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BILINGUAL EDUCATION

HEARINGS

BEFORE THE

SPECIAL SUBCOMMITTEE ON
BILINGUAL EDUCATION

OF THE

COMMITTEE ON
LABOR AND PUBLIC WELFARE
UNITED STATES SENATE

NINETIETH CONGRESS

FIRST SESSION

ON

S. 428

A BILL TO AMEND THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 IN ORDER TO PROVIDE ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES IN ESTABLISHING BILINGUAL AMERICAN EDUCATION PROGRAMS, AND TO PROVIDE CERTAIN OTHER ASSISTANCE TO PROMOTE SUCH PROGRAMS

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BILINGUAL EDUCATION

THURSDAY, MAY 18, 1967

U.S. SENATE,
SPECIAL SUBCOMMITTEE ON BILINGUAL EDUCATION
OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:10 a.m., in room 4232, New Senate Office Building, Senator Ralph Yarborough Presiding.

Present: Senators Yarborough, Randolph, Murphy, and Fannin.

Committee staff present: Gene E. Godley, counsel to the special subcommittee; Robert O. Harris, counsel to the Labor Subcommittee; Allan Mandel, professional staff member; and Roy H. Millenson, minority clerk.

Senator YARBOROUGH. The Special Subcommittee on Bilingual Education of the Senate Committee on Labor and Public Welfare will come to order. Today we begin the first hearing on S. 428, the bilingual American education bill.

So far as we have been able to discover with staff research and other investigation, this is the first hearing Congress has every conducted into the problems of bilingual education. I was surprised to learn of this. The problems associated with educating children whose first language—first in terms of the order in which the child learns the language—is a language other than English, are serious, important, and deserving of attention.

Imagine the situation that confronts a certain youngster from my part of the country. A youngster spends his formative years in the warm, friendly environment of his family and friends—an environment in which Spanish is spoken. At the age of 5 or 6 he is taken to school. What a profound shock he encounters the first day there, when he is made to know in no uncertain terms that he may speak no Spanish at school. He must speak English, a language which he scarcely knows, both in the classroom and on the playground. If he is caught speaking Spanish, he will be punished.

Expert witnesses who will appear later before this subcommittee will comment on the psychological damage which such practices render unto millions of children. Even to a layman the injustice and harm of such practices are obvious. Unfortunately, this practice has all too often been the rule rather than the exception in the education of children from Spanish-speaking backgrounds.

The failure of our schools to educate Spanish-speaking students is reflected in comparative dropout rates. In the five Southwestern States of Texas, New Mexico, Arizona, Colorado, and California, Anglos 14 years of age and over have completed an average of 12 years of school compared with 8.1 years for Spanish-surname students. I regret to

say that my own State of Texas ranks at the bottom, with a median of only 4.7 years of school completed by persons of Spanish surname, according to the 1960 census.

I am hopeful that this situation can be changed. A few signs of potential change have already appeared. A handful of experimental education projects have begun operation. A number of educational conferences have been held to exchange information and make plans for the future. Movements are well underway in California and Texas to change the State laws to allow teaching in Spanish in the public schools.

On January 17, S. 428 was introduced, with Senators Javits and Kennedy of New York, Kuchel, Montoya, Randolph, Williams of New Jersey, and Senator Tower joining me as co-sponsors of this bill. So far as we are able to ascertain, this is the first bill for bilingual education of this scope that has ever been introduced in the Congress.

Since the introduction of S. 428, 25 similar or identical bills have been introduced in the House. And, I might say candidly, while some of those bills have been introduced for the purpose of effectuating this legislation others have been introduced to try to dilute it.

S. 428 would provide financial assistance for the development and carrying out of new and imaginative elementary and secondary school programs designed to meet the special educational needs of students from Spanish-speaking backgrounds. Bilingual education programs, preschool programs, programs to establish closer cooperation between the school and the home, and other similar programs would be financed. Teacher training and research are also included in this bill.

We are faced initially with the need to make a concentrated attack in a number of areas in order to produce significant results. Bilingual teachers must be trained; new curriculums and new teaching materials must be developed; large-scale pilot projects must be carried out to provide models which can then be utilized elsewhere. This requires money; it requires coordination; it will require inspiration. The money and the coordination can come from S. 428. The inspiration will come from the many eager teachers, researchers, administrators, parents, and students, who are impatient with the failure of the old methods and anxious to work for a better tomorrow.

This subcommittee is going to look closely into all the ramifications of this most important problem so that we can recommend to the Senate the wisest course of action to be taken at this time. After our 2 days of hearings in Washington today and tomorrow, we will hold Texas hearings in Corpus Christi on May 26, in Edinburg, Hidalgo County, on May 29 and in San Antonio on Wednesday May 31. Later we will take testimony in California and in New York.

