to win legislative approval because of the coalition of interests favoring the categorical aid, but even if the Legislature does not go along with the governor, existing bilingual education requirements will "sunset" on June 30, leaving school districts free to approach the issue whichever way they wish. There is an overriding federal court mandate to give special attention to LEP students.

That expiration alone would be "a tremendous victory" because it would free local districts from the state requirements, says Republican Assemblyman Frank Hill, a leader of the English-only campaign last year. Although bilingual education costs nearly \$1 billion a year, the very high dropout rate among Hispanics students is a sign that it isn't doing the job of preparing LEP students for the real world, he says.

But Hill is offering proponents of bilingual education a compromise: keep the program but give school districts more flexibility and require parental consent for participation. He says that would change the orientation of the program toward rapid English proficiency.

The pro-bilingual groups — Hispanics, teacher organizations, etc. — may not like the alternative that Hill introduced in bill form this week.

But ultimately, it may be the best they can get, since rescuing the current program from the June 30 sunset would require two-thirds majority votes in both houses and the governor's signature.

The fact is that the political constituency for bilingual education is fading. The overwhelming passage of Proposition 63 — with support from voters of all ethnic persuasions — and the demonstrated fact that 85 percent of Election Day voters were Anglos would indicate that the advocates of the program may be fighting a rear-guard political action.

San Diego City Schools
Second Language Education Department

Date: 2/3/87

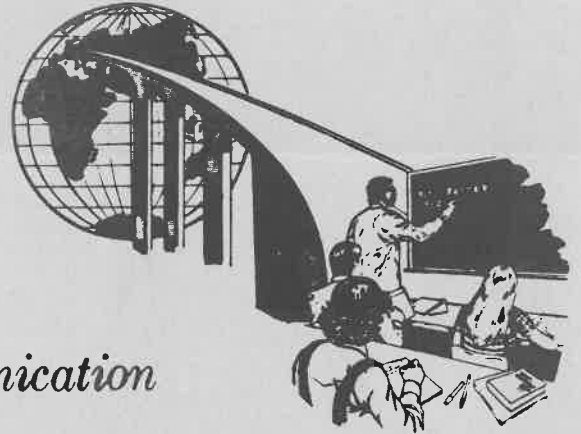
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Page C-2

 A Copley Newspaper

Sunday, February 1, 1987

RECEIVED FEB - 9 1987

Flexibility is the key

The stage is set for another confrontation over California's controversial bilingual education program that, failing a legislative extension, is due to expire June 30.

Last Monday, Assemblyman Frank Hill, R-Whittier, introduced a proposal that would extend the program for five years by allowing school districts greater flexibility in teaching their non-English-speaking students. Assembly Speaker Willie Brown, D-San Francisco, opposes the Hill measure. He contends that, if left to their own devices, local districts would dilute their bilingual programs. Last month, Mr. Brown introduced a proposal that would make some cosmetic changes in the program in an attempt to get it by Gov. Deukmejian, who vetoed a similar bill last year.

Since it was established 10 years ago, the state's bilingual-education program has received decidedly mixed reviews. Proponents insist it has enabled thousands of youngsters to make a successful transition from their native language to English. Opponents counter that it actually delays that transition because students are taught in their na-

tive tongues. Almost everyone agrees, however, that the program needs to be fine-tuned.

State law requires that schools with 10 students in a single grade who speak a language other than English must provide instruction in that language while the students are learning English. A major sticking point is the degree to which the state prescribes the manner of instruction.

Some school districts, such as San Diego Unified, have succeeded admirably with their bilingual programs because of well-trained and highly motivated staff members who consistently move their non-English students into mainstream classes. Still, most districts simply don't have enough qualified teachers to run comprehensive programs. All the more reason why each school district should be allowed to structure its programs as it sees fit.

Assemblyman Hill's proposal would remove restrictions on the types of programs that schools can use and require parents to give their consent before students are placed in those programs. Both reforms strike us as being eminently reasonable. But we are wary of the bill's provision that would change the start-

ing grade for bilingual programs from kindergarten to the first grade. Linguists generally agree that the sooner students are exposed to English the sooner they will make the successful transition to regular classrooms.

There is still no consensus on the best method of introducing students to English, even after all these years. A recent study by the Southwest Educational Development Laboratory, for example, concluded that Spanish-speaking elementary students who begin taking classes in their native tongue can read and speak English by the end of the second grade. On the other hand, a Carter administration study and the *Harvard Education Review* found that such students do better when they are immediately exposed to English.

Because the jury is still out on the success of bilingual education in California, lawmakers ought to give local school districts enough latitude to improve their students' chances of becoming proficient in English. Such flexibility must be the hallmark of any legislative compromise that extends the state's bilingual-education program for another five years.

For more information,
contact Genoveva Arellano
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PHOTO CAPTION

April 17, 1987

The California Association of Bilingual Education (CABE) recently honored Anheuser-Busch Companies for its support of the organization at CABE's 12th annual educational conference held at the Anaheim Hilton Hotel. Attending the conference's gala banquet were, from left to right: Carlos Viramontes, special field markets manager for Anheuser-Busch, Inc.; Eva DuBois, CABE committee member; Fred Arriaga, special markets coordinator for Straub Distributing Company, the local Anheuser-Busch distributor in Orange County; Anna Perez, CABE Corporate Involvement Committee chair; and Jerry Renteria, area manager for Anheuser-Busch, Inc.

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Para mayor información,
comunicarse con Genoveva Arellano
al 213/629-4974

PIE DE FOTO

17 de abril de 1987

La Asociación de California de Educación Bilingüe (CABE, siglas en Inglés), recientemente homenajeó a Anheuser-Busch Companies por su apoyo a la organización durante la décimo-segunda conferencia educativa de CABE realizada en el hotel Anaheim Hilton. Asistiendo al banquete de gala de la conferencia estuvieron, de izquierda a derecha: Carlos Viramontes, gerente especial de mercados de Anheuser-Busch, Inc.; Eva DuBois, miembro del comité de CABE; Fred Arriaga, coordinador de mercados especiales de Straub Distributing Company, la distribuidora local de Anheuser-Busch en el condado de Orange; Anna Pérez, presidente del Comité de Involucramiento Corporativo de CABE; y Jerry Rentería, gerente de área de Anheuser-Busch, Inc.

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THE SACRAMENTO BEE 4/23/87

Assembly OKs bilingual plan

Emotion-charged house also backs 6 other special-ed programs

By Mary Crystal Cage
Bee Capitol Bureau

After emotionally trading charges of racism and political extortion, Assembly members passed a bill Wednesday designed to save bilingual education and six other special public school programs.

Over Republican opposition and two attempts to amend the bilingual education provisions, the measure by Speaker Willie Brown was sent to the Senate on a 42-31 vote — one more than the Assembly's bare majority.

If passed by the Senate and signed by the governor, the bill would extend the life of several specialized education programs for needy students that are scheduled to expire this year or next.

Bilingual education, the Miller-Unruh Reading Program, school-improvement program, Native American education and economic-impact aid would be renewed through June 30, 1992. The Gifted and Talented Education and special-education programs would be extended to June 30, 1993.

But some Republicans objected to lumping the other categorical programs into a bill with bilingual education.

"Why is it necessary to hold all these other programs hostage?" asked Pomona Republican Charles Bader, who protested the "absolute rigidity" of bilingual proponents.

"Bilingual education ought not to be looked on as a threat," countered Democrat Sam Farr of Carmel. "It should be looked at as a bridge" for bringing non-English speaking students into mainstream society, he said.

And while their bewildered colleagues looked on, Farr asked Democrat Robert Campbell in Spanish: "Isn't it

tragic that we always have to have these conversations only in English?"

GOP Assemblyman Frank Hill of Whittier, however, ridiculed the state-adopted program for teaching students in their native language. "Bilingual education is filled with a bunch of bureaucrats that are left over from the 'Brown power' movement of the '60s and '70s," he said.

Assemblyman Richard Floyd, a Hawthorne Democrat, decried Hill's remarks, saying: "This is not a floor of racists."

But Hill argued that a six-year average stay in bilingual programs is simply too long.

Freshman Assemblyman Richard Longshore, R-Santa Ana, offered an amendment to require a school to make instruction available entirely in English to any pupils whose parent or guardian requests it. But it was defeated on a 38-31 party-line vote.

Hill, who was a leading proponent of the English-only proposition on last November's state ballot, offered another amendment that would have authorized — but not required — school districts to offer bilingual education.

Like Longshore's proposal, Hill's amendment also was defeated in a partisan vote. Last year, Gov. Deukmejian vetoed a similar bill by Brown. "I hope that it is vetoed again by the governor," said Hill.

Brown, D-San Francisco, maintained, however, that there are some programs that districts should be required to provide, and he expressed confidence that his measure would be approved this year.

Brown's current measure carries out the recommendations of a state commission that included Deukmejian appointees. The commission advised increased state oversight of the bilingual education program.

Little local impact for Prop. 63

Press Telegram 5/4/87

But educators say pending legislation could bring change

By Wendy Lee
Staff writer

Educators and city officials in the Long Beach area generally say Proposition 63 has not yet affected them, but they are keeping a watchful eye on pending legislation that could have a major impact on some school programs.

"Right now everything is up in the air," said Paula Curtiss, director of special projects for the Bellflower Unified School District. "We do not know which way the Legislature is going to go in terms of reauthorizing programs."

State Superintendent of Public Instruction Bill Honig has said that Proposition 63, which was passed in November 1986 by California voters and makes English the state's official language, would not change the state's bilingual programs.

"Proposition 63 really made English the official language, but it did not prevent us from having a bilingual education program," said Robert Hart, director of special projects services for the Long Beach Unified School District. "We expect to continue our bilingual education program."

Nearly 22 percent of the student population districtwide is considered Limited English Proficient.

"I don't see that Proposition 63 is going to be affecting our

programs," said Curtiss of the Bellflower school district. "We ... are still going to take a look at the needs of the whole child. And we will plan instructional programs around what is best for the youngster, in conference with the parents."

But state legislators have been struggling to define the parameters of Proposition 63, and bilingual education apparently is one target for change. The state Assembly recently approved AB 37 by Speaker Willie Brown, a measure that extends seven educational programs, including bilingual education, in California public schools. The bill now is in the hands of the Senate Rules Committee and will be assigned to a policy committee.

Stressing that the focus of the state's bilingual system needs to change, Assemblyman Frank Hill, R-Whittier, has sponsored major bilingual education reform legislation. Hill, a co-sponsor of Proposition 63, says the current bilingual structure does not allow children to learn English rapidly.

Hill maintains that the state-wide average stay of a child in a bilingual classroom ranges from four to six years, which he believes is too long. He says that by giving more flexibility in program structure and by moving away from primary language instruction toward English language instruction, children could be assimilated into the English-speaking classrooms in less than two years.

Hill's bill, AB 406, is awaiting a hearing in the Assembly Edu-

cation Committee, scheduled for Tuesday.

Elsa Santillan, director of bilingual programs for the Norwalk-La Mirada school district, says she is against AB 406. She said the Norwalk-La Mirada school district has more than 3,000 Limited English Proficient students.

"I think they're using 'flexibility' as a crutch for not really having to implement the rules and regulations as they are now," said Santillan, who is vice president of the California Association for Bilingual Education. "In my experience in working with the Department of Education, they will work with you if you do need some flexibility under the existing law."

She also objects to the call for written consent from parents before their children can be placed in a bilingual program.

"Logistically it's just impossible trying to give 45 days notice to parents," she says.

Lilia Stapleton, administrator of special programs and services for the ABC school district, said she hoped that AB 37 would be enacted into law.

"It passed the Assembly ... and I'm hopeful it will pass," she said. "I think these programs, it's taken quite a few years to develop them, and they're at a really good point. And for them to just be totally dismantled would be a real disservice to children."

Staff writer Francisco Delgado contributed to this story.

New Head of L.A. Schools Faces Ire of Latinos, Blacks

By LYNN O'SHAUGHNESSY
and GEORGE STEIN,
Times Staff Writers

As Leonard M. Britton sees it, the three biggest challenges facing him as the Los Angeles Unified School District's new superintendent are increasing students' achievement scores, improving relations with the teachers' union and easing severe classroom overcrowding.

But one of Britton's first tasks could be soothing some minority groups who were outraged that the board on Friday selected Britton, who is an Anglo, over the Latino and black finalists from within the district.

Britton, superintendent of schools in Dade County, Fla., for the last seven years, was joined by the entire school board at a press conference Saturday morning as he talked about his past and outlined

Please see SCHOOLS, Page 26

his aspirations for the nation's second largest school district.

Later, Latino activists denounced his selection. "We feel this is a racist decision which clearly shows employment discrimination against Latinos," said Gina Alonso, who represents a coalition of 40 Latino organizations that has been lobbying for a Latino superintendent. "The message is clear: if you are Latino and the best qualified, don't bother to apply."

She said Latino groups will ask the board to reconsider.

"I would say that there will be quite a bit of calamity and clamor raised in the Hispanic community," agreed Ruben Jauregui, president of the Latin Business Assn., which represents about 600 Latin-owned businesses.

Mindful of minority groups' disappointment, Britton spoke briefly in Spanish at the press conference, although he later acknowledged that he is still learning the language.

"I tried in a little statement in Spanish this morning to reach out and let people know I am trying to communicate," said the white-haired, 56-year-old administrator.

Understands Concerns

"I can understand their concerns. . . . When you get a district with more than 50% Hispanic children, you feel a little more comfortable if the person who is leading it and setting the directions understands where you're coming from, your cultural interests and language needs."

The Los Angeles district, the nation's second biggest, has a 58% Latino enrollment that is expected to grow. Blacks and whites each make up 18%.

Deputy Supt. Sidney Thompson, the district's top-ranking black administrator and one of three finalists for the superintendent post, suggested that it would be wrong to dwell on the board's unanimous decision.

"There are too many youngsters out there with too many problems; they don't need ours," he said. "I don't think we have time now to say what if and wish. Let's move on and get these students achieving."

But Thompson acknowledged that "the board will fully have to expect to get those questions [on its selection]. I think the board will respond with what it is they used to come to that decision."

Thompson and Deputy Supt. William Anton, the other contender and the district's top Latino official, sat quietly with senior staff members in the back of the room during the press conference. Anton left immediately afterward.

"I deplore the fact that they did not select a minority candidate," said Juanita De Sosa, secretary of the San Fernando Valley chapter of the National Assn. for the Advancement of Colored People.

"It can be discouraging. We know there are qualified blacks and Latinos. It's time they got looked at; it's time they got selected."

Alan Clayton, the civil rights representative for the League of United Latin American Citizens, criticized the board's judgment.

"Frankly, I think they are a little nervous about having a Latino," he said. "For some reason, when it gets to the top position, non-Latinos seem to be concerned about appointing a Latino."

However, the board's lone Latino member, Larry Gonzalez, said he hopes that everyone "closes ranks and unites" behind Britton.

This is not the first time Britton has found himself embroiled in a racial politics. In 1980, despite protests from blacks in Dade County, Britton was chosen to replace the system's first black superintendent, who had been indicted and was later convicted in a scandal known as the "Gold Plumbing Caper."

Three years later, black activists



IRIS SCHNEIDER / Los Angeles Times

Leonard M. Britton at press conference in Los Angeles.

/ Sunday, May 10, 1987 ★ ★ ★

SCHOOLS: Latinos, Blacks Show Anger at Selection of Anglo as Superintendent

asked the school board to insist that Britton appoint a black person as second in command. Britton favored promoting a black to one of five associate superintendent posts, but balked at having a right-hand man and objected to using race as the deciding factor.

"To use the criterion of race or ethnicity would open us to the charge of discrimination," Britton said at the time. "People who have been promoted have received their jobs because of competency, not because of race or ethnicity."

On Saturday, Britton noted that he comes from a racially mixed district where 42% of the students are Spanish-speaking and 32% are black. He said he surrounded himself with minority group members in top administrative posts so that the needs of ethnic groups could be met.

The selection of Britton, who grew up in a tiny Pennsylvania mountain town, represents the first time in nearly 40 years that an official from outside the Los Angeles district has been chosen to lead it. Britton will take the reins from Harry Handler, 58, who is leaving next month to become an adjunct professor in the UCLA Graduate School of Education. Britton will be paid \$122,000 a year.

Rita Walters, the board's president, said Britton's successful track record as head of a school district and the "striking similarities" of the two urban districts, were key factors in his selection.

The board decided, Walters said, that "the depth and breadth of Dr. Britton's experience as a superintendent in a decision-making role . . . would be easily transferred to Los Angeles. That experience would bode well for seeking solutions to the problems here."

During the press conference and afterward, Britton talked briefly about the district's pressing problems, but stopped short of offering any solutions.

The superintendent said his "major overriding concern" will be improving the tests scores of the district's 590,000 students. He said he will be meeting with the staff to explore all possible ways to beef up the scores.

Year-Round School Issue

The charged issue of year-round schools is also a "serious concern" and "needs a lot of attention," he added. The district already has 93 year-round schools.

Britton told of some of his experiences during his 22 years in the Dade County system, where he held several administrative positions while ascending through the ranks.

Saying that he has "great faith in teacher involvement," he talked enthusiastically about a pilot project starting in 32 Dade County schools this year that gives teachers a chance at peer evaluation and a voice in administration. He also noted that teacher salaries jumped 30% to 35% in the last three to four years.

And he proclaimed his firm belief in bilingual education. It is paramount that students learn English, but not cold turkey, he said. In

Dade County, students in the early grades attend classes in Spanish while they learn English. But he cautioned that it is important that students not lose their native language.

Those who know him in Miami said Britton earned the reputation as a "good, gray" administrator. He walked into the top school job just as Miami was absorbing 100,000 Cuban refugees from the Mariel boat lift and trying to recover from the 1980 Liberty City riots. By all accounts, Britton contributed to the defusing of the racially charged atmosphere.

Leadership 'Impeccable'

Dade County board member Ethel Beckman noted in 1983 that the school system has been a bridge between the county's ethnic groups, and said Britton's leadership in this area had been "impeccable." "There is a renewed confidence on the part of the public in public education," board member Michael Krop said at the time Britton's contract was extended. Another board member suggested that Britton removed "the politics of cronyism" from administrative personnel decisions.

When Dade County board members learned this spring that Britton was in the running for the Los Angeles job, they treated the matter as a crisis.

"Maybe he wants half a million dollars, two chauffeurs and three bodyguards," said Paul Cejas, board chairman, in February. "Let's find out what he wants, then negotiate."

Britton, who was once divorced, is married and has two daughters.

When he was 16, he learned that he was adopted and sought out his natural parents. He had his name changed from Moscato, the name of his adoptive parents, to Britton, his natural parents' name, according to a 1981 profile in the Miami Herald.

He holds a Ph.D. degree in educational administration from the University of Pennsylvania, and initially taught science in public schools in Pennsylvania. He later became a curriculum research administrator in Cleveland at the age of 31. Next, he went to Miami.

After Saturday's press conference, Britton said he was following with interest the highly publicized battle state school Supt. Bill Honig and Gov. George Deukmejian are waging over next year's budget for public schools.

Saying that he and Honig are "on the same wave length," Britton said one reason he decided to come to Los Angeles was because "someone like Honig is heading up the state's education leadership."

"We need a strong person on the state level waving the flag," he added.

Californians fight to keep bilingual education funds

Special to the PDW

SACRAMENTO, Calif. — Proponents of bilingual education are asking supporters to step up pressure on Gov. George Deukmejian as a critical showdown nears.

Close to 600,000 students are enrolled in bilingual programs in California, with perhaps another half million in need of such services. But without legislative action all state funding will end June 30.

AB 37, sponsored by Assembly Speaker Willie Brown (D-SF), which would extend bilingual education and five other programs due to expire, is being rushed toward Deukmejian's desk. Last week it won approval of the Senate Education Committee and will be heard by the Senate Appropriations Committee June 29. It is expected to pass both that committee and then on the senate floor.

Last year, however, Deukmejian vetoed a similar bill, and aides have indicated he might do so again. "Hopefully there will be enough public interest and concern expressed to the governor so he will sign the bill," said Susan Jetton, press aide to Brown.

Carolina Flores, policy advocate for the Mexican American Legal Defense and Education Fund (MALDEF) cites Congressional and state legislative studies that have "proven over and over that bilingual education works. Children get out in two years, become proficient in the

language, and become academically competent. Once they have the basic foundation of education, they can translate it into any language."

The bill has broad support from Latino, Asian, labor, teacher, parent groups, and school boards. Hundreds have sent messages to the legislature or attended hearings to voice their backing. "Every major educational organization from the state superintendent's office to the school board association to all teachers organizations supports the legislation," Miles Myers, state president of the California Federation of Teachers told the PDW.

AB 37 also would extend programs for Native Americans, gifted students, children with reading difficulties, and special education for poor urban districts.

Deukmejian's veto last year was at the request of Assembly Republicans who are again leading the opposition. Many of the critics are linked to the "English only" drive in California. "All they've done is attack bilingual education without offering an alternative," said Flores. The issue for many of the opponents is



PDW photo

The struggle for bilingual education is a national one. Above, a demonstration in New York City demands more funds for bilingual programs.

simply "partisan politics, not what will benefit the children."

Flores urges people to write and telegram Deukmejian "telling him we want this bill, it is necessary. He has to address the needs of all his constituents, including limited English proficient students."

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More bilingual education controversy

San Diego Union

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BECAUSE the jury is still out on the success of bilingual education in California, lawmakers ought to give local school districts enough latitude to improve their students' chances of becoming proficient in English. Such flexibility must be the hallmark of any legislative compromise that extends the state's bilingual education program for another five years.

3/6/87

THE SACRAMENTO BEE

Fighting The Myths In The Debate Over Bilingual Education

*Patricia Gandara is a member
of the Assembly Office of Re-
search.*

By Patricia Gandara
Special to The Bee

IN THE ELEVENTH hour of the last legislative session, Gov. Deukmejian vetoed a bill by Assemblyman Willie L. Brown Jr., D-San Francisco, that would have extended the provisions of the bilingual education law in California for another five years. In his veto message, the governor stated that he would request a cost-effectiveness study of the program before reconsidering its fate. No such study has ever appeared, and we now are only months away from the sunset date of the current law governing bilingual education. School district administrators, parents and teachers are all asking what will become of their programs. Meanwhile, a debate drags on over a set of myths that have been repeated so many times, that even people who should know better have come to believe them.

• We don't know which method is most effective for educating limited- and non-English-speaking children. This myth is based on numerous evaluation research studies that have attempted to determine the effectiveness of bilingual education, but that have resulted in findings that are both inconclusive and contradictory. These studies lumped together programs that were so diverse in their approaches, resources, staffing and student populations that often the only common denominator was the name "bilingual education." Hence, it has surprised almost no one who understands evaluation research that the studies have failed to produce useful findings.

In contrast, the findings of linguistic research (the study of how people acquire languages) have been both unanimous and conclusive: The task of learning a second language should be separated from the task of learning a subject matter. According to the linguists, it does not make sense to teach a child social studies in a language he doesn't understand. Not only will he not learn social studies, he also will fail to learn much English because the words being spoken are not linked to anything tangible or comprehensible to him.

The language experts contend that the student should receive intensive English instruction (and this may be "immersion," English as a second language, or other approaches), while separately receiving subject matter instruction in a language he understands. This approach, they say, should continue until the student has acquired a level of fluency in English that allows him to understand concepts that are expressed in his new language. Interestingly, this research comes to us from Europe and Canada, where the schools have been highly successful in producing multilingual children. The current California bilingual law is based on this research, although few of the limited-English students in California actually receive instruction in this manner. Which leads us to the second prevailing myth.

• BILINGUAL EDUCATION in California has failed. The evidence lies in children who remain in bilingual classrooms year after year, never learning English, and who are inclined later to drop out of school. The greatest misconception in the public mind has to do with the confusion between the bilingual program and the bilingual classroom. Over a half-million children in California are served by the bilingual program, yet only a fraction of those children have ever seen a bilingual classroom.

The majority of these children are in English-only classrooms and receive about 20 minutes a day of special instruction in a language they understand. Many do not receive even that. Many of these children remain in the bilingual program for years beyond what might seem reasonable. We also believe that many eventually drop out of school. It is difficult to acquire a firm foundation in a second language with such minimal help, and still keep up with math, reading and other academic subjects taught in a foreign language (English). It should come as no surprise that many students fail to do so.

On the other hand, for the 18 percent of limited- and non-English-speaking students in the bilingual program who are fortunate enough to be placed in a bilingual classroom with a bilingual teacher, their fortunes are often very different. The overwhelming majority will be mainstreamed into an English-only curriculum within an average of three years. These students may then continue to be served in the bilingual program, where they receive support in their native language — perhaps 20 minutes a day — to ease the transition to the English-only curriculum. In those few districts in California that have actually implemented bilingual education in this way, the results have been spectacular. It is not uncommon in these districts to find the bilingual children out-performing the native English-speakers on standardized tests of English.

• Bilingual education is costly. The estimated cost of the program, which serves about 14 percent of all California public-school children, represents about 3 percent of the total K-12 education budget. Moreover, a 1980 Rand Corporation study concluded that the bilingual classroom staffed with a bilingual teacher is the most cost-effective means of providing instruction to limited- and non-English-speaking children. Pulling children out of the English classroom to receive special instruction requires more teachers, and hence, costs more money.

The current debate in the Legislature centers around a desire on the part of those who, having bought into the bilingual education myths, seek to make the law "more flexible," and to allow school districts to experiment more with different instructional approaches. Yet the current bilingual education law already allows a great deal, some would say too much, flexibility. Where a sufficient number of children who speak a single foreign language are not present in the school to allow for the formation of a bilingual classroom, schools may select from among several options. They may provide as little as 20 minutes per day in adjunct instruction in the native language, if that is all that their resources permit. For "exotic" language groups, the schools are not even obligated to do that; ESL instruction alone satisfies the law.

The debate is further fueled by the perception that California voters, who overwhelmingly approved Proposition 63, are anxious to hurry along the process of teaching English to all Californians. Unfortunately, greater flexibility in the bilingual law will not achieve this aim.

Research evidence as well as actual experience has demonstrated that students in the kinds of programs the current law attempts to promote are not only learning English rapidly, but succeeding in school at the same time. The answer to the current dilemma is not greater flexibility in the law, but the political will to implement the methods that we know are effective.

3/18/87
Sacho Bee

1, MARCH 18, 1987 ★ ★

Administration's bilingual stance disputed

WASHINGTON (AP) — The General Accounting Office, in an unusual report, says most of the experts it consulted were at odds with the Reagan administration's reading of the research on bilingual education.

The Reagan administration has argued that the research is too inconclusive to justify the current requirement in the Bilingual Education Act that most federally funded projects teach youngsters in their native language while they also learn English.

Rep. Augustus F. Hawkins, D-Los Angeles, the chairman of the House Education and Labor Committee who commissioned the report, said Tuesday the GAO "did an excellent job . . . and produced a thorough and objective report." He said he was very encouraged that the experts agreed the research "does support the native language requirement."

Chester E. Finn Jr., the Education Department's assistant secretary for educational re-

search and improvement, says the GAO report is "a bundle of contradictions and inconsistencies."

Finn charged that "this tortured, tortuous and tendentious document casts more heat than light on significant policy issues and thereby ill serves the nation's children, especially those who most need and want to become fluent in English."

Most schools employ a technique known as transitional bilingual education for Hispanic children and others who enter U.S. schools knowing little or no English. The youngsters are taught subjects in their native language while they also learn English. The goal is to keep them from falling behind in the basics while they master English.

Secretary of Education William J. Bennett has urged Congress to give school districts more flexibility in spending money from the \$143 million bilingual education program. The

law allows only 4 percent of the projects to use intensive English-only instruction.

Bennett asserted in a September 1985 speech that federal policies had gone astray and "too many children have failed to become fluent in English."

"After 17 years of federal involvement and after \$1.7 billion of federal funding, we have no evidence that the children whom we sought to help . . . have benefited," Bennett declared.

The GAO canvassed 10 education researchers. It asked for yes-or-no answers on whether the experts agreed with the administration on key issues.

"We took special care to include (five) persons who had been nominated by department staff and whose work had been cited by the department in support of its position," the GAO report said.

A sixth professor, Herbert J. Walberg of the University of Illinois at Chicago, has been a

frequent consultant to Bennett's department and helped edit its guide to effective schooling called "What Works."

"Only two of the 10 experts agree with the department that there is insufficient evidence to support the law's requirement of the use of native language to the extent necessary to reach the objective of learning English," the GAO said.

It reported that "7 of the 10 believe that the department is incorrect in characterizing the evidence as showing the promise of teaching methods that do not use native languages."

The GAO report includes letters from Walberg and another expert, education historian Diane Ravitch, criticizing the findings.

Walberg suggested both the GAO panel and the research literature may have been biased. He said most of the research has been conducted by "true believers" whose livelihoods depend on the bilingual approach.

Parents get good news on bilingual education

By Gretchen Kell
Bee Staff Writer

Sacramento Bee
3/20/87

Using broken English and interpreters, parents of minority students in the Sacramento City Unified School District begged the school board Thursday not to cut funds for bilingual education.

The 100-plus-member crowd spilled into the hallways as the board began its second meeting to consider ways of trimming the financially troubled district's 1987-88 budget.

"I am speaking for the Hmong parents," said Teng Vang in halting English. "We are new to this country. We do not speak English yet. We need people . . . to help our children become proficient in English fast, so that they can learn like other American children."

But school officials told the Asian, Hispanic, Pacific Islander and other minority parents that the district's state-funded bilingual program, once considered threatened by Gov. Deukmejian's proposed cuts to education, should survive.

"It appears the governor has put money aside for bilingual education . . . and the amount will be similar to what was available in the past," said Dr. Robert Parker, assistant superintendent for instructional support services. "This is one program I feel is not threatened."

At the close of the hearing, held at the district's office at 16th and N streets, Superintendent Keith Larick said the bilingual program is "the least affected of the compensatory

education programs."

The district, with 5,677 of its 45,326 pupils listed as limited English proficient (LEP), originally listed one bilingual coordinator, four program specialists and three clerical positions as possible cuts, he said, but that was before Deukmejian's decision.

Parker said that of the 200 teachers who have received layoff warnings, those with bilingual skills "likely will be among the first to be re-employed because we do have a need to comply with the law" that re-

quires bilingual education for students who need it.

Of the other programs reviewed by the board Thursday, some of the most drastic reductions proposed were eliminating the 1988 summer school program, not using school buildings as civic centers and cutting expenditures for safety manuals and equipment.

To help reinstate "the biggest chunk" of cuts stemming from the governor's spending plan, Larick asked parents and school staff to lobby the Legislature.

Bilingual education

Assembly Speaker Willie Brown narrowly advanced to the Assembly floor Wednesday his once-vetoed bill extending for five years the life of bilingual and six other "categorical education" programs.

The measure remains opposed by Gov. Deukmejian, who would rather use the \$60 million earmarked for the special education programs in the new fiscal year to shrink the average first-grade class size from 28 to 22 pupils.

The Ways and Means Committee approved Brown's bill after two roll calls on a partisan 12-8 vote, the exact majority support needed.

The state's current bilingual program is set to expire in June. Other special education classes set to end this spring are the Miller-Unruh Reading Program, School Improvement Program, Native American Education Program and Economic Impact Aid.

3/20/87
— Bee Capitol Bureau

Sacramento Bee

Bilingual education program in trouble

Brown unsure of votes to beat June cutoff

By Amy Chance
Bee Capitol Bureau 3/25/87

Assembly Speaker Willie Brown acknowledged Tuesday he is not likely to get the legislative approval he needs for a bill to keep the state's bilingual education program operating without a lapse past June.

His failure to do so would leave operation of bilingual education and several other specialized education programs to the discretion of individual school districts at least until January.

"I'm not conceding there will be no bilingual program," Brown said. "I believe the school authorities, if the bill has been signed into law ... will continue the programs that currently exist."

But the speaker said at a Capitol press conference he does not expect to get the two-thirds vote necessary for his measure to take effect by June 30, when the current program expires.

The bill would take effect in January if approved by a simple majority and signed by the governor.

Gov. Deukmejian last year vetoed a similar bill by Brown that would have extended guidelines for bilingual education and other special education programs in California for another five years.

And the governor has since proposed eliminating several of the other programs that would be extended by the speaker's current bill. He plans to use the estimated \$60 million in savings to shrink the average first-grade class size from 28 to 22 pupils. Brown, who said he expects to take up his bill on the Assembly floor before the Legislature takes its spring break in April, said he doubts legislators will support a rival measure by Assemblyman Frank Hill, R-Whittier.

A leading proponent of the successful English-only proposition on last November's ballot, Hill wants to restructure bilingual education so that students concentrate on developing English language skills rather than continuing to use their native language in the classroom.

Brown predicted varying response by local school districts if the governor refuses to sign his bill a second time. If no new bill is adopted, school districts would still continue to receive state and federal funds for bilingual education.

"Some districts will probably continue down the current road," he said. "Others will do what Mr. Hill would have them do and that's mistreat persons who have limited English-speaking ability. ... It will retard the whole process of educating persons who are proficient in (languages) other than English." Brown said Tuesday that Deukmejian told him last year that "he really had no problems with my bill ... but that the Republican members of the Assembly were a bit agitated that they had not had the input that they wanted."

Other programs set to end in June are the Miller-Unruh Reading Program, School Improvement Program, Native American Education Program and Economic Impact Aid.

The speaker used the start of his press conference Tuesday to issue a public plea for a liver donor for 9-month-old Jonathan Clark of Fresno, who is suffering from a rare liver disease.

Jonathan's father, John Clark, said doctors are predicting his son has a month left to live without a transplant. The infant, now at Georgetown University Hospital in Washington, D.C., needs a donor weighing 15 pounds or less with an A-positive blood type.

3/25/87
Bilingual backers

WASHINGTON — Congress would send the wrong signal to school districts if it adopted a Reagan administration proposal to loosen requirements for bilingual education programs, several education specialists said Tuesday.

The Education Department objects to a requirement that students with limited English proficiency be taught in their native languages to the extent necessary — a system known as transitional bilingual education.

Several witnesses and members of Congress said the native-language requirement is needed to let students keep up in their other subjects while they learn English.

THE SACRAMENTO BEE



Bee/Skip Shuman

The Rev. Jesse Jackson, flanked by Assemblywoman Maxine Waters, left, made Monday's march easy for Reynaldo Molina, who hitched a ride.

Jackson joins 5,500 at education rally

By Mary Crystal Cage
Bee Capitol Bureau

Sacto Bee
4-7-87

Bolstered by 5,500 chanting, marching students and the Rev. Jesse Jackson, Assembly Speaker Willie Brown said Monday "we're going to confront the Duke" and put \$900 million back into the governor's education budget.

Jackson, a likely Democratic presidential candidate in 1988, joined in a noontime rally on the west steps of the Capitol to protest Gov. Deukmejian's school finance plan for next year. The governor's proposal would eliminate financing for existing programs such as bilingual education and programs for gifted children, and use the money to reduce class size.

Deukmejian was not in town for the rally, but his office released a statement dismissing his critics as "complainers" who don't have to worry about meeting the needs of the entire state.

"Once again, the complainers have found it easier to organize a march to ask for more money for educa-

tion, than to put their energies to work improving our schools," the statement said.

But Jackson, who led about 3,000 of the protesters on a two-mile march from Southside Park to the Capitol, urged them "to demand that America educate our children. It's the key to our future."

"When our school rolls are down and our jail rolls are up, those are misplaced priorities," Jackson said. "Education is not a social program. It is a national defense act."

Brown said that his bill to pump up the governor's education budget by \$900 million would be presented to the full Assembly during its April 21 session.

"I'm going to have problems, but I'm going to move the bill. It will pass," Brown said.

Challenging potential Republican opposition, the Assembly speaker gestured toward the Capitol and said, "They can look out their windows and when they see this crowd, they will know it's in their best interest to abandon the governor."

Mario Obledo, former Gov. Jerry Brown's state sec-

retary of health and welfare, said the governor's claim there are no more funds for education is "ridiculous".

"Education should be a priority for us," Obledo said. "Education is not just another program. Education is a fundamental right."

A schoolteacher at the rally, Natalia Argas of Montebello, said, "I just don't think the governor understands. I wish he would spend a day in a classroom and try to teach non-English speaking children in English."

Jackson told the crowd, however, that if they want to win this fight they must be determined, sober and registered to vote.

"The Duke would be here today if he thought you could take his job," Brown agreed. "You have to register to vote and vote with a vengeance."

The rally, which Brown said was the biggest at the state Capitol since the Vietnam era, was organized by three minority-student organizations: the Asian Pacific Student Union, the African/Black Statewide Alliance and MEChA, an Hispanic student movement.

Bilingual Educators Challenge E.D.'s 'English Only' Proposal

By James Crawford

DENVER—For most bilingual educators, it was the first chance to challenge an official of the U.S. Education Department on its campaign to expand federal funding for "English only" teaching methodologies.

For Carol Pendas Whitten, director of the office of bilingual education and minority languages affairs, it was a heated policy debate that turned personal.

The confrontation, which had been brewing for the past 18 months, erupted here earlier this month, at the 16th annual convention of the National Association for Bilingual Education.

After addressing the group, Ms. Whitten stormed out of a question-and-answer session in which speakers voiced near-unanimous disapproval of the department's policies on bilingual education.

"I thought I was addressing a professional organization, instead of a political-action committee," Ms. Whitten said, visibly angered as she left the podium shortly before the session was scheduled to end.

In her speech, Ms. Whitten maintained that, "despite allegations to the contrary," the department's intention is not to mount an "attack on bilingual education . . . [or] to promote one method of instruction over another."

Rather, she said, its goal is "increased flexibility" for local school districts to decide what method is best for instructing limited-English-proficient children.

"We should recognize that there is no one best method of instruction, for all children, under all circumstances," she said.

But members of the audience rose to rebut Ms. Whitten's assertions. "Local control sounds like basic democracy," said Bob Peterson, a 5th-grade bilingual teacher from Milwaukee, "but [sometimes] local control has meant the perpetuation of a racist and segregationist system."

"This is why people in the civil-

rights movement and people who support bilingual education have had to force the federal government to issue regulations to ensure that minority populations have their rights guaranteed," he said.

Immersion Debate

Other speakers disputed Ms. Whitten's position that English-only programs, such as "structured immersion," can be at least as effective as bilingual instruction. Angel Gonzales, an administrator in the Houston Independent School District, said experimental English-immersion programs in his district "just produce English-speaking illiterates."