It is certain that new legislation is needed to attain these objectives. Administratively, under the present situation, a conglomeration of laws is not enough. Decades have passed without proper legislation. Insofar as I have been able to discover, no bill has even been introduced in the Congress seeking to remedy these problems, prior to this year. We will use S. 428, introduced January 17, 1967, as the starting point. If clarification is needed, such clarification will be made. But it is time we started this country moving in this area. Let us begin with this bill as the first step. The Chair orders that the text of S. 428 be printed at this point in the record.

(The text of S. 428 follows:)

90TH CONGRESS
1ST SESSION

S. 428

IN THE SENATE OF THE UNITED STATES

JANUARY 17 (legislative day, JANUARY 12), 1967

Mr. YARBOROUGH (for himself, Mr. JAVITS, Mr. KENNEDY of New York, Mr. KUCHEL, Mr. MONTOYA, Mr. TOWER, and Mr. WILLIAMS of New Jersey) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend the Elementary and Secondary Education Act of 1965 in order to provide assistance to local educational agencies in establishing bilingual American education programs, and to provide certain other assistance to promote such programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

BILINGUAL AMERICAN EDUCATION PROGRAMS

SECTION 1. The Elementary and Secondary Education Act of 1965 is amended by redesignating title VII as title VIII, by redesignating sections 701 through 706 and references thereto as sections 801 through 806, respectively, and by adding after title VI the following new title:

"TITLE VII—BILINGUAL AMERICAN EDUCATION PROGRAMS

"SHORT TITLE

"SEC. 701. This title may be cited as the 'Bilingual American Education Act'.

"DECLARATION OF POLICY

"SEC. 702. In recognition of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs.

"AUTHORIZATION AND ALLOTMENTS

"SEC. 703. (a) For the purpose of making grants under this title, there is authorized to be appropriated the sum of $5,000,000 for the fiscal year ending June 30, 1968, $10,000,000 for the fiscal year ending June 30, 1969, and $15,000,000 for the fiscal year ending June 30, 1970, and the succeeding fiscal year.

"(b) From the sums appropriated pursuant to subsection (a) for each fiscal year the Commissioner shall allot an amount to each State based upon the number of Spanish-speaking elementary and secondary school students in such

State and the per capita income in such State in such manner as he determines will best carry out the purpose of this title. For the purpose of this title 'Spanish-speaking elementary and secondary students, means elementary and secondary school students born in, or one or both of whose parents were born in, Mexico or Puerto Rico, and, in States for which such information is available, other students with Spanish surnames.

"(c) A State's allotment for a fiscal year pursuant to subsection (b) shall be available, prior to such date in such year as is established by the Commissioner, for grants to local educational agencies in such State pursuant to this title. Allotments not reserved prior to such date may be reallotted to other States and made available for grants pursuant to this title prior to the end of such fiscal year in such manner as the Commissioner determines will best carry out the purposes of this title.

"USES OF FEDERAL FUNDS

"SEC. 704. Grants under this title may be used, in accordance with applications approved under section 705, for—

"(a) planning for and taking other steps leading to the development of programs designed to meet the special educational needs of students whose mother

tongue is Spanish, including pilot projects designed to test the effectiveness of plans so developed; and

"(b) the establishment, maintenance, and operation of programs, including minor remodeling of classroom or other space used for such programs and acquisition of necessary equipment, designed to meet the special educational needs of students whose mother tongue is Spanish, through activities such as—

"(1) bilingual educational programs;

"(2) the teaching of Spanish as the native language;

"(3) the teaching of English as a second language;

"(4) programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language;

"(5) efforts to attract and retain as teachers promising individuals of Mexican or Puerto Rican decent;

"(6) efforts to establish closer cooperation between the school and the home; and

"(7) other activities which meet the purposes of this title.

"APPLICATIONS FOR GRANTS AND CONDITIONS FOR APPROVAL

"SEC. 705. (a) A grant under this title may be made to a local educational agency or agencies upon application to the Commissioner at such time or times, in such manner, and containing or accompanied by such information as the Commissioner deems necessary. Such applications shall—

"(1) provide that the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;

"(2) set forth a program for carrying out the purpose set forth in paragraph (a) or paragraph (b) of section 704 and provide for such methods of administration as are necessary for the proper and efficient operation of the program;

"(3) set forth a program of such size, scope, and design as will make a substantial step toward achieving the purpose of this title;

"(4) set forth policies and procedures which assure that Federal funds made available under this title for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made

available by the applicant for the purposes described in paragraphs (a) and (b) of section 704, and in no case supplant such funds;

"(5) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title; and

"(6) provide for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title and to determine the extent to which funds provided