"A majority of the [immersion] youngsters have been retained for two or more years," he added, "and the bilingual children are scoring better in the 4th and 5th grades on English tests. But the biggest problem is that most of [the immersion students] are exiting to special education."

Ms. Whitten and other OBEMLA officials who promote immersion "are not educators," Mr. Gonzalez said in an interview. "All they care about is that the children learn English. They don't understand there's a difference between learning a language and learning. These are two different issues."

English-immersion projects in eight Texas districts, including Houston, were launched in 1981 by
Continued on Following Page

Department's 'English Only' Proposal Assailed

Continued from Preceding Page

the Texas Education Agency as an experiment in alternatives to bilingual education. But the project will be terminated this spring, according to Ramon Magallanes of the agency's special-programs office.

The state's commissioner of education, William Kirby, recently informed participating districts that they must now comply with a state law requiring bilingual classrooms in schools that enroll 20 or more LEP children from the same language group.

Preliminary reports indicate that some "recent-arrival students," who had well-developed skills in their native languages, benefited from the English-only approaches at the

high-school level, Mr. Magallanes said.

But the alternative programs appeared to be a failure for elementary students, he reported, according to test results from several districts.

In Houston, for example, the English-immersion children who scored highest were often among the 60 percent who had been retained in grade. Mr. Magallanes added that some districts dropped out of the pilot project after they saw how poorly students were faring.

Ms. Whitten said more conclusive evidence about immersion will be available in two years, following the completion of a federally financed longitudinal study comparing immersion with bilingual instruction.

The study's first-year scores,

leaked to the press last year, indicated that children in bilingual programs were significantly outperforming immersion students on achievement tests in English. (*See Education Week, April 23, 1986.*)

Alan Ginsburg, an official in the department's office of planning, budget, and evaluation, said the second-year test data would be released within the next two weeks.

Rancorous Relations

Ms. Whitten's assurances that the department would continue to support bilingual education—even if the Congress removes funding restrictions for English-only programs—were challenged by several members of the bilingual-educators' association.

Luis Reyes, executive director of *Aspira* of New York, a Puerto Rican advocacy group, took issue with the suggestion by Secretary of Education William J. Bennett that bilingual education is to blame for high dropout rates among Hispanic youths.

In New York City, Mr. Reyes said, only one Latino student in four is eligible for bilingual education, and of those, only 37 percent are served. For the 12 percent of Hispanic children receiving it, he argued, "bilingual education is a dropout-prevention strategy."

Alma Flor Aba, a professor of education at the University of San Francisco, accused Ms. Whitten of "not taking a stand" against opponents of bilingual education within the Reagan Administration.

In Spanish, Ms. Aba quoted the Cuban patriot Jose Marti's condem-

nation of "the crime of silence."

Ms. Whitten, a Cuban-American, at first appeared at a loss for words, then voiced her criticism of the organization and walked out of the auditorium.

Several members of the group said relations between the bilingual-educators' association and OBEMLA could hardly deteriorate further. They noted that, beginning this year, Ms. Whitten had changed administrative regulations to prohibit the use of bilingual-education grants to travel to conferences and training sessions not sponsored by the Education Department.

The decision appeared to reduce attendance at the association's conference this year, which registered 1,600 participants, compared with about 2,000 at its meeting last year in Chicago.

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Mr. Vernon Dover, Chairman
Buncombe County Board of Education
P.O. Box 401
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Applications should be postmarked no later than June 30, 1987.

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Los Angeles Times

0 Sunday

Saturday, July 25, 1987

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Deukmejian Vetoes Bill to Revive Bilingual Program

By RICHARD C. PADDOCK, *Times Staff Writer*

SACRAMENTO—Legislation that would have revived the state's bilingual education program was vetoed Friday by Gov. George Deukmejian, despite a compromise designed to give school districts and parents greater say in the instruction of non-English-speaking students.

Although the bill by Assembly Speaker Willie Brown (D-San Francisco) had widespread support among educators, Deukmejian vetoed the measure at the request of Assembly Republicans who favor giving school districts wide latitude in teaching students who are not fluent in English.

"In the absence of an agreement in the Legislature on more flexible guidelines for the program, I believe it is better to allow each school district to fashion its own," the Republican governor said in his veto message.

Deukmejian's veto for the second year in a row of legislation extending the bilingual program disappointed Brown and school officials, who accused the governor and Assembly Republicans of seeking to destroy bilingual education.

"The Assembly Republicans clearly have no interest in the children," said Shelly Spiegel-Coleman, past president of the California Assn. for Bilingual Education. "Their whole agenda is to dismantle the program and deny services to children who want to learn English and participate in our American society."

The veto of the bilingual education measure came as Deukmejian acted on more than 80 bills sent to him by the Legislature before its summer recess. Among the bills he signed were a measure prohibiting local governments from imposing

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BILINGUAL: Governor Vetoes Measure

Continued from Page 28

fiscal issues. Because of their backing, the majority Democrats have never been able to override a Deukmejian veto. When Brown's bill came up for a final vote in the Assembly, only one Republican supported it and 31 voted against it.

Spiegel-Coleman, who works for the Los Angeles County Department of Education, said she was distressed that Deukmejian vetoed Brown's bill because of pressure from legislators.

"We regret that the governor did not make a decision of conscience but made a political decision when it came to the lives of our kids," she said.

Stressed Support

Deukmejian stressed in his veto message that he supports bilingual education but said local programs are not dependent on the enactment of a new state law.

"I believe that local school districts should have the flexibility necessary to design those programs which best meet the requirements of an often wide and diverse population of limited-English-speaking students," he said. "In the absence of any state legislation mandating

specific program requirements, school districts enjoy total flexibility over the structure of their programs."

In other actions, Deukmejian:

- Signed legislation by Assemblyman Gary Condit (D-Ceres) that will prohibit cities and counties from banning the sale of alcoholic beverages and gasoline from the same stores. The measure wipes out more than 30 local ordinances adopted after Aug. 1, 1985.

Under the measure, which was supported by the politically powerful convenience store and gas station industries, cities will retain the authority to prohibit individual stores, on a case-by-case basis, from selling both products.

- Signed a bill by Assemblyman Jack O'Connell (D-Carpinteria) that will prohibit most motorists from carrying animals in an open truck bed. There are a number of exceptions in the bill, including drivers who are employed by a farm and are driving on a rural road or drivers who are traveling to or from a livestock auction.

- Vetoed a bill by Sen. Art Torres (D-Los Angeles) that would have prohibited the importation from

other states or nations any food that contains the residue of pesticides that are banned in California. Deukmejian said in his veto message that he was concerned that the bill would have been "perceived by our foreign partners as a trade barrier." Deukmejian also said federal law "provides adequate protections to discover impurities in imported food."

- Signed a bill by Assemblyman William P. Duplissea (R-San Mateo) that will allow judges to order drunk-driving offenders between the ages of 18 and 21 to visit the county morgue, a hospital or alcoholism treatment center as part of their sentence. The bill is designed to make "significant and lasting" impressions on young drivers by requiring them to view the results of accidents caused by drunk drivers.

- Signed a measure by Sen. William A. Craven (R-Oceanside) that increases legislators' living allowances by \$1,000 a year and raises the pay of many of Deukmejian's top appointees. The bill raises the legislators' expense allowance from \$82 to \$87 a day by tying the payment to the rate paid by the federal government to its employees who travel to Sacramento.

BILINGUAL: Governor Vetoes Education Measure

Continued from Page 1

blanket bans on the sale of alcohol and gasoline at the same stores and a bill prohibiting most motorists from carrying dogs in the back of open trucks.

Supporters of the bilingual education bill, including several Republican senators, expressed concern that Deukmejian's veto of the bill will lead to confusion among many school officials this fall.

California's bilingual education law, which expired June 30, required schools to provide instruction in the students' native language whenever there were 10 or more students in a grade with a common primary language other than English. The goal of the program was to teach the students English while preventing them from falling behind in other subjects. Last year, about 525,000 pupils were enrolled in bilingual education programs around the state.

For the majority of young students, three years of bilingual instruction is sufficient to make them fluent enough in English to make the switch to a regular classroom, educators say.

Now, in the absence of a state law governing bilingual education, administrators will be bound only by less stringent federal law and court rulings that require schools to give special assistance to students who are not fluent in English.

State Funds

As Deukmejian noted in his veto message, state funds will still be available for districts to operate bilingual education programs as they choose. Some districts, including the Los Angeles Unified School District, have said they will continue operating their program as they have in the past.

With his veto, the governor also refused to extend a group of other educational programs that were included in Brown's bill. Those programs were designed to aid children who are physically or mentally handicapped, children with reading disabilities, especially gifted or talented pupils, those from poor families and native Americans. The gifted and talented education program and the program for handicapped pupils will expire next year. The others ended June 30.

Brown called Deukmejian's veto "a slap in the faces of all those parents who want a better future for their children than they had."

"It is time for the parents of those children, as well as for other Californians who care about the

quality and equality of education in our state, to reassess this governor's claims to be a friend of education," the Speaker said.

Supporters and opponents of Brown's bill said it may be possible to work out a compromise to revive the state's bilingual program when the Legislature returns Aug. 17 for four weeks.

However, backers of Brown's measure said they had already made major concessions in an attempt to satisfy Assembly Republicans. Further modifications may not be possible without gutting the program, they said.

In addition, both sides accused each other of failing to negotiate in good faith when Brown's bill passed the Legislature, presenting another potential obstacle to an agreement.

The compromise incorporated into Brown's bill would have given school districts far greater flexibility by allowing up to 70,000 students each year to be placed in experimental programs. These could include such Republican favorites as "English immersion," in which students are taught primarily in English.

The measure also would have given parents greater say in what kind of programs their children were enrolled in. School districts would have been required to notify parents what programs were available and obtain their permission within 30 days of enrollment.

Rule Relaxed

In addition, the bill would have relaxed the requirement that teachers learn a second language and would have permitted them to teach bilingual classes with the help of aides who were fluent in the students' language.

"I think the compromise that was negotiated was a great step in the right direction," said Sen. Marian Bergeson (R-Newport Beach), who urged the governor to sign the bill. "It was certainly a big improvement."

But Assemblyman Frank Hill (R-Whittier), who led Assembly Republicans in seeking the governor's veto, insists on further changes in the program, including the elimination of the requirement that special language instruction be provided any time there are 10 students who share the same non-English language in one grade.

In vetoing the bill, Deukmejian sided with the Republican minority in the Assembly, which has given him strong support on important

Please see BILINGUAL, Page 29

Honig Says Situation Will Be 'Very Chaotic at the Local Level'

Veto May Cause Confusion, Uncertainty in September

By ELAINE WOO, *Times Education Writer*

Gov. George Deukmejian's veto of the bill that would have extended California's bilingual education law will cause considerable uncertainty in the schools in September, advocates of bilingual instruction predicted Friday.

"What happens now is going to be very chaotic at the local level," said state Supt. of Public Instruction Bill Honig. "We're going to have different groups arguing for different points of view . . . and some districts will go through a tortuous process."

Others, such as Shelly Spiegel-Coleman, president of the California Assn. for Bilingual Education, said they fear that budget pressures may encourage some districts to cut corners on bilingual programs.

But officials in districts with large numbers of students who do not speak fluent English said they plan no radical shifts in policy or practice.

"Nothing is going to change here," Ramon Cortines, superintendent of the San Francisco Unified School District, said Friday. Although a \$6-million deficit has forced the layoff or reassignment of 700 teachers, clerical workers and administrators, the district spared

its bilingual teachers, he said.

In Los Angeles, school board President Rita Walters expressed strong support for continuing bilingual programs in their present form. "We still have all these children with all these needs . . . and that's not going to change because the governor vetoes a bill. California is really the wrong place for there to be any retreat at all from the provision of bilingual instruction."

Honig said Friday that the state Department of Education will send a memo to local districts soon that will offer guidance on "what programs to follow." The memo, he said, will incorporate some of the relaxed requirements contained in the bill passed by the Legislature, even though the governor vetoed it.

Some teacher leaders and district officials suggested, however, that the lapse of the law may allow strong challenges of certain aspects of the bilingual program.

In bilingual classrooms, students receive much of their basic instruction in their native language. Teachers assigned to those classrooms ideally are fluent in the primary language spoken by the

students.

Most districts also use an approach known as English as a Second Language (ESL), which differs from standard bilingual instruction in that lessons are delivered primarily in English, with the teacher or an aide translating as necessary.

In some areas, opponents of bilingual instruction would prefer to see an immersion approach prevail, in which only English is spoken.

Advocates of bilingual education said they fear the spread of the ESL and the immersion approaches, neither of which, they argued, is the most effective way to teach children who lack a sound base in speaking or writing English.

The expired state law strictly prescribed the manner in which districts should teach students lacking English fluency. It required districts to conduct a "language census" to identify which students needed bilingual instruction, and stipulated that a district had to provide bilingual instruction whenever there were at least 10 children on a grade level speaking the same primary language other than English. In addition, it re-

quired that at least one-third of the students in a bilingual classroom be fluent English speakers to avoid segregation of pupils who do not speak English.

The law also provided that districts had to staff every bilingual classroom with a fully trained bilingual teacher or with a teacher who agreed to learn the language within a few years. In the latter case, such teachers were required to sign a waiver, which allowed the district to comply with the state law.

"Now it is unclear whether teachers would be required to take the language training," said Barbara Nelson, an assistant superintendent in charge of elementary school instruction for the Santa Ana Unified School District. "That rule might be . . . relaxed."

Many teachers balked at learning a second language, however. In the Los Angeles school district, about 200 teachers refused to sign a bilingual waiver, and 109 were notified that they would be reassigned to other classrooms in the fall.

"There has been great opposition to waivers," said Marvin L. Katz, vice president of United Teach-

ers-Los Angeles, the teachers' union. "But that law is not operative now. That brings up questions as to whether the district has the right to move those teachers."

Peter Roos, an attorney for California Rural Legal Assistance, a group that has been involved in litigation involving the rights of students who speak little English,

said districts remain obligated to provide bilingual instruction under federal mandates resulting from three federal court cases that established the rights of students who speak limited English to equal educational opportunities. Many districts, including Los Angeles, agree that the federal mandates require them to supply the same level and quality of instruction to such students as the state law did.

The crucial difference, however, is that "the sort of detail we had in the state law will be missing," Roos said. Consequently, districts "may find themselves wallowing in a vast gray area and making a lot of errors."



Duke vetoes mandatory bilingual courses in schools

By Mary Crystal Cage
Bee Capitol Bureau

Saying school districts should enjoy total flexibility, Gov. Deukmejian Friday vetoed a bill by Assembly Speaker Willie Brown that would have required some districts to continue bilingual education and four other special education programs that expired last month.

The Republican governor said he rejected the bill because "I believe that local school districts should have the flexibility neces-

sary to design those programs which best meet the requirements of an often wide and diverse population of limited-English-speaking students."

But Brown accused the governor of choosing "political deals with his allies over good-faith efforts to compromise." He characterized the veto as "a slap in the face" of 3 million children who benefited from the programs, aimed at minority and inner-city students.

State public schools chief Bill Honig seconded the accusation. "This bill wasn't

vetoed for educational reasons," he said. "This is a straight-out partisan veto" to reward his Republican supporters.

At a press conference Wednesday, Deukmejian insisted he supports bilingual education. If he vetoed the bill, he told reporters, "the only difference will be that there will be far more flexibility in the hands of the local districts" on how to address the needs of non-English-speaking students.

Deukmejian said the money for the bilingual and other special programs is included in this year's budget.

"The money may be there," Honig responded, "but the programs are left in limbo." He and other supporters of the programs worry that financially strapped districts will use the money for other purposes now that state law doesn't require them to maintain the programs.

Brown and Sen. Art Torres, D-Los Angeles, worked with the governor's representatives to forge a compromise that would continue the state law requiring districts to provide special native-language instruction

in schools with 10 or more non-English-speaking students.

But Assemblyman Frank Hill, R-Whittier, a leading proponent of the English-only proposition on last November's state ballot, held out for an alternative proposal.

Hill's plan would allow school districts to opt for English-only instruction and allow parents to keep their children out of bilingual classes. Hill's measure remains dormant in the Assembly.

See BILINGUAL, back page, A28

Bilingual

Continued from page A1

After Democrats pushed Brown's bill through both houses, Hill turned to the Republican governor for help. Just before the Legislature's summer recess last week, he sent Deukmejian a petition signed unanimously by the Assembly Republican Caucus that urged him to veto Brown's bill pending further compromises between the two approaches.

Saying there was an "absence of an agreement in the Legislature," Deukmejian agreed to Hill's request.

"It's unfortunate that children in California are being held hostage by a stubborn governor who doesn't understand what bilingual education is about," Torres said Friday. "The best way to teach children another language is through their primary language first."

Bilingual education, Economic Impact Aid, the School Improvement Program, Native American Early Childhood Education and the Miller-Uruth Reading Program all expired June 30. The bill would have extended the five until June 30, 1992. The bill also would have extended special education and gifted and talented education programs, which are due to expire on June 30, 1988, until June 30, 1993. Deukmejian said it is premature to address those two programs.

Several other measures were signed by the governor Friday. They include bills:

- By Sen. Leroy Greene, D-Carmichael, which provides additional horse racing days at Cal Expo. It is effective immediately.

- By Sen. William Cravee, R-Oceanside, which increases the salaries of nine state department directors and increases state legislators' daily expense allowance from \$75 to \$87.

Segregation in US schools up for Hispanics, study concludes

CHICAGO (AP) — More Hispanic children are attending segregated schools in the United States than before, while segregation of black students is virtually unchanged from the early 1970s, a new study concludes.

University of Chicago researchers also found that public schools in New York state are the most segregated in the nation for Hispanic students, while Illinois is the most segregated state for black students.

"It's amazing we're not going backward," said Gary Orfield, professor of political science and education at the university. He was the leader of the research team that analyzed data from the federal Education Department's Office of Civil Rights.

"Not only is the federal government taking no real initiatives (to desegregate), the Reagan administration has been actively hostile to desegregation plans," Orfield said Sunday in an interview.

The researchers analyzed data through 1984, the most recent year for which government figures were available. The study was published in the July issue of Focus, a Washington-based journal on issues related to blacks.

Nationwide, the percentage of Hispanic students attending "intensely segregated" public schools — those with at least 90 percent minority enrollment — was 23.1 percent in 1968, 28.8 percent in 1980, and 31 percent in 1984.

New York was the most segregated state for Hispanic students, with the percentage in intensely segregated

schools rising from 56.8 percent in 1980 to 59.1 percent in 1984, the study found.

Illinois was next with 41.2 percent of Hispanic students attending intensely segregated schools in 1984, followed by Texas, New Jersey and Connecticut, according to the study.

Moreover, Hispanics attending schools with more than half minority enrollment rose from 54.8 percent in 1968 to 70.6 percent in 1984, the researchers found.

As for black students, "there has been little change of national or regional importance since 1972," the researchers found.

In 1972, the percentage of blacks attending predominantly — more than half — minority schools was 63.6 percent, down from 76.6 percent in 1968, the study found.

Twelve years later, in 1984, the nationwide figure was nearly identical at 63.5 percent, the researchers found.

The percentage of blacks in intensely segregated schools were slightly improved in the same 12 years. The ratio fell from 64.3 percent in 1968 to 38.7 percent in 1972, and then fell further, to 33.2 percent in 1984.

Illinois topped the list of states where black students were most segregated in 1984, with 84 percent of black students attending predominantly minority schools, the study said. Michigan followed with 83.8 percent, while New York was third with 81.7 percent, it said.

28 maestros contratados en México y España empezarán a trabajar el día 16 en Los Angeles

Por Shella Van Camp, Reportera de LA OPINION

Según fuentes educativas, los docentes permanecerán en el país durante dos años. En ese lapso de tiempo éstos obtendrán sus credenciales y esperan aprender técnicas de enseñanza utilizadas en los Estados Unidos.

Preguntados los maestros de México si en el país existía una escasez de maestros, como en un principio anunció el LAUSD para justificar su acción de contratar primero a maestros españoles, manifestaron que tales declaraciones son falsas.

"Existen regiones en el país que cuentan con suficientes maestros para enseñar a todos los estudiantes. Sin embargo, hay otros sectores en los que hay una insuficiencia de escuelas y de alumnos," explicó Miguel Ríos, maestro por siete años oriundo del Distrito Federal.

Pasa a la página 4

Funcionarios del Distrito Escolar Unificado de Los Angeles (LAUSD) tuvieron ayer la sesión de orientación con maestros recién llegados de México y España, que empezarán a dictar clases el miércoles en escuelas públicas de la ciudad.

Los 28 maestros, contratados para llenar las necesidades de estudiantes con dificultades idiomáticas señalaron que la enseñanza bilingüe en el LAUSD es sumamente importante por el alto porcentaje de estudiantes latinos en la región.

"Favorezco la educación bilingüe totalmente," dijo Carmen Macías, española. "Los estudiantes con los que trabajaremos la necesitan. Estos niños tienen dos culturas y raíces hispánicas difíciles de ignorar."

Joan Bogart-LaBouff, maestra mentora de la escuela elemental Liberty Union y directora del programa de capacitación de educadores, afirmó ayer que el Distrito encara una insuficiencia de maestros bilingües preparados.

"Nunca podríamos contratar a demasiados maestros porque nuestra necesidad es extraordinaria," comentó Bogart-LaBouff.



Veintiocho maestros contratados por el Distrito Escolar Unificado de Los Angeles en México y España, para satisfacer las necesidades de estudiantes con dificultades idiomáticas, asistieron ayer a una reunión de orientación con las autoridades educativas, y destacaron la importancia de la educación bilingüe. (Foto de Erico Fuentes/LA OPINION).

Viene de la página 1

Maestros españoles, por su parte, señalaron que en la península ibérica el desempleo magisterial es "horroroso," ocasionando una pérdida "irreparable que se soluciona cuando uno encuentra trabajo en otro país."

'English Only' Push Opposed in Ariz.

By Susan M. Knight
Special to Education Week

TUCSON, ARIZ.—A coalition of educators, politicians, and community activists has announced plans to combat a proposed "English only" amendment to Arizona's constitution by promoting an alternative "common language" amendment.

At Oct. 9 news conferences here and in Phoenix, organizers of the new group, Arizona English, said their proposed amendment would require the state to expand adult-literacy programs and would protect the freedom of Arizonans to learn and use other languages.

The majority of immigrants and non-English-speakers want to speak English, said State Senator Peter Rios, in announcing the effort to collect the 130,048 signatures needed to place the issue on the November 1988 ballot.

But Arizona education officials have reported that at least 4,000 people in the state are on waiting lists for adult-basic-education classes in English, he noted. "We want people to learn the English language without having them beat over the head, ridiculed, or put down because they speak another language," he said.

Leaders of the Arizona English movement said they offered an alternative to what they termed the "divisive and racist" English-only drive launched by another group.

"We are promoting English proficiency, not English only," said State Senator Jaime Gutierrez.

Last month, an organization called Arizonans for Official English began a separate petition drive, seeking to place on next year's ballot a measure

that would prohibit the state government from operating in two languages.

Arizonans for Official English is modeling its drive after last year's successful campaign in California to have English declared the state's official language, according to Robert D. Park, the chairman of the group and a former criminal investigator for the U.S. Immigration and Naturalization Service.

(An *Education Week* survey last

June revealed that 12 states had enacted statutes making English their official language; debate over such measures was reported in 37 legislatures last year, the survey found.)

Ballots printed in English and other bilingual materials provided by the state government do not motivate people to learn English, Mr. Park argued.

Both groups have until July 7 to gather enough signatures to place their proposals on the 1988 ballot.

No Action on Florida Service Tax

After nearly a month of wrangling with Gov. Bob Martinez, Florida lawmakers abruptly adjourned a second special session last week without acting to either revise or repeal the state's controversial tax on services.

The services tax will now remain in effect until lawmakers reconvene in December. It is expected to generate at least \$721 million in revenues this fiscal year. The state's education community has estimated that repeal of the tax—as Mr. Martinez has proposed—would cost the public schools as much as \$265 million in 1987-88.

Earlier this month, the Governor vetoed a bill that would have substantially revised the tax but kept it in place. The bill also would have required a voter referendum on the issue.

In the wake of last week's standoff, the Florida Education Association-United, an affiliate of the American Federation of Teachers,

moved to broaden the debate by calling for the creation of a statewide personal-income tax.

According to Pat Tornillo, president of the union, Florida has been "living on borrowed time and borrowed taxes."

Until a better source of revenue is assured, he said, "It's still like the sword of Damocles is hanging over our heads—when are they going to cut us? We're just facing utter destruction in terms of the needs of education."

The F.E.A.-United has called for a 1 percent personal-income tax that would exempt persons earning below \$40,000 a year. A three-fifths vote of the legislature would be needed to change the percentage.

The union plans to circulate petitions in favor of a constitutional amendment to permit the income tax. Lawmakers also plan to hold hearings around the state this fall to sample citizens' opinions on the tax issue.

—L.O.

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Model bilingual education

But teacher costs double in 'dual immersion' classes

By Robert Marquand
Staff writer of The Christian Science Monitor

Washington

THE vote this month by the teachers' union in Los Angeles to abolish current methods of "transitional bilingual" education for that city's 150,000 limited-English-speaking children is just the latest in a series of protests against what is seen by many as clumsy and ineffective education. The New York Times, for example, which serves a city with 86,000 students whose primary language is not English, has endorsed the Los Angeles teachers' action.

Cultural and educational tempers are flaring - among both "English only" activists and Hispanic coalitions.

Here in a residential Washington neighborhood though, a public elementary school with a student body that is 60 percent Hispanic has quietly been providing a bilingual model that both groups can support.

By Christmas, first-graders at the Oyster School are reading - in both English and Spanish. By third grade, the children are not only fluent in both languages - but are also two grade levels above average and in the 93rd testing percentile of all schoolchildren in the United States (on an all-English test).

Oyster does not use the typical "transitional bilingual" approach - in which students are taught in their native language while being given doses of English along the way. Nor does it practice "total immersion" - popularized in Canadian public schools, where English-speaking students are "immersed" almost wholly in French.

At Oyster, all children learn in two languages from Day 1. It's "dual immersion" - 50 percent of instruction is in Spanish, 50 percent in English. Each class has two teachers - one for each language. The goal is bilingualism: Hispanic students are not trying desperately to put their home language behind them. Instead, all students are learning a new language.

"We treat English and Spanish both as foreign languages - and all the kids are in the same boat," says Oyster principal Paquita Holland. "They all struggle together at first." (As a result, Oyster children work closely with one another - one reason for the

school's success in racial integration.)

Nor is there a trick to the method or pedagogy at Oyster. The subject matter comes directly from the District of Columbia curriculum. Science, math, and social studies may be taught in English one semester or Spanish the next, but there are no special textbooks or techniques - except in reading, where even the youngest students are issued adult textbooks (small print, no pictures) and taken slowly through basic mechanics: phonics, syllables, words. Children are not tested in advance.

"We upset educators who want to turn bilingual into a complicated method," says Ms. Holland. "Bilingual education is a medium, not a methodology. When you do it right, the kids learn quickly."

"You would think bilingual would be harder," said one second-grade teacher. "But it's easier. The kids are thinking more."

As fifth-grader Lucia Duncan puts it, "When you start early, like when you learn to count [in two languages] in kindergarten, it just seems normal after a while." Even at the earliest ages, the children do not mix up the languages.

The school - the only one of its kind in the country - runs on an ethic of cheerfulness, backed by a constant emphasis on communication. The 300 students work in what looks like a family atmosphere. Japanese, black, Hispanic, and white children play together gleefully on the playground and become serious in front of computer terminals, where the upper grades write a composition every week. ("If kids ruled the world ..." was last week's topic - in Spanish.)

The National Advisory and Coordinating Council on Bilingual Education says Oyster's dual immersion program makes it one of three "best opportunities for integration" in the nation.

"My daughter is friends with wealthy kids, and the kids of working-class parents," says Oyster parent John Mellow. "I strongly support that." Kelsey Mellow, his fifth-grader, adds, "I think it's special at our school. Everyone tries hard. I'm friends with most of the Spanish kids - it's some of the English kids I don't like."

Please see BILINGUAL next page

EDUCATION



ROBERT MARQUAND

On the Oyster School playground, friendship knows no racial or language bounds

BILINGUAL from preceding page

In fact, so well do the shared language and culture of Oyster knit the children that it's not until they go to the large, public middle schools that race issues "hit them between the eyes," as Holland describes it. "They realize, 'Hey, the rest of the world really has a problem.' "

The waiting list for Oyster "goes to 1990," said one District of Columbia school official. And it's not unusual for working-class Hispanics to triple up in Washington's expensive Adams-Morgan district apartments - only to move out once their children are accepted. And parent involvement is high.

But the rub is money - the main reason Oyster's dual immersion cannot yet be widely duplicated. With two teachers per class, salary costs are double. Most schools - let alone districts - can't afford that.

Furthermore, even though Oyster has proved successful, it does not qualify for Chapter VII federal funds. (Since Oyster's inception in 1971, it has been underwritten by the school district). Nor would Holland, who was a bilingual official at the United States Department of Education during the Carter administration, take federal money under the current guidelines. "I've seen Chapter VII in action," she says - in schools where children are yanked out of a class labeled Chapter I (disadvantaged), put in a Chapter IV (desegregation) group, and then a Chapter VII (bilingual) class. "Children in a Chapter I class couldn't remove a pencil to a Chapter VII class, in some schools. I don't want that kind of insanity here. It's not educationally sound."

The total number of limited-English-speaking children in the US is 4 million, and 3 million of them are Hispanic. Only 4 percent of the \$5,524,000 Chapter VII bilingual funding can be used for programs other than "transitional bilingual" - the program opposed by the Los Angeles teachers.

As the debate continues, educators expect Congress to discuss allowing more room for alternative programs. The \$4.2 billion Chapter I funding is under similar discussion.

For further information,
contact Genoveva Arellano or
Anna Orozco at 213/629-4974

PHOTO CAPTION

December 15, 1987

One-hundred twenty highly motivated high school students from throughout California participated in a week-long session of leadership development at the Chicano and Latino Youth Leadership Conference, which was sponsored in part by a \$5,000 donation from Anheuser-Busch Companies. Pictured from left to right during the presentation are: Ed Salazar, area manager for Anheuser-Busch, Inc.; Michael Gomez, consultant to State Senator Montoya's Sacramento office; Bob Garcia, director of Chicano and Latino Youth Leadership; Roy Jasso, Corporate Relations manager Anheuser-Busch Companies; and Richard Markstein, chairman of the board for Markstein Beverage Co., the local Anheuser-Busch distributor of Sacramento.

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Para más información
consulte con Anna Orozco
o Genoveva Arellano al 213/629-4974

PIE DE FOTO

15 de diciembre de 1987

Ciento-veinte estudiantes de escuela superior a través del estado de California con altas motivaciones, participaron en la sesión para el desarrollo de directivos durante toda una semana en la conferencia juvenil, Chicano and Latino Youth Leadership Conference, patrocinada en parte por una donación de \$5,000 de Anheuser-Busch Companies. Aparacen de izquierda a derecha, Ed Salazar, gerente de área para Anheuser-Busch, Inc.,; Michael Gómez, consultor para el senador Joe Montoya; Bob García, director de Chicano and Latino Youth Leadership Conference; Roy Jasso, gerente de Relaciones Corporativas para Anheuser-Busch Companies; y Richard Markstein, presidente de la mesa directiva para Markstein Beverage Co., la distribuidora local en Sacramento para Anheuser-Busch.

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Bilingual Flexibility

Re the editorial "Political Babel," May 4: Indeed, the debate over the future of bilingual education is an important issue. It is crucial that the state adopt legislation that enables language-minority students to learn English as quickly and as effectively as possible.

We agree with your concern that there needs to be additional flexibility in the current program. That is why my bill, AB 37, includes major program reforms suggested by an independent review committee dominated by gubernatorial appointees. The reforms include:

- Giving districts the flexibility to offer a variety of instructional approaches other than the bilingual approach. State law now limits this option to only 3,000 students. My bill would expand the provision so it could be offered to more than 75,000 students.
- Giving districts the option to offer English immersion in grades 7-12. Under current law, it is limited to grades K-6.
- Giving parents greater opportunity to participate in their child's education. This includes notifying parents at the beginning of the school year and at each regularly scheduled parent-teacher conference that their child is in a bilingual program and what alternative education programs are available.

I disagree with your conclusion that students are hostages to the requirements that one-third of the students in a bilingual classroom be English-speaking. The law now imposes this requirement on students for the entire school day. AB 37 reduces the requirement to only one classroom hour. This was done to provide districts more flexibility and, at the same time, to prevent segregation of language-minority children from English-speaking children. It also helps language-minority children learn speaking techniques from their peers. To suggest that this provision holds students hostage is inaccurate.

WILLIE L. BROWN Jr.,
Speaker of the Assembly,
D-San Francisco.

Sacramento.

FROM GATE STUDENTS

A Point of View...

by Narda Alcorn

Gifted programs within the public school system are both important and beneficial to me. At the Los Angeles County High School for the Arts, not only am I receiving extensive theatre training that will enable me to pursue several different aspects of the theatre, but I am also receiving accelerated academic courses. With an educational background such as this, I am definitely being challenged and feel well prepared for university.

Other programs for gifted students, such as GATE and MGM, were also beneficial to me. These programs introduced artistic as well as academic fields of study to me at an early age, giving me a headstart in my preparation. Special events such as operas, ballets and lectures were also made available. Unfortunately, budget cuts have limited many of these programs now for students.

Gifted programs at the elementary and secondary school levels are essential. I am sure that without these programs, I would find most aspects of school not challenging and boring.

Rally supports state program for bright kids



The Value of Bilingual Education in My Life

by Pedro Orozco
Grade 7 - Nettie L. Waite School

Bilingual Education has been of great importance in my life. It has enriched me academically, socially and characteristically. It has helped me get good grades in school. Socially, it has helped me communicate fluently in two languages with my friends. Characteristically, it has helped me gain a greater respect for learning.

My first language was Spanish. I did not learn English until I was in school. If in Kindergarten I was put into a non-bilingual class, I would probably have failed it because I would not have understood what was being spoken there. That is why it is important to learn your own language primarily and English little by little. This would make the transfer later on a lot easier. I learned this way.

In Kindergarten I was taught in Spanish. I learned the letters and their sounds. By the end of the first grade, I was still being taught in Spanish although by then I would read some library books in English. At the end of the second grade, I was reading in a second grade English book and by the end of the year, I was reading above grade level in Spanish and getting good grades.

I was above grade level in most subjects since the third grade. All the instruction was in English and I began receiving straight A's in the fifth grade. Ever since the fourth grade I've been in G.A.T.E. (Gifted and Talented Education) and this past year I received "Student of the Year" Award.

This year has also brought a lot of friends. Although we are all easy to get along with, we can communicate with each other. I strongly believe that communication is a main key to friendship.

Many of my friends are not bilingual, they can only speak in Spanish. Because I also speak Spanish, we can talk with one another. If I only spoke English, it would only be possible for me to have English speaking friends.

Bilingual Education has helped me gain a greater respect for learning. I now realize that one must understand what one is learning before one can learn correctly. One must learn at his or her own speed so that anything can be expected of you.

Bilingual Education has enriched my life. I could not have learned as much as I have if I had not been in a Bilingual Program. My friends would not be many had I not been bilingual. I frankly believe that overall Bilingual Education is responsible for a big portion of my education.

State, District Actions Address Bilingual Issues

By Deborah L. Gold

Several school systems, citing practical and pedagogical reasons, are introducing or contemplating changes in their bilingual-education programs this fall.

The changes, in part, address such problems as a shortage of bilingual teachers and concerns that pupils are not being mainstreamed into English classrooms quickly enough.

In the Dallas Independent School District, administrators have launched a new program that is expected to ease the burden on schools with few bilingual teachers, while serving more limited-English-proficient students.

Under the plan, schools with 100 or more L.E.P. students that do not have enough certified bilingual educators will pair bilingual and monolingual teachers to teach Spanish and English language-arts lessons. The time spent on Spanish will decrease as students progress through the grades. Other subjects will be taught in English, using English-as-a-second-language methods.

In schools serving fewer than 100 L.E.P. students, all classes will use the English-as-a-second-language approach.

By making better use of faculty resources, the plan will enable Dallas to offer native-language classes to 10,000 L.E.P. elementary-school students, twice the number served last year, said Rosita Apodaca, an assistant superintendent of schools. The district has an estimated 15,000 L.E.P. pupils in the elementary grades.

The state's bilingual-education law mandates that most instruction in the early grades be in a student's native language, although the state grants some exceptions to that requirement. (See story, this page.)

Ms. Apodaca said that data showing "no marked difference" in test scores of students who received greater and lesser amounts of native-language instruction helped justify Dallas's approach to educating L.E.P. pupils.

N.J. Exit Requirements

In New Jersey, meanwhile, a proposal to ease exit requirements for students in bilingual education has drawn criticism from bilingual-education advocates and a state ombudsman.

Under the plan recommended by Saul Cooperman, state commissioner of education, students would

Dallas schools adopt strategy to deal with scarcity of teachers.

move out of bilingual education if they passed a language-proficiency test. The current system requires that such students also show mastery of basic skills and receive favorable teacher evaluations.

The proposal was withdrawn from the agenda of the state board of education this month, but the department is expected to resubmit the plan after reviewing the opinion issued by the ombudsman.

Rolando Torres, an assistant deputy public advocate, charged that the proposal was "unsupported by reasoned analysis" and could violate the state's bilingual-education law.

Supporters say the plan would standardize exit rules across districts and keep students from stay-

ing in bilingual classes longer than necessary. Opponents contend it would prematurely push students out of bilingual education and into costly remedial programs.

Ofelia Oviedo, who chairs the state advisory committee on bilingual education, warned: "We may be sending students into remediation when the problem is that the skill of a new language has not really been acquired. You don't punish the existing program by overburdening compensatory education."

But Richard DiPatri, Mr. Cooperman's assistant for educational programs, argued that the proposal was "based on research" that students who pass the language test can be successfully mainstreamed. If a student is behind in other skills, he added, "we say remediate [those] skills."

Report in Boston

Concern that some students stay in bilingual classrooms too long could also bring changes in the Boston school district's bilingual-education program.

A report this fall by the Greater Boston Regional Education Center said that more than 600 of the city's 7,800 L.E.P. students had remained in bilingual programs for six years

or more and that some were still not ready for mainstream classes.

Boston officials currently are analyzing the data to see how much of the problem is attributable to factors such as learning disabilities.

The district's superintendent of schools, Laval S. Wilson, has called for a pilot alternative program for "extended stay" bilingual students. He has also recommended better monitoring and staffing and other improvements in the bilingual program.

Spanish Requirement?

While other districts are reviewing the way they teach English to immigrant students, the Dade County, Fla., schools are considering requiring English-speaking students to learn Spanish.

Superintendent of Schools Joseph Fernandez has said he favors the idea. He notes that 42 percent of the county's population is Hispanic and that much of its business is conducted in Spanish.

While the district now requires all Hispanic elementary-school students to study Spanish unless their parents "opt out," it offers Spanish for non-Hispanic students in grades 2-6 only at the parents' request. Mr. Fernandez said a proposal to begin that program in kindergarten and require it unless parents opt out may come before the school board in January.

English-Immersion Students Perform Well in Study

By Deborah L. Gold

Spanish-speaking students taught primarily in English are outperforming those taught mainly in Spanish, without sacrificing their native-language skills, initial results of a pilot project in Texas indicate.

A study that followed some 2,500 pupils through grades 1-3 in El Paso found that those taught using a modified form of English immersion scored higher on most standardized tests than those in the state's transitional bilingual-education program.

The El Paso Independent School District is in the third year of a five-year program designed to evaluate its "bilingual immersion" alternative to the approach mandated by the Texas Education Agency.

Students in the regular program are taught primarily in their native language in the early grades and are gradually shifted to English, while those in the alternative program study mainly in English with some Spanish-language support.

The results should not be count-

ed as a victory for the "sink or swim" immersion approach, cautioned Jeanne Saunders, director of research and evaluation for the school district. She explained that the El Paso program allows students and teachers to draw on Spanish and devotes 60 to 90 minutes a day to Spanish-language development.

The district's approach "cannot be fairly compared with any other program or model," the report on the project says.

Nevertheless, the El Paso findings appear likely to contribute to the often bitter debate over the extent to which limited-English-proficient students should be taught in their native languages. Many advocates of bilingual education have differed sharply with U.S. Secretary of Education William Bennett, who argues that data favoring bilingual methods over English-only approaches are lacking.

Outscored Their Counterparts

In the study, Spanish-speaking pupils in 18 schools followed the reg-

ular bilingual curriculum, and those in another 18 schools received "bilingual immersion" instruction. Among the findings:

- In the 1st grade, pupils in the alternative program out-scored those in the state program in every subject on the Texas Educational Assessment of Minimum Skills. In the 2nd and 3rd grades, the pupils in the alternative program outranked their

counterparts in all subjects on the Iowa Tests of Basic Skills.

- Both groups scored above the national average in mathematics, and the students in the alternative program scored above the national norm in language as well.

- About 81 percent of the students in both groups passed the English version of the state math test, compared with 85 percent of all students

districtwide.

- Although pupils in the regular program scored higher on a standardized writing test in Spanish, 97 percent of both groups had achieved the highest possible score on an oral Spanish test by the end of the 3rd grade.

- The bilingual-immersion students scored above the state average in math and reading in Spanish, and the students in transitional bilingual education topped that average in reading and writing.

Hispanic Population Up 30% Since 1980

The nation's Hispanic population grew by 30 percent between 1980 and 1987, a rate of increase five times that of all other racial and ethnic groups combined, according to a new report by the U.S. Bureau of the Census.

The report, which uses new estimating methods designed to produce a more accurate count, also found a sharp rise in the number of school-age Hispanics over the past five years.

The number of such children ages 5 to 19 increased by 14 percent from 1982 to 1987, from 4.69 million to 5.35 million.

According to the study, the number of Hispanic children under age 5 also increased during that period—from 1.70 million to just under 2 million—as did the number of Hispanics in the prime child-bearing years, ages 20 to 29—from 3.13 million to 3.93 million.

The total number of Hispanic Americans reached 18.8 million in 1987, up from 14.6 million counted in the 1980 census. During the same period, the non-Hispanic population rose from 212 million to 220 million, a 5.8 percent increase.

Central and South Americans have been the fastest-growing subgroup among Hispanics dur-

ing the past five years, the study found. The size of that group rose from 1.52 million in 1982 to 2.13 million in 1987, an increase of 40 percent.

The Census Bureau notes that part of the increase in the Hispanic population is attributable to a change in the way the bureau estimates the size of that group. The revised procedure includes an allowance for net undocumented immigration, as well as an increase in the estimate of the number of people who leave the country.

The report also includes findings on the following topics:

- **Educational attainment.** The median number of years of schooling completed by Hispanics 25 years of age or older was 12.0 in 1987, up from 10.8 in 1982. For the total non-Hispanic population in the same age group, the median number of years of schooling was 12.7 in 1987 and 12.6 in 1982.

- The proportion of Hispanics age 25 or older who have completed four years of high school increased from 45.4 percent in 1982 to 50.9 percent in 1987. The proportion completing four or more years of college increased by a smaller amount, from 7.7 percent to 8.6 percent.

In 1987, the proportion of Hispanics age 25 or older who had completed fewer than five years of schooling was 11.9 percent, compared with 1.8 percent for non-Hispanics in that age group.

- **Poverty.** The poverty rate for Hispanic families in 1986 was about two-and-a-half times that of non-Hispanic families.

Just under 25 percent of Hispanic families lived below the poverty line last year, compared with 9.9 percent of non-Hispanic families.

The number of impoverished Hispanic families headed by single women increased from 426,000 in 1981 to 528,000 in 1986. But because of the increase in the total Hispanic population, the proportion of such families decreased slightly, from 53.1 percent to 51.2 percent.

Information for the report, "The Hispanic Population in the United States: March 1986 and 1987 (Advance Report)," Series P-20, No. 416, was drawn from the bureau's Current Population Surveys in those months. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

—T.M.

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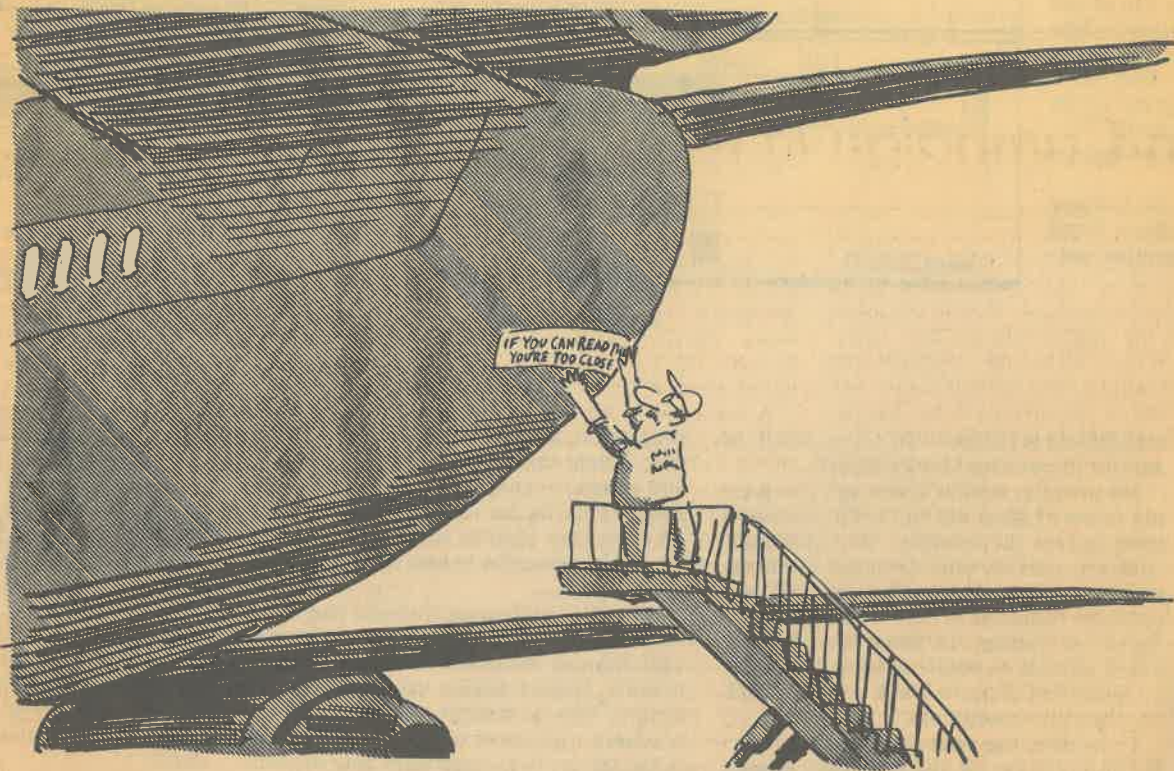
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Guest Cartoon



Something is finally done about the increased number of near-misses

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BILINGUALISM
BILINGO BY JINGO

by

Angie Papadakis

Is bilingualism furthering the American dream or is it creating a national nightmare? I believe that judges and politicians are side-tracking our society by listening to squeaky wheels on the caboose and not to the engine that is America. In their preoccupation with serving the individual needs of a minority, they have put education on a track that has no end but to divide rather than unite our nation. And where is the evidence that they are serving the needs of the minority?

If we had forced people to come to our country, there might be some justification for our over-compensation for

their language difficulties. However, with the exception of the American Indian who was already here, and the Blacks who were brought here in chains, every other racial, ethnic and religious group of people are here in the United States of America, by choice. They or their forefathers chose--wanted fought, struggled, suffered to come to this country to live.

America the melting pot? Courts and legislators seem to think that America should have not only separate pots but separate stoves for every ethnic pressure-cooker coalition.

Bilingualism began in 1968 with an Amendment to the Elementary and Secondary Education Act, called Title VII. It was a pilot program to help "poor, educationally disadvantaged because of their inability to speak English." (Poor was defined as children whose parents were on welfare or earning less than \$3,000 a year.) Cost of this pilot program: \$7.5 million.

Then a student named Lau from San Francisco's Chinatown allegedly had not received an education because he couldn't understand English. (The record does not show whether Lau and his classmates would have received an education if it were offered in Chinese and English.) So, in 1974, the U.S. Supreme Court Lau vs. Nichols decision ruled that equal educational opportunity must be afforded to all students, regardless of their language.

I do not believe that the Supreme Court Justices in all their wisdom meant that Lau or any other non-English speaking student should be taught Chinese and English, Spanish and English, or any other language and English for 13 years from kindergarten through 12th grade.

Spurred by the Office for Civil Rights and the Lau decision, (not to mention activists looking for power and politicians looking for causes to champion) Congress expanded the bilingual program by adding biculturalism. And they didn't stop there. The "poor" requirement was removed--now all limited-speaking English students were eligible for bilingual/bicultural education. (Why indeed should we discriminate against the rich?)

How does biculturalism help the non-English speaking student to learn the American way of life? How does it help him or her to integrate into our society?

The bilingual/bicultural program we've saddled on educators is not taking its riders anywhere except in the slow circles of a merry-go-round. And the fare for this indulgence is breaking down the entire system of public education. It is driving more and more teachers into business or other fields of endeavor. (Of course there are other reasons: salary not keeping up with inflation, violence and vandalism in the schools, the drug problem, etc., but the two tongues they must teach in is also a major

factor.) There is a critical shortage of certificated teachers with bilingual-bicultural credentials.

One teacher told me, "How would you like to say everything twice, first in Spanish, then in English and still not get any reaction from your students. Ah, but when the bell rings, you hear them spouting street English to each other and they're not the words you taught them." That teacher is now a programmer at a data processing firm.

And teachers aren't the only ones who are disenchanted with the program. The parents of the students and the students themselves (and I've talked to over a hundred of them) say that it's double work and they don't want it. One student summed it up, "I don't even understand the kind of Spanish the teacher is saying."

The conclusion of a 1977-78 nationwide study commissioned by Congress and conducted by the American Institutes for Research of Palo Alto was that students in bilingual classes were doing no better in reading and math--in fact they were doing slightly worse--than students from similar backgrounds who were in regular English-only classes. No advantage. None. Nada.

Also, that the bilingual program had not given the students who participated in it a more positive attitude about school or school-related activities. (In other words,

5

it did not light their fire.)

And what's the ticket for bilingual/bicultural education? \$150 million is a modest estimate for last year's expenditure. In the year 1978-79 alone, HEW's Office of Education sweetened the separate pots by granting \$94.7 million "to enable public schools to help students who have difficulty speaking and understanding the English language. Children will be instructed in English and their own language to help them develop basic skills..." (HEW News Release, February 16, 1979.)

The public schools which received these monies must teach Hispanics, Koreans, Vietnamese, Cambodians, Samoans, Iraninas, Egyptians, Hindustanis, Lebanese and

(continued on next page)

every other non-English speaking school-age child that happens to live within our borders, their language and perhaps ours.

Our Statue of Liberty says, "Give me your tired, your poor, your huddled masses yearning to breathe free..." She did not go on to say, "And I will give them a bilingual/bicultural education."

What Emma Lazarus should have added is, "And I'll make them good Americans. I'll give them a chance to live under my flag, my laws, my language."

The American taxpayer should not be burdened with teaching and maintaining the language of anyone's forefathers nor anyone's forefather's culture. That is family's--not the United States Government's concern. That is a personal freedom, not a public responsibility.

My immigrant parents wished me to retain their Greek language, their Greek Orthodox religion, their Greek culture and traditions. They sent me to a Greek-Community-sponsored Greek school.

In the heart of the depression, my father and my uncle were partners in a market in Los Angeles and I remember carrots and beets were then selling for a penny

a bunch. My father brought home \$15 a week and groceries, and out of that he paid \$37.50 a month rent and \$3 a month tuition for each of his three daughters to attend Greek school on Monday, Wednesday and Friday afternoons. That's how much my father wanted us to hold on to our Greek heritage.

When I entered elementary school, I couldn't speak one word of English. My schoolmates had no idea what a Greek was so they called me a "gypsy." I didn't know what a "gypsy" was so it didn't bother me. I didn't have a bilingual teacher. I just had a good teacher.

When I graduated from grammar school, I was an accelerated, straight-"A" student. When I graduated from Dorsey High School, I was valedictorian. An exception you say? No. There were many Italian-American, Japanese-American, Jewish-American, German-American, Armenian-American, Spanish-American students who graduated at the top of their class. There were two reasons for this: We had dedicated teachers who had only one job to do--teach--and only one language to do it in. The other reason was because children of immigrant parents were afraid not to be good students--afraid of what their parents would do to them if they came home with less than "good" grades.

I am grateful that I am bilingual. I am grateful to my parents who sacrificed so that I could become proficient in

two languages. I am also proud of the fact that my three sons, who are second-generation Americans are also bilingual--that they too speak, read and write Greek. (Also cook, sing and dance Greek.)

But bilingualism, like ballet or any other personal enrichment, should be a family choice. I believe in freedom of choice. I believe that's what made America great. But the United States of America is not being served, it is being severed by mandating public education to teach children their native tongue. I believe public education should teach them the language of our land, which is English. There--in English--is the unity in the United States--our power to communicate--not our failure.

I am not against elective foreign language classes. I think anyone who wishes to learn any foreign language, should be encouraged to do so and our schools should offer whatever foreign language there is a demand for in their district, whether it be Russian, Iranian, Chinese, Spanish, French, German, whatever.

For the non-English speaking students who enter our public schools, one semester of orientation, a bilingual transition into English. But after one semester (children learn quickly) they should be (continued on next page)

mainstreamed into regular English-taught classes.

So when these students leave our public schools, they should be able to speak unaccented English; they should be able to fill out job application forms in English; they should be able to pass college entrance examinations in English; and they should be able to read an English-written ballot.

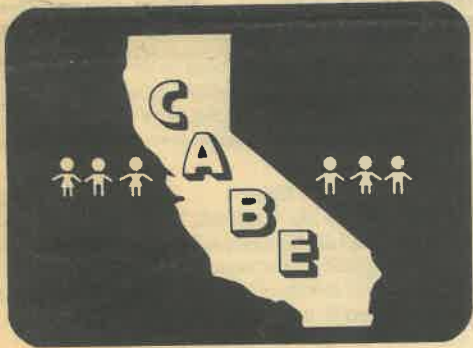
After :12 years and hundreds of millions of dollars, have we achieved these goals? Isn't it time we stopped buying bilingualism and started selling Americanism? Isn't that what we all came to this country for...?

* * *

NEWS CLIPS

Hispanic Focus:

California Association for Bilingual Education



California Association for Bilingual Education

MEMBERSHIP : More than 1,800 educators, administrators and friends statewide.

PURPOSE : To promote bilingual education in California schools.

HEADQUARTERS : 926 "J" Street, Suite 810, Sacramento, CA 95814, (916) 447-3986.

OFFICERS : President-Aurora M. Quevedo; Vice President-Elsa Santillan; Chief Executive Officer-John A. Kotick; Headquarter's Manager-Kathy Villapudua.

The question, in bilingual education circles, has been asked frequently. Is bilingual education dead? Even the newsletter of the California Association for Bilingual Education asked the question in a lead article entitled "Will Bilingual Sunset Bring Changes?"

The "sunset" referred to was the June 1987 demise of the law governing implementation of bilingual education in California schools.

Another article in that same newsletter,

however, answered with an emphatic: No, bilingual education is not dead.

And CABE officials feel that the role of the organization in addressing bilingual education issues assumes new and heightened significance now that there are so many unanswered questions. The need certainly has been enhanced by the growth, in our school districts, of ethnically diverse, linguistically diverse, student populations.

According to Aurora Quevedo, president of CABE, the real significance of the "sunset" of the bilingual education laws is the moral dilemma it raises.

"I think it is immoral that California does not have a bilingual education law in 1988," Quevedo said. It reveals a moral defect on the part of the legislative process: that such decisions can be made on the basis of politics and not on the basis of student needs.

Quevedo indicated that, as well as the legal obligation that federal requirements still impose, California school districts have a moral obligation to proceed with bilingual education.

The biggest challenge facing CABE and California's bilingual educators, according to Quevedo, is to provide meaningful service as a resource to school districts in pursuing a sound bilingual education policy. The primary purpose of CABE, of course, is to promote bilingual education in the schools, she said. But the primary concern of bilingual educators in CABE is the continued academic success of students within these programs.

With more than 1,800 CABE members statewide, the organization has been an articulate and influential voice in shaping bilingual education policy. Its recent, highly successful 13th Annual CABE Conference held in San Francisco attests to the continued vitality of the organization.

"The conference was a resounding success," said Quevedo. It was one of the very best conferences California has seen, and not just in the bilingual education arena."

To Dispel Some Bilingual Education "Sunset" Misconceptions

On June 30, 1987 the California Bilingual Education Act "sunset." Sunset in this case means that the state law no longer exists. An attempt was made to resurrect the law in Assembly Bill 37. That bill was vetoed by the Governor and set the stage for the current impasse. Another bill, AB 1783, with similar bilingual education language remains only a step away from the Governor's signature. At this time there does not appear to be any movement on the issue.

The sunset of California's Bilingual Education Act has not relieved school districts of their legal obligation to provide LEP children with meaningful and equal access to the education system. Indeed the State Department of Education has recognized this and sent out an Advisory to all school districts outlining what they understand to be continuing bilingual education obligations. What are those continuing obligations? Federal law requires every state to take "appropriate action to overcome language barriers that impede equal participation by its students in its instructional program." Your local chapter of the California Association of Bilingual Educators will spell out what they feel those actions entail.

Hispanic Forum:

Have California's Bilingual Education Programs Facilitated the Success of Limited English Proficient Students?

California's Bilingual Education Programs Lost Their Focus

Special to PERSPECTIVA by Assemblyman Frank Hill

One of the best gifts we as a society can give our children, is a mastery of the language which binds us all—English. English is the official language in California and the unofficial language for most of the modern world. Yet, if special interest groups had their way, English would not be the language our children learn in public education today.

Bilingual education has been a controversial issue for years—and with the recent ending of the program, the controversy still remains. Still, the issue here is not bilingualism, nor is it the merits of one culture/language over another—the issue is whether or not we, as a society, have a responsibility to teach our children fluency in the official language of our state. I maintain that in order to succeed in the United States, communication is essential. And English is the primary language through which we communicate.

There are almost 600,000 LEP (Limited English Proficient) student in our public school system. Last year, the state required educators to teach reading, writing and arithmetic skills to these students in their native language. At the most, children in those so-called bilingual classrooms received 30 minutes of English instruction daily.

Ironically, the high school drop out rate among Hispanics, who are the largest group of LEP students, is well over 50%. This, in the face of billions of dollars spent on immigrant and bilingual education over the past ten years. It became evident that the bilingual programs had lost focus. Clearly, it was time to re-evaluate the program and give the school districts the message that the purpose of bilingual education should be to teach LEP students English.

With the support of the Republican Caucus, as well as concerned parents, teachers, and school administrators, we were able to end the legislative mandate on bilingual education. This means that local school districts no longer isolate children into "bilingual classrooms" where they learn only the rudiments of English, and not the necessary reading, writing and arithmetic skills. We are working toward a program which focuses on the English skills each LEP student needs—our ideal program is one which provides the necessary English instruction so a student can participate fully in a regular classroom within months.

The best education we can give students is a strong understanding of the English language. English is the tie that binds us all—the "meat" in our melting pot, so to speak. To succeed as a state, and as a nation, we must succeed with the education of our students—and to do that, they must understand, speak, read and write our official language, English.

Frank Hill is Assemblyman from the 52nd Assembly District

Well Designed Bilingual Programs Have Resulted in Success

Special to PERSPECTIVA by Aurora Quevedo

California's bilingual education programs have lead many of the young people of our state to academic and social success.

After a decade and a half of program development, review and refinement, the California Association for Bilingual Education has published a treatise that establishes that success. **ON COURSE: Bilingual Education Successes in California** focuses upon successful programs and dispels some of the common misconceptions about bilingual education.

Two of these misconceptions are: that students in bilingual programs don't learn English; and that students in bilingual programs never do well enough in academic subjects to join the mainstream.

In other words, it is commonly believed that bilingual education programs actually hold back the children enrolled in them, that students in bilingual programs do not succeed in acquiring English, and that they typically fail in school.

This CABE publication shows that these beliefs are not well founded, that, in fact, when children participate in properly designed bilingual programs, they acquire English very well and they reach satisfactory levels of competence in academic areas in a reasonable time.

Of course, a bilingual education program, like any other educational program, must be well designed. The three requirements for successful bilingual education programs are:

- rigorous subject matter teaching such as math, social studies and science in the first language
- development of literacy in the first language
- English instruction that is comprehensible through daily English as a second language lessons and subject matter teaching geared to the second language acquirer.

The goals for students that participate in bilingual programs that meet the above requirements are that they learn to speak English well, do well academically in reading, writing, math, etc., feel good about themselves with respect to their own language and culture and the English language and dominant culture.

Don't draw conclusions about the success of California bilingual education without all the facts. CABE's publication will provide you with the facts, so please contact your local CABE chapter to obtain this publication.

Ms. Quevedo is president of the California Assn. for Bilingual Education

HISPANIC VOICES:

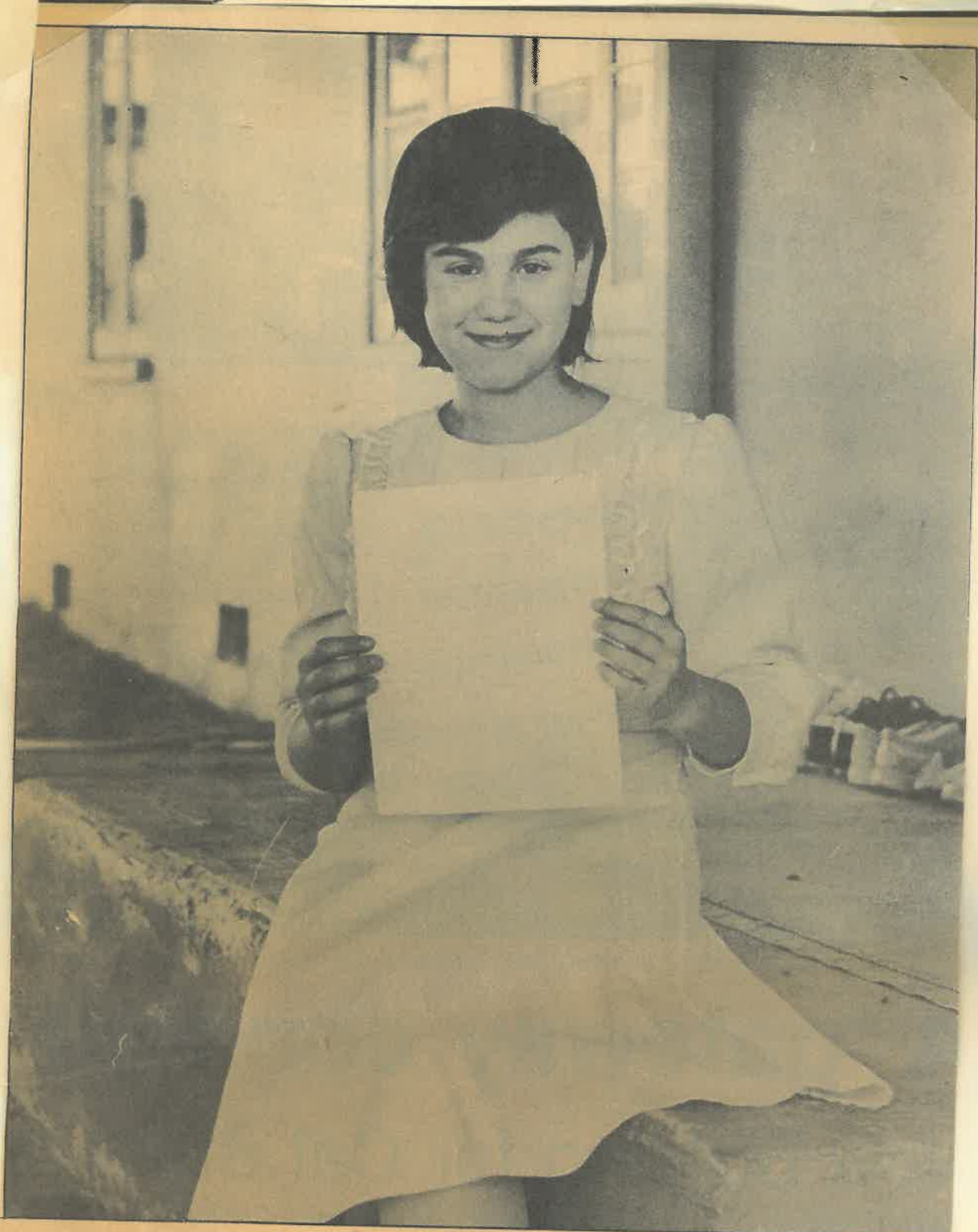
From Dixon: In my opinion, yes. I view bilingual education as a vehicle whereby the children involved are receiving an equitable and viable form of education. The goal in our school district is success in the dominant language through their native language.
Gloria Yanez, Teacher, Dixon Unified School District

From Porterville: Yes, under conditions where bilingual education is in fact provided. That is, where the student gets continuous education that is coordinated and built upon the student's primary language as the child learns English--And where instruction is provided by instructors who have practiced bilingual methodology.
Alfonso Anaya, Junior High School Administrator

From Santa Cruz: Yes, it has been successful. For students to learn, they must develop proficiency in their first language... Students in immersion programs are struggling even after 6th grade.
Patricia Juarez, Teacher

News
Clips

Redlands Daily Facts
1-26-88



BRIAN BAER/Redlands Daily Facts Int

Livia Popa shows the essay which she wrote on the bilingual education.

12-year-old immigrant's essay brings tears, statewide award

students for the Redlands Unified School district.

Hall, who herself came to the United States from Mexico as a youngster, said Livia is a good example of the motivation and commitment of other ESL students.

"The teachers put in a lot of extra time; they also get the rewards — the thank-yous and the smiles."

Hall said the ultimate reward is when the ESL students can speak and are able to catch up with the regular students academically and socially.

Livia read her narrative at a bilingual conference in Ontario Thursday, and Hall asked her if the audience cheered when she finished.

"No, they cried," was the reply, Hall said.

Livia will read her essay at tonight's school board meeting.

"They're a lot more motivated, especially when they come from all these countries and governments," Hall said. "Their willingness and their drive to achieve is so much stronger than regular students who've been raised here and take things for granted."

By NAMMI BHAGVANDOSS
Staff Writer

LOMA LINDA — Livia Popa, 12, bowed her head and carefully read her one page essay, enunciating each word and emphasizing each question mark, period and pause. Livia has made people cry with her story.

Livia — who has luminous brown eyes, a slight Romanian accent, and a cautious smile — wrote about how she greeted people with silence when she first came to Victoria Elementary School. Now she says silence and fear are in the past. She is no longer scared.

The California Association for Bilingual Education sponsored a writing contest, and Livia tied for first place in the statewide elementary school section. This year's topic was "Bilingual Education: My Key to the Future."

Livia and the other elementary winner and one junior high school and senior high school winners will read their work at the association's 1988 conference in San Francisco next month.

Livia will receive round-trip air fare, a day of sightseeing and a \$100 savings bond.

Livia's bilingual teacher and sixth-grade teacher, Carmen Hynds, and principal Roy Cencirulo will also attend the CAFE conference.

"We could not believe it," said Martha Hall, Victoria School's bilingual resource teacher. "We are so proud and excited."

Hall said CAFE's writing contest chairman called her to say "he had tears in his eyes" when he read Livia's personal narrative. He told Hall that he was touched by the poetic nature of Livia's work and "no matter what happens she is going to win."

Hall said when she first told Livia she won the contest she was surprised and gave a slight scream. Livia said she did not believe she won until Hall called her parents to tell them she won.

Hall said she and the other teachers were more excited than Livia and jumped up and down.

"We're proud of all our students, but we're proud to let her get that recognition," Hall said. "Right now she doesn't need the ESL (English as a second language) classes. Her progress is excellent as far as her academics. She's kind of graduated from the program."

Hall said Livia was in the ESL classes from fall of 1985 to January 1987.

"That's fantastic the amount of progress she's made," Hall added.

Livia now serves as an ambassador and helps teachers and students when they need translations. Hall said at Victoria School Romanian students are the second biggest non-English speaking group of students.

Hello! How are you? Silence. A ten year old girl stood besides the open door, a little bit confused and here I was in that warm and yellow autumn of September '85. Everything was new: the odd people, the naughty kids, the shiny sun and oh above all that tricky language. The earth was still shaking like I was still in the plane. A few weeks ago I was still in Romania. And now: Hello! How are you? What do they say? Quietly I stepped inside. Pictures all around the walls, a little Vietnamese girl, a little Cambodian, and me and a smile: that gave me courage. The teacher, Father, Mo-ther, sis-ter, brother . . . My very first English words. Little by little I learned everything. The classmates seemed to be friendly and besides we could play without many words. Here I am today in sixth grade a good student and listen to me: Hi Mark are you going to go to the Nut Cracker? I can even make up a story about me and my Bilingual class. The Bilingual teachers helped me by showing me cards with pictures on them and we usually played on the talking computers. Then we had workbooks that we could write in and read from. But the most thing I liked about the Bilingual Program were the teachers that helped me so much. That scared little girl is now some where in the past.

Livia Popa
Dec. 4, 1987

"We just call her when we need her," Hall said. "She's on call."

In September 1985, "I remember her being here, being quiet and shy," Hall said. "And she just blossomed."

Livia, who came as a fourth-grader, said it took her about 1½ years to master what she calls in her narrative as "that tricky language."

Livia said her teachers and other students helped her learn.

"At the first time when I didn't know anything, it was hard, but I got used to it," Livia said.

Livia said her teachers showed her and the other students pictures, gave them weekly tests and helped them with the talking computers. She went to the ESL lab one to two hours daily and spent the rest of the time in regular classes.

"I could do everything in math, but nothing else," Livia said about her regular classes. "I had another Romanian friend (Annylyse Beuca) in class that helped me. She translated everything the teacher said."

Hall said Livia stopped coming to the ESL classes around January 1987 when "she was just getting too good."

"She could have taught the class for us," Hall joked.

Livia said the English and the

Romanian alphabet are the same, but words are pronounced differently. She said, in her opinion, it is much easier to learn English than for someone to learn Romanian.

Livia said she likes America, the people, schools, teachers and weather.

"It has more plants and green stuff, and it doesn't snow like it does in Romania," Livia said.

In Romania, Livia said she was required to attend school on Saturdays, but she did not go because she is a Seventh-day Adventist. She said her grades suffered because teachers gave tests on Saturdays.

Livia said her 14-year-old brother and 4½-year-old sister have also learned to speak English well. Livia said she is teaching her parents how to speak English at home with the pictures and books that her teachers used at school.

Hall said Livia's success and recognition is a reward for the entire Victoria school staff.

Hall said all the teachers work extra hours and put effort in helping the school's 184 bilingual students who represent 16 different languages and countries. Hall said Victoria School has the largest number of ESL

See ESSAY, Page 4

The Strange and Most True Adventures

of

DON VASCO DE SANTA CLARA



In which New Age knight-errant John Vasconcellos storms the assembly, breaks many a lance and learns there's more than one way to tilt a windmill.

BY RICHARD TRAINOR

He believed that it was necessary, both for his own honor and for service of the state, that he should become a knight-errant. . . .

—Miguel de Cervantes, *Don Quixote*

IN THE EARLY 1960s John Vasconcellos, the Don Vasco of our narrative, took a long, hard look at who he was and what he was doing and decided he wasn't all that thrilled with it. The lone son of a straitlaced, Portuguese-German Catholic family, Vasconcellos was then in his early thirties, a Jesuit-trained lawyer practicing family and business law for a prominent San Jose firm; "a locked-down, buttoned-down, good Catholic trying to toe the line" is how he sums it up. He was, as they say, in the mold.

But he wanted desperately to break out of it. There had to be something more, well, meaningful to life than working through his domestic and real-estate caseload as a junior partner at Ruffo-Chadwick. He had been raised in a family with a strong social conscience; in his father's view the calling of life was to "serve the weal, serve the world." That attitude was reinforced in young Vasconcellos by a lifetime of Jesuit training, first at Bellarmine College Preparatory in San Jose and then at the University of Santa Clara,

ILLUSTRATION BY JACK DESROCHES



where he served as student body president. He sailed forth from college with enough zeal to challenge the competence of the dean of Santa Clara's law school in a battle that nearly cost him and a colleague their law degrees. He emerged victorious from that bloody encounter—"the president graduated us and fired the dean." And here he was at 35, the spindly political tableau of the sixties

whirling around him, settling the financial affairs of dowagers and drafting leases for Dairy Queens. "It was," he says, "too schizophrenic for me." And so he began considering the possibility of changing not only what he was doing but who he was. His first step on that journey was the La Mancha Fund, an organization founded by Vasconcellos and fifteen other young Catholic men under the guidance of Jesuit priest Roger McAuliffe and named after the popular musical *Man of La Mancha* then sweeping Broadway. Its mission, according to alumnus Dr. Fred Schlichting, was "to change things for the better—our concerns were hunger, just wages, fair housing and farm workers' rights." In 1966 Vasconcellos and eight other men from La Mancha joined Cesar Chavez on his hallowed march from Delano to Sacramento. "This is what being a Christian, being a Catholic, was really about," he says now.

But even the La Mancha Fund didn't satisfy Vasconcellos. In the fall of 1965 he received a call from Santa Clara vice mayor Robert Miller, Vasconcellos's godson, who told him, "I've got twenty of your friends down here for brunch, and we're planning your campaign for Alquist's [assembly] seat." Alquist was running for the state senate, and his old twenty-third-district seat was a lock for a Democrat.

Vasconcellos won the June primary and, with the backing of labor, civil-rights groups, Pat Brown and a well-organized, well-heeled campaign assisted by his employer, former San Jose mayor Al Ruffo, swept to victory in November. The following January he was officially knighted in the assembly chambers. The

Richard Trainor is a Sacramento-based freelance writer who covers state politics.

transformation of John Vasconcellos, bright, young attorney-at-law, to Don Vasco de Santa Clara, New Age knight-errant, defender of the disenfranchised and dispirited, was complete.

"Here is the opportunity for me to carry out my duty: to redress grievances and give help to the poor and the afflicted." —ibid.

Vasconcellos once proposed that the United States and the Soviet Union exchange students to produce a human deterrent to nuclear war.

WHEN HE FIRST came to Sacramento in 1966, Don Vasco was regarded as a middle-of-the-road Democrat. His first few legislative terms were uneventful, but by the early 1970s he was beginning to position himself somewhere left of the moon among his fellow Democrats. He looked a mess and acted a mess, and the legislation he put forward sometimes raised eyebrows, even guffaws. He wanted to see self-awareness taught in grade schools. He lobbied for an

international peace day. He proposed the United States and the Soviet Union exchange students to provide a human deterrent to nuclear war. Staid members regarded such efforts as merely the latest explosions from the Demos' loose cannon.

Assembly Speaker Willie Brown, one of Vasconcellos's oldest friends in the legislature, says of those days, "Vasco was clearly ahead of his time, [but] the membership viewed him as somebody who was a little out of sync, a little out of step." His critics took it a bit further. They thought he was out of his mind. The capitol press corps began referring to him as "Mr. Touchy-Feely." They said, "John Vasconcellos is his own hair shirt." And Vasconcellos responded in kind, threatening to cut off unfriendly reporters' access to him.

This estrangement reached its peak in December 1974, Friday the thirteenth, in fact, when he announced plans to form a new political movement. Called "Self-Determination: A Networking Enterprise," it was designed to espouse "humanist alternatives. . . [and recognize] the energetic, emerging movements regarding human personal needs and wants. . . liberation movements, sexual revolution, new religious drugs, encounter, sensitivity, etc." The movement had a symbol: a stick-figure man with a little *I* circled on his chest

and another little *I* outside of him, with arrows pointing from one *I* to the other. The *I* stood for individual.

Although the movement attracted 1,800 followers, and for awhile published a quarterly journal, it eventually petered out. Californians, a disappointed Don Vasco conceded, "weren't ready for it, and we weren't that good at it."

But all of this—the antics, the pie-in-the-sky legislation—reflected the painful personal changes he was going through. It wasn't, he now admits, "a nice time to be around me."

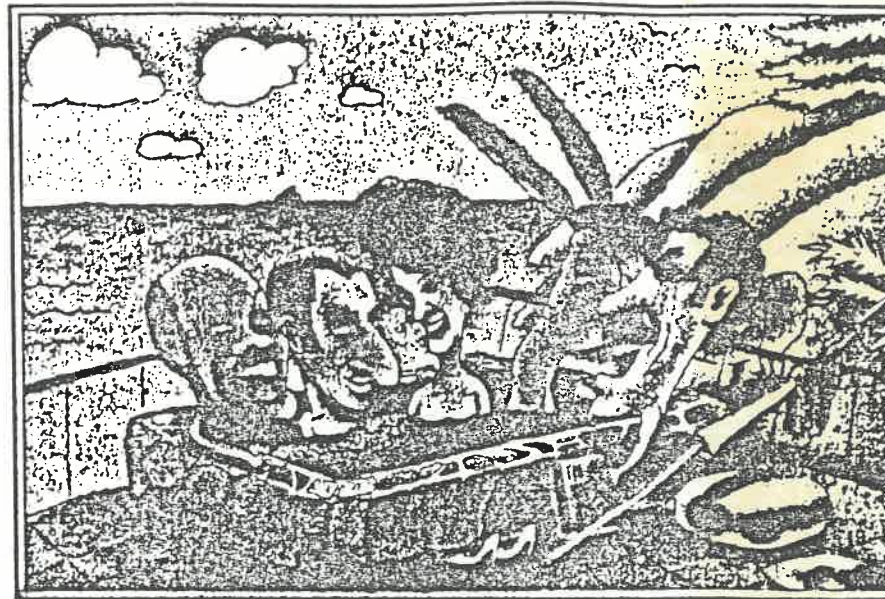
"Say, my son, all that comes into your mind and into your mouth, for provided it relieves you of your pain, I shall willingly restrain the resentment your foolish ranting causes me." —ibid.

DON VASCO WAS a man battling himself. The years at Bellarmine Prep had left their mark. At fourteen he had been uprooted from his family and sent away to the prestigious boarding school, where life from matins to evening was dominated by stern priests and ascetic surroundings. It was four years of rigorous work, with daily doses of fire-and-brimstone catechism. He didn't excel at sports; he twice ran for office, but lost. And so he retreated into his studies, solace for the disorientation and separation he felt.

While running for his seat in 1966, Vasconcellos sought relief in therapy. A Jesuit priest who'd been trained by Carl Rogers, one of the founding fathers of humanist psychology, had suggested he come to terms with what Vasconcellos calls "the traditional sin-guilt way of living." Therapy gave him "a different sense of myself intellectually and conceptually. It allowed me to free up my feelings." In 1971 he began working in Berkeley with Stanley Keleman in bioenergetics, "a body-based, holistic way of going about loosening up and becoming more expressive."

It didn't take long for the expressiveness to manifest itself. The severe, black two-piece suits, so tight they threatened to burst the seams, were soon out the window. So were the button-down shirts and the ties and the crew cut. His hair began spooling out in great, untamed curls. Pictures of Vasconcellos at the time hardly suggest a politician; rather, he looked like a cross between a rock star and a drug smuggler.

And the emotions spooled out as well. Ranting and raving, pleading and proselytizing, Don Vasco on the floor of the assembly was one of the most compelling free-entertainment values the capitol ever offered. Although Arthur Janov was one therapist Vasconcellos hadn't tried, primal screaming seemed imminent, if not advisable. He'd stomp and scream when a bill of



In 1972 some of our state's top Demos shed their armor to join Don Vasco in the healing waters of Esalen.

his was defeated. He'd roll his eyes at the unenlightened for what he took to be insensitivity and lack of awareness. He'd shoot withering glares at Democratic colleagues when they cut deals. Then, just as abruptly, he'd seek to heal, to share his New Age insights. And strangely enough, they listened.

One weekend in 1972, some of the most powerful Democrats in the state could be found soaking in a hot tub at the Esalen Institute. Besides Don Vasco, who'd organized the sojourn, there were Oakland assemblyman Ken Meade, San Jose assemblywoman Leona Egeland, state senator John Dunlap of Yolo and Napa counties, Willie Brown and Assembly Speaker Bob Moretti. Having Brown there was "quite a coup on Vasco's part," according to Steve Thompson, Brown's former chief of staff, "because Willie doesn't even like for people to touch his fancy clothes."

Brown recalls the experience: "John thought most of us were out of touch with humanity and out of touch with each other and indifferent to each other's existence and insensitive and needing to be reoriented. Let me tell you, it was interesting to see some of my more uptight colleagues who presented a total shield of indifference or security being exposed."

Don Vasco felt the weekend was a great success: "When we came back, there were about 30 other members who wanted to go back and do it." But it never got rescheduled.

"Bridle your tongue, reflect and chew the cud before you let your words escape from your mouth, and. . . we shall come forth greatly advanced both in fame and fortune."

—ibid.

WHEN HE WAS careening about on his full-tilt crusade during the seventies, Don Vasco regarded compromise as tantamount to sellout, an attitude fueled by his therapy. But as the seventies progressed, he mellowed. He cut his hair, went back to jackets and ties—"I didn't go back, I went forward," he explains—and though he still exploded from time to time, he did so with less frequency, less vitriol. And as his anger abated, his style "became more negotiating, peacemaking, providing rather than adversarial, suspicious, contentious. I [was] able to be present and to raise the issues relevant to the human condition in ways that [were] increasingly attractive and legitimating and successful."

In 1980 Vasconcellos decided to take a year off from the fray, saying he would be content to push ideas rather than legislation. Instead, he found himself squarely in the middle of an

ugly fight that threatened to split the California Democratic party in two.

A battle for the speakership, having more to do with personalities than politics, had erupted between then-reigning Leo McCarthy and Los Angeles assemblyman Howard Berman. Although Vasconcellos was a McCarthy loyalist, he wasn't one of his spear carriers, and he enjoyed cordial relations with Berman as well. Somewhere along the line someone got the brilliant idea of asking Don Vasco to mediate. The thinking was that if common ground could be found, Vasconcellos, with all of his experience in therapy, would find it.

Don Vasco gave it his best try. He huddled with McCarthy, then Berman, then McCarthy and Berman, attempting to play soothing facilitator to the bulldog combatants. "I was trying to defuse the issues and break down the antagonism," Vasconcellos says. "But the emotions were too deep."

Finally he was forced to concede that a peaceful resolution of the fight was beyond him. But his patient efforts on so critical a struggle won Don Vasco the grudging respect of party regulars who'd once written him off as a flake.

That didn't stop them from being shocked when McCarthy rewarded Vasconcellos's loyalty by appointing him to succeed Dan Boatwright as chairman of Ways and Means, one of the most powerful positions in Sacramento because any legislation costing the state money—some 2,000 bills a year—must come before that commit-



Sorely tested, Don Vasco triumphs at last by convincing the Duke to bestow self-esteem upon the multitudes.

tee. They were further stunned when Brown, elected Speaker later that year in the Republican-brokered compromise, kept him on—despite the opposition of some influential Democrats.

Don Vasco's performance for the first two or three years of his stewardship was criticized by some legislators. It is true that Don Vasco sometimes behaved erratically. "I recall the first [budget] conference committee he chaired," Thompson says. "At the end of it John didn't want to sign the conference report. This was on a Saturday night and the conference report was due on Monday morning. I had to call Willie in the city and tell him the chairman wouldn't sign the report. So Willie had to drive up here in his Porsche and personally consult with Mr. Vasconcellos for an hour or so before Vasco finally signed it." He shakes his head in amazement. "I guess he just reached the point where he was tired and cranky."

"... for many a day, stumbling here, falling there, flung down in one place and rising up in another, I have been accomplishing a great part of my design...." —ibid.

DON VASCO'S MORE recent performance on Ways and Means receives, if not unqualified praise, at least some respect. "He's had an excellent staff for the past two or three years or so," says an insider who once opposed him. And while critics such as Republican assemblyman Richard Mountjoy of Monrovia complain Vasconcellos can be "very bru-

tal" in killing bills "that mean nothing to him," Willie Brown, once the recipient of Vasconcellos's withering glares for cutting deals when Brown chaired Ways and Means, sees the man maturing. "Vasco understands now that the give-and-take of the political process dictates a different role for the leader, versus the isolated, single-interest advocate on a particular committee or particular issue," he says. "He works now for consensus and he is less, I suspect, strident on potential criticism of anybody else who does the same thing."

While the style changed, however, the substance did not. In 1984 Don Vasco embarked on his greatest legislative challenge, the effort he considers the most important in his career: the creation of the now-infamous task force on self-esteem.

Therapy had, in his words, helped Don Vasco "recoup and regrow my self-esteem," which had been battered so badly in his youth. Many psychologists claim a lack of self-esteem is often the root of alcoholism, drug addiction, teenage pregnancy, criminal recidivism and welfare dependency. "The correlation struck me like a thunderclap," Don Vasco says. "Knowing of its contribu-

tion in my own life, I saw its relevance, and it sparked my curiosity as to why we didn't live constructively." If a way could be found to restore people's self-esteem, he reasoned, the state would derive a twofold benefit: responsible and healthy citizens who contribute to its economy and vast savings in the social spending these otherwise dependent citizens would require. He sharpened his lance for the battle.

When the bill to create a commission to gather information on self-esteem was first introduced in 1984, the press had a field day. Although the bill passed the assembly, the senate shot it down. A heart attack and subsequent triple-bypass surgery sidelined Don Vasco during much of that fight. He resolved to resubmit it the following year.

In 1985 the bill passed both houses, only to have Governor George Deukmejian veto it. Deukmejian, Don Vasco realized, was his only remaining opponent. In years past, a screaming match might have ensued. Instead, our knight-errant set out to win the governor's approval.

He enlisted assembly minority leader Pat Nolan as a coauthor. He spoke frequently with Deukmejian's staff. He got 35 other legislators and the Reverend Robert Schuller to petition the governor for support. Don Vasco framed the bill in language that would appeal to fiscally conservative Deukmejian. And then he met with the man three times. "He was skeptical about it," Vasconcellos says, "but I just kept explaining the enormous potential for good."

Finally Deukmejian surrendered. On September 23, 1986, the governor signed AB 3659 into law, creating the 25-member Task Force to Promote Self-Esteem and Personal and Social Responsibility. Its roster includes psychologists, counselors, bureaucrats, educators, legislators, law enforcement types and housewives. They must collate all available data on self-esteem and discuss its significance and social implications in a report due January 1990.

The self-esteem commission, mercilessly lampooned in the "Doonesbury" comic strip, has brought Don Vasco showers of laughter and epithets. Critics harken back to Vasconcellos's 1980 task force on the root causes of crime, which was big on advice and small on actual policy. Thompson, now head of the Assembly Office of Research, says, "Unless you can get down to the practical implementation level, then I just think you're farting into the wind." Even commission members are heatedly divided over the practical implications of their work.

Don Vasco, for his part, claims implementation is beside the point. He claims the commission's influence is being felt throughout the state at the local level, where county-created self-esteem commissions are forming, as well as at the corporate level. Facilitators and counselors come to him for support for their efforts. Bundles of invitations asking him to speak arrive daily. "Even if nothing else happens," he says, "we've advanced the understanding and appreciation of self-esteem enormously."

To Willie Brown the passage of the self-esteem bill shows "the distinction between the John Vasconcellos of 1968 and the John Vasconcellos of 1987. Now he is realistic enough to know that in spite of having grandiose ideas, most of us have to take little steps to get there. The \$735,000 [total budget] is a little step. So Vasconcellos is keeping his dream alive, anticipating that these little steps will be so intoxicating that people will become addicted, that it will not be long before the full forces of government in terms of need will be offered."

In the Santa Clara alumni magazine Don Vasco wrote: "Californians should expect more from their legislature than timid preservation of a questionable status quo. To settle for simply treating symptoms is to abandon hope."

"Let anyone portray me who will, but let him not abuse me; patience often stumbles when they pile on too many injuries." —ibid.

DON VASCO'S LEGISLATIVE castle, room 6026 of the capitol, is a concrete shrine to our knight-errant, his heroes and his adventures. The outer reception area is manned by a male receptionist, reflecting Vasconcellos's commitment to non-

traditional, nonsexist employment practices. The hallway leading back to his personal office is lined with photos of John F. Kennedy, Martin Luther King Jr. and Bobby Kennedy, Don Vasco's personal favorite: "He was more raggedy and immediate and passionate," he says. "I'd have walked with him anywhere."

Outside his office door is a corkboard covered with photos tracing Don Vasco's metamorphosis: the shyly smiling ten-year-old among his classmates; the buttoned-down New Frontiersman shaking hands with the king of Camelot himself; the questioning Vasconcellos of the mid-sixties, standing on a beach at sunset, the lights of Monterey shining in the distance; the full-blown counterculture hero at his apogee, in de rigueur disarray, spilling to a spell-bound audience in the university lecture hall; the sartorially and tonsorially rehabilitated Vasconcellos leering mischievously at the décolletage of Joan Collins and mugging loonily with fellow Jesuit politicians Leo McCarthy and Jerry Brown.

The inner sanctum is the here-and-now Don Vasco. On one wall is a collection of plaques with quotations from Dag Hammarskjöld, Malcolm X and George Bernard Shaw. One plaque designates Vasconcellos as the winner of the third-annual Barracuda Award, signifying him as "the legislator toughest to lobby." His library consists of a hodgepodge of New Age texts running from sets of Carl Jung and Carl Rogers to works by Germaine Greer, education visionary George B. Leonard and the poetry of Rod McKuen and Peter McWilliams. In a corner is a menagerie of teddy bears, the largest of which wears a T-shirt proclaiming SELF-ESTEEM. The theme is repeated on the picture window, where a parody mock-up of "Doonesbury" has Boopsie saying, "Wow! Self-esteem goes nationwide," in reference to Vasconcellos's February appearance on the CBS Morning Program.

Onto this set Vasconcellos strides briskly every morning at 9 A.M., after his daily racquetball workout. At 55, he's a large man, six foot three, 195 pounds, with curly brown hair spiked with patches of iron gray. His brown

eyes are soft, his face lined. A powerful, beaked Roman nose, with trim mustache, cleaves the visage.

He is indeed a Knight of Mournful Countenance: the expression is hang-dog, dolorous, a radical contrast to the bright-eyed lad pictured outside. His schedule, typically harried, is even worse these days because he is in the midst of the battle of the budget. When

In light of his political maturity and powerful position on Ways and Means, there is growing speculation that Vasconcellos will run for governor in 1990.



things get too tough, he fields calls while working out on a Day-Gio Slinky, part of the stress-reduction therapy he learned after his triple-bypass heart operation. His work schedule, reduced to 40 hours a week post-operation, is now back up to his pre-heart attack 65 hours, but he insists it is not taxing. "I'm much more comfortable now," he says, "a lot less tired, a lot healthier."

Don Vasco is more willing to use the olive branch than the lance these days, but, as Santa Clara Superior Court judge David Leahy, a fellow La Mancha alumnus, says, "he won't compromise his principles." That fact manifests itself during a meeting with former NOW president Eleanor Smeal, who, along with three other NOW members, has come to lobby him on his opposition to more liberalized application of state-funded abortions.

"I represent the politics of compassion and responsibility," Don Vasco announces to Smeal.

A soft-spoken, gray-haired woman, she looks around at the various plaques and sayings. "I can see from what you have on your walls that you're not our traditional opposition." She goes on to call California's abortion-funding formulas "economic Darwinism" and asks him to support further funding.

"Abortion goes beyond what I personally believe in," he says. "I just hate the issue, and I'm sure you hate it, too. My belief is in the fetus and its rights to status and protection. I respect the mother's rights, too, but which life is most at stake is the basic right that prevails."

"We're talking about young girls here," Smeal fires back. "You have fifteen-year-old girls whose lives will be ruined totally." Vasconcellos sympathizes, but won't be moved.

(continued on page 160)



*Il Signor Rossi lavora in un ufficio.
Signor Rossi works in an office.*

*Il Signor Rossi e un collega d'affari, il Signor Bianchi, vanno a pranzo.
Signor Rossi and a business associate, Signor Bianchi, go to lunch.*

*Il Signor Rossi sa che il Prego accetta prenotazioni per il pranzo.
Signor Rossi knows Prego accepts reservations for lunch.*

*Il Signor Rossi e un bravo uomo d'affari.
Signor Rossi is a good businessman.*

Prego

2000 Union St. San Francisco
415.563.3305

AIDS

(continued from page 151)

ver, this time with a handsome male model. Gaetan finally persuaded his lover to fly to Quebec and bring him back to British Columbia. On March 30, a month past Gaetan's thirty-second birthday, the model boarded a plane to be with Gaetan. While he was in the air, Gaetan died. It wasn't AIDS that killed him—his kidneys, strained by the years of infection, had given out.

April 1984/Washington, D.C.

A few weeks after he died, scientists at the National Cancer Institute announced they had isolated the virus that causes AIDS, proving scientifically what Gaetan had shown two years earlier: this was an infectious disease.

Whether Gaetan actually was the person who brought AIDS to North America is ultimately unanswerable. He had traveled frequently to France, the Western nation where the disease was most widespread before 1980, and the first cases in both New York and L.A. could be linked to him. In any case there is no doubt he played the key role in spreading the virus from one end of the United States to the other. In 1980 Gaetan Dugas had been what every gay man wanted. In just four years he had become what every gay man feared.

tional health, community health, a healthy environment, mental health, personal well-being and recovery from AIDS and from toxics. He is putting great effort behind two bills he calls "the other side of the self-esteem task force": AB 1820 would create a youth corps of students receiving state aid who will be asked to provide assistance to their communities; AB 1792 would set up a program to match elderly volunteers with needy seniors, giving the volunteers bank credits to help augment their Social Security.

It might be the most personal political agenda now operating in Sacramento, according to Willie Brown. "I think that John lives his legislation, all of it," he says. "He is a driven human being. He genuinely believes, probably not unlike some great thinkers and revered leaders have thought about their theories and their solutions to problems. He is his bills... He is his legislation."

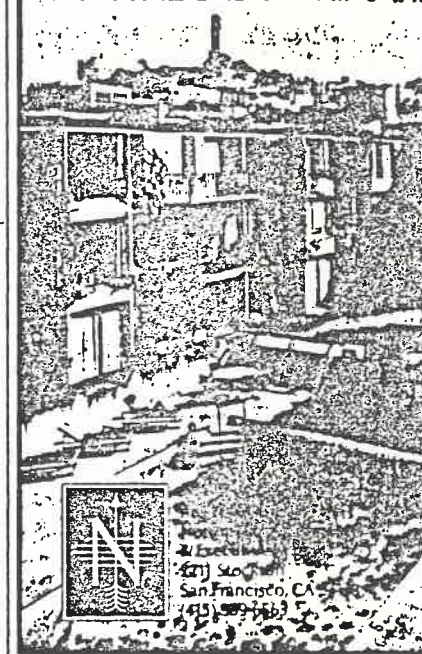
Toward a Healthier State is, Don Vasco says, the next generation of his earlier movement. "This time around," he says, "it's a lot more valid [because] one, I'm much more mature; two, much more prominent to bring credibility to it; three, many more Californians have moved toward self-esteem and a sense of community; four, before it didn't have programmatic content and now it does. So we have a greater chance of moving toward operational success." Vasconcellos says he can visualize a healthy California by the year 2,000.

In light of his political maturation and powerful position on Ways and Means, there is growing speculation that he will attempt a run for the governorship in 1990. A successful candidacy would probably come down to whether or not he could make his agenda palatable statewide. "The important thing is," says Thompson, "could John raise enough money and carry a nonkook message?"

Don Vasco will not be pinned down on the point. "I am committed to moving more across the state to build a healthier vision and program. My vision of people is basically as good and trustworthy, and a program that builds out of that and practices authenticity and integrity is, I believe, a crucial, even essential, development for the state's future. I intend to do what I can to give that more body and visibility and legitimacy. I hope, someday, it becomes a dominant political force in the state."

If he should ever seek inspiration, Don Vasco de Santa Clara may look to the words of a more famous kindred spirit: "You must know," says Don Quixote de la Mancha, "that the life of a knight-errant is subject to a thousand perils and mischances, yet equally they may possibly become kings and emperors..."

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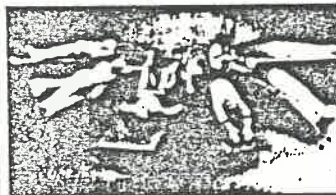
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John Vasconcellos

(continued from page 95)

"We've been totally deserted by our progressive allies on almost everything," Smeal moans. "We can't move on anything; it's the total breakdown of a coalition. What should I tell my people, Mr. Vasconcellos?"

"Tell 'em a lot of things," Don Vasco shoots back. "Tell 'em of my support on pay equity, state-funded programs for latchkey kids, child care. Those are the things I support. You can't come around here just every so often and when you don't get what you want start talking of a total breakdown. Come here when you want to work with us. Draft legislation with me and follow it through. But I won't be made a whipping boy because I don't support your stand on abortion and then be told of your frustration. I can appreciate it, but if you check my record you'll find I'm with you people more times than not. Lots more."

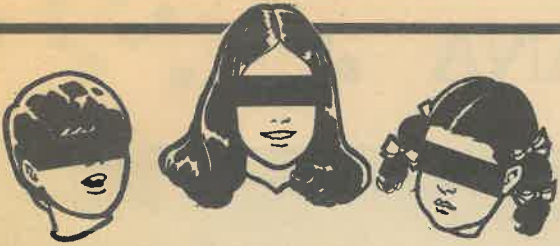
"Friend, I would have you know that I was born, by heaven's grace, in this Age of Iron to revive in it the Golden Age." — ibid.

DON VASCO'S ONGOING legislative agenda is a comprehensive program he calls Toward a Healthier State: educa-

BILINGUAL EDUCATION: BLINDED BY THE FACTS

By Raul Yzaguirre

San Jose



The U.S. Secretary of Education is fond of publishing little books on "what works" in education. So far he has produced two, one on teaching and learning and one on drug abuse prevention. Two more are on the way: "what works" in compensatory education and "what works" in adult literacy.

When it comes to education of limited-English-proficient children, however, the Secretary and some members of Congress seem better prepared to promote a new theme: "What Doesn't Work—And Here's the Money to Do It."

The Secretary and some members of the House and Senate are determined to increase the proportion of funds in the Bilingual Education Act which are available for English-only programs. This, they claim, is necessary to assist school districts that must educate children from a multitude of language backgrounds, or for those school districts that simply refuse to implement bilingual programs.

The House Education and Labor Committee recently approved an amendment to legislation, HR1755, that would reauthorize the Act to require 75% of new funds to be reserved for English-only programs. (This language is incorporated in the Omnibus Education Bill, HR5, which is scheduled to go to the floor of the House in late spring.)

One representative of the committee even hailed this amendment as a major step forward in federal policy. He and other proponents of the change are more interested in promoting English-only programs than in assuring the limited-English-proficient children receive the best education possible. The only "flexibility" Congress would provide to school districts is the flexibility to use federal funds for second-class programs.

The most recent research available on English-only programs in the United States indicates that they are the least effective methods of teaching English and subject matter to limited-English-proficient children. On the other hand, the research evidence on bilingual methods is stronger than ever and growing. Research and experience have shown that using a child's native language promotes the acquisition of English, helps a child develop subject matter competency, and helps reduce the dropout rate. Effective bilingual education means academic excellence.

The U.S. General Accounting Office, the arm of Congress charged with conducting audits of federal agencies, just issued a report on the research evidence. The GAO surveyed ten experts, half of whom were nominated by the Department of Education itself, and asked them to judge whether the department's statements on bilingual education agree with the research.

Eight of the ten said they believe that the department is wrong in claiming that the research does not support a requirement that most Bilingual Education Act programs make some use of a child's native language in order to teach English. Seven of the ten believe the research shows that English-only programs are not promising.

The department is presently conducting a study of its own on the effectiveness of bilingual education versus English-only programs. The first-year results of this four-year study indicated that the children receiving the most native-language instruction scored higher on tests of English acquisition and subject matter than did the students in the English-only programs. At first glance, this may appear counterintuitive to some, but not to those who have worked with the program for years and realize how bilingual education programs, adequately funded and properly staffed, actually work.

The Secretary and some members of Congress simply refuse to accept the facts. In this case ignorance is not bliss. It is potentially damaging to the education of limited-English-proficient children. These officials would send a message to our schools that it is "A-OK" not to provide these children with a high quality education, that using a child's native

language is unacceptable or at least unnecessary, even if it is the most effective means of teaching children English and subject matter, as well as reducing their likelihood of dropping out of school.

The bilingual education debate is not about academic excellence. If it were, there would be no disagreement. Unfortunately for the children involved, the debate is about ideology, not pedagogy.

Like all children, limited-English-proficient children deserve the best education possible. We need statespersons who can set aside politics and support effective educational practices because they work.

(Raul Yzaguirre is president of the National Council of La Raza, based in Washington, D.C.)

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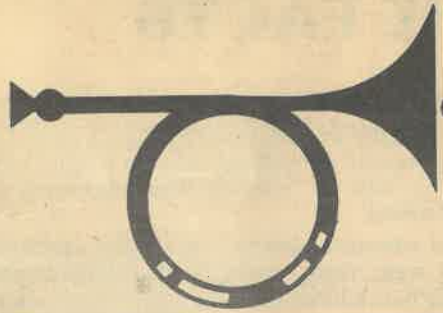
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Por Gil Contreras Vázquez



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FELICITACIONES

Este mes de Mayo tiene mucho significado para los que trabajamos en este semanario de **La Oferta Review**. El Cinco de Mayo felicitamos con las clásicas "Mañanitas", cantadas por el Trío Imperial y Raúl Resendiz, a nuestra Directora **Mary Andrade**,



Javier Macías y la hermosa artista del Cine Mexicano, Maribel Guardia, posaron para La Oferta, en el aeropuerto de la ciudad.

VACACIONISTA

Javier Macías, joven locutor de Radio KNTA, después de una prolongada temporada de constante trabajo, decidió tomarse unas merecidas vacaciones que disfrutará por las añoradas tierras mexicanas.

Según nos hizo saber, visitará su tierra natal Guadalajara, posteriormente estará en la capital de la República y por último pasará unos días por ese estado hermoso que se llama Michoacán.

Javier es uno de los animadores de la radio que goza de mucho prestigio, pues es de los locutores que tienen mayor demanda para realizar anuncios comerciales. Desde esta columna le deseamos a Macías que disfrute plenamente de unos días de descanso, que bien los merece.



En el cumpleaños de la señora Angélica de la Cerda, logramos captar a los asistentes en la presente foto (Foto de Richard Díaz).



CUMPLEAÑOS

El pasado 8 de Mayo fue festejada con manteles largo la señora **Angélica de la Cerda**, con motivo de cumplir un año más de su existencia.

Varios amigos y familiares le organizaron una reunión-comida en un lugar para fiestas, que se ambientó con la presencia de un conjunto de música Norteña, que hizo las

delicias de los presentes.

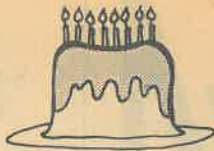
Entre los muchos invitados pudimos anotar a las siguientes personas: Ted y Maura Alanis, Richard y Vera Díaz, Willy y Julia López, Estela Ambriz, hermana de la festejada, Dolores Hernández, Martha Varela, Joe Maya y muchas personas más que gozaron de los exquisitos platillos, que se prepararon para tan especial ocasión.



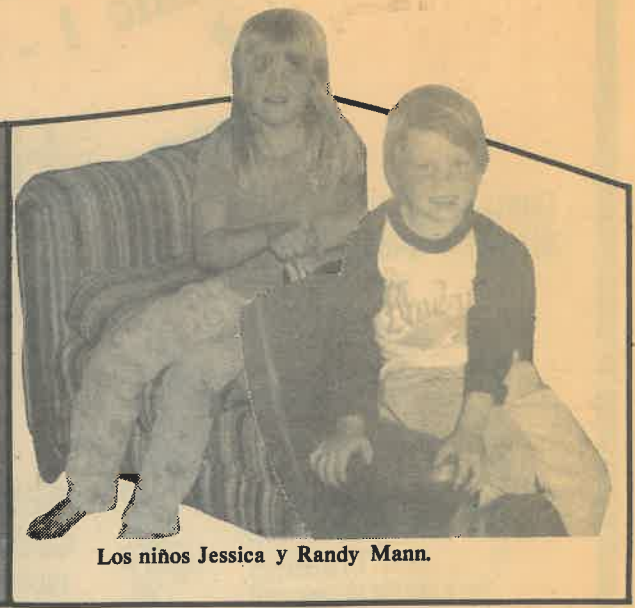
Mary J. Andrade y Shirley I. Fisher haciendo entrega de un ejemplar de su libro "Cinco de Mayo en San José", al señor licenciado Alberto Becerra Sierra, Cónsul General de México aquí en San José. Por cierto este libro ha tenido una magnífica aceptación por parte de la comunidad Hispana, ya que se trata de un documento gráfico de mucha valía.

con motivo de su cumpleaños. El 11 correspondió a don **Armando López Castillo**, colaborador eficiente de este periódico con su leída columna "Armandograma". Felicidades a don Armando y que siga adelante, cumpliendo muchos años más.

Ayer 19, estuvo de plácemes la talentosa periodista y escritora **Evelyn Sánchez**, editora de este semanario. A Evelyn le deseamos que aparte de haberlo celebrado con los suyos, la vida le depare muchos, pero muchos éxitos. Felicidades.



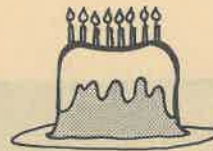
Don Armando López Castillo, autor de la columna Armandograma.



Los niños Jessica y Randy Mann.

Y por último, los días 15 y 20 de este mismo mes de Mayo, los simpáticos e inquietos **Randy y Jessica Mann**, cumplen un año más de sus vidas felices, respectivamente. Ellos son hijos de nuestra compañera de trabajo **Nancy Burger**, que tiene a su cargo las actividades tipográficas y de diseño gráfico. A todos ellos nuestros más cálidos deseos de bienestar y felicidad.

Y recuerde que: **Las alas de la fama están hechas de papel periódico. ¿Okey?**



LA ENSEÑANZA BILINGÜE: CEGADA POR LOS HECHOS

Por Raúl Yzaguirre

El Secretario de Instrucción Pública le gusta publicar libritos acerca de "lo que funciona" en materia de enseñanza. Hasta ahora ha publicado dos, uno sobre enseñar y aprender y el otro sobre la prevención del abuso de los narcóticos. Dos más se hallan en preparación, "lo que funciona" en la enseñanza compensatoria y "lo que funciona" en la alfabetización de adultos. Cuando se trata de la enseñanza de niños con un conocimiento limitado del Inglés, sin embargo, el Secretario y algunos miembros del Congreso parecen estar mejor preparados para fomentar un tema nuevo: "Lo que no Funciona—Y el Dinero para Hacerlo."

El Secretario y algunos miembros de la Cámara de Representantes y del Senado están decididos a aumentar la proporción de fondos de la Ley de Enseñanza Bilingüe que están disponibles para programas en Inglés solamente. Esto, según alegan ellos, es necesario para ayudar a los distritos escolares que tienen que enseñar a niños procedentes de una multitud de antecedentes idiomáticos, o para aquellos distritos escolares que sencillamente se niegan a poner en práctica los programas bilingües.

El Comité de Enseñanza y Trabajo de la Cámara de Representantes aprobó recientemente una enmienda al proyecto de ley HR-1755 que volvería a autorizar a que la ley exigiera que el 75% de los fondos nuevos se reservara para programas en Inglés solamente. (Esta disposición está incorporada al Proyecto de Ley Comprensivo sobre la Enseñanza HR-5, que tiene señalado el fin de la primavera para ir ante el Pleno de la Cámara de Representantes.)

Un representante del comité llegó hasta elogiar esta enmienda como un gran paso hacia adelante en los cursos de acción federales. Parece que estas personas están más interesados en fomentar los programas solamente en Inglés que en asegurar el que los niños que tienen un conocimiento limitado del Inglés reciban la mejor enseñanza que sea posible. La única "flexibilidad" que el Congreso desea proporcionar a los distritos escolares es la flexibilidad de emplear los fondos federales para programas de segunda clase.

Los datos de investigación más recientes que se dispone sobre los programas en Inglés solamente en los Estados Unidos indican que son el método menos eficaz para enseñar el Inglés y las demás asignaturas a los niños que tienen un conocimiento limitado del Inglés. Por otra parte, la evidencia de la investigación sobre la enseñanza bilingüe es más fuerte que nunca antes, y viene aumentando. La investigación y la experiencia han mostrado que el uso del idioma original de un niño fomenta la adquisición del Inglés, ayuda al alumno a desarrollar competencia en las asignaturas y ayuda a disminuir la tasa de abandono de los estudios. La enseñanza bilingüe eficaz significa la excelencia académica.

La Oficina General de Contabilidad, el brazo del Congreso encargado de efectuar fiscalizaciones de las dependencias federales, recién expidió un informe sobre la evidencia de investigación sobre la enseñanza bilingüe. Dicha entidad interrogó a diez expertos, la mitad de ellos postulados por el Departamento Federal de Instrucción Pública, pidiéndoles que juzgaran si las declaraciones del Departamento sobre la enseñanza bilingüe están acordes con la investigación.

Ocho de los diez expertos cuestionados por la Oficina General de Contabilidad creen que el Departamento está equivocado al alegar que la investigación no apoya a un requisito de que la mayor parte de los programas amparados

por la Ley de Enseñanza Bilingüe hagan uso del idioma nativo de un niño a fin de enseñarle el Inglés. Siete de los diez piensan que la investigación muestra que los métodos de Inglés solamente no son prometedores.

El Departamento viene efectuando actualmente un estudio propio sobre la eficacia de la enseñanza bilingüe contra los programas en Inglés solamente. Los resultados del primer año de este estudio de cuatro años indicaron que los alumnos que recibieron la mayor proporción de su enseñanza en el idioma original tuvieron mejores calificaciones en los exámenes de adquisición del Inglés y las demás asignaturas que los alumnos situados en los programas solamente en Inglés. A primera vista, esto puede lucir contraintuitivo a algunas personas, pero no a quienes han trabajado con el programa durante años y se dan cuenta del modo de funcionar de los programas de enseñanza bilingüe, adecuadamente dotados de fondos y apropiadamente dotados de personal, en la realidad.


El Secretario y algunos miembros del Congreso simplemente se niegan a aceptar los hechos. En este caso, la ignorancia no es felicidad; es potencialmente perjudicial a la enseñanza de los niños que tienen un conocimiento limitado del Inglés. Estos funcionarios enviarían un mensaje a las escuelas en el sentido de que es correcto el dejar de proporcionar a estos niños una enseñanza de alta calidad; el que resulta inaceptable el emplear el idioma nativo de un niño, o al menos innecesario, aún cuando sea el medio más eficaz para enseñar a los niños el Inglés y las demás asignaturas, así como el disminuir su probabilidad de abandonar los estudios. En verdad, el Departamento está ansioso de dotar de fondos a más programas en Inglés solamente.

Está claro que el debate sobre la enseñanza bilingüe no es en lo tocante a la excelencia académica. Si lo fuera, no habría desacuerdo. Desgraciadamente para los niños afectados, el debate se refiere a la ideología, no a la pedagogía.

Como todos los niños, los que tienen un conocimiento limitado del Inglés merecen la mejor enseñanza posible. Necesitamos estadistas que puedan dejar a un lado la política y apoyar a las prácticas eficaces de enseñanza porque funcionan.

(Raúl Yzaguirre es el presidente del Consejo Nacional de La Raza, basado en Washington, D.C.)
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INTEREST RATE



The recent rise in interest rates should not be a cause of panic, as many have interpreted.

"Interest rates have stabilized, they are about the same as they were last year at this time," said Christian Mendoza, President of Christian & Associates Finance Inc. in San Jose. Mendoza's company handles real estate loans for new purchases and for refinancing properties; and is a full-service real estate mortgage brokerage handling primarily residential and commercial income property finance.

"We also invest money for clients in notes secured by deeds of trust in equity loans that often pay much more than what the bank savings accounts will offer, and the security for our investors is excellent," he said.

Although the rates may have recently bottomed out, there is no reason to believe that they are going to shoot up to the levels that they were a few years ago. "There are still many people with high interest rates that need refinancing," Mendoza says, "we are refinancing somebody right now who is consolidating a 2nd mortgage and some credit cards that is eating their earnings up. The overall savings is \$500 and my client is greatly relieved."

The new tax law can allow for more interest deductions by refinancing off credit card debts into the mortgage, as credit card

and automobile interest are being phased out.

The upswing in the rates may be traced to various economic factors; including the weakening of the dollar in world markets, fears of a recession by investors who buy mortgages, and the present instability of the stock market.

"Right now, the situation is volatile, the recent jump took everybody by surprise," said Ron Davenport, Loan Agent for San Francisco Federal Savings in San Jose. "The current thinking is that if rates do go down, they won't go down by much."

Davenport points out that if a person is planning on buying a house or refinancing, they shouldn't wait for rates to drop dramatically, because they might not. "Of course, it's one of those things where one never knows," he says.

A positive indicator is that the Federal National Mortgage Association (FNMA) or Fannie Mae, is making well over \$100 million available for lenders over the next year through Real Estate Mortgage Investment Conduit (REMIC) offerings. This should act as a stabilizer in keeping rates down in general by making more money available to lend.

"Anyone with an interest rate of 11½% or over should see someone to analyze the additional cash flow and savings that could be theirs by refinancing now," said Mendoza.



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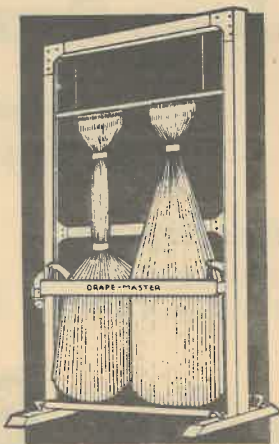


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Honorable John Vasconcellos
California Assemblyman 23rd District
100 Paseo de San Antonio
Suite 211
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John

Dear Assemblyman John Vasconcellos:

I want to take this opportunity to thank you again for the continued support which you have provided to our California schools, and in particular, for the support you have given to the many children in our public schools who are in the process of learning English and completing their K-12 education successfully. In this respect, I look forward to opportunities for continued collaboration.

As you can imagine, I am very pleased to serve as President of C.A.B.E. and as a proud San Josean, I want to highlight your support for the equal educational rights of all children.

C.A.B.E.'s annual conference will take place February 10-13, 1988 at the San Francisco Hilton and Towers. I am most pleased to invite you to join us during part or all of the fine training sessions offered. There are also several meal functions which might lend themselves to your participation. These include a luncheon on Thursday, February 11, and a luncheon and/or dinner function on Friday, February 12.

Please let me know if you will be able to participate in our activities. I look forward to hearing from you in this regard. In the meantime, please continue to count on me if I can work with you on issues of community and education advocacy.

Sincerely,

Aurora

Aurora M. Quevedo
President

Shirley
I'll see
Be well
Call when I can help
[Signature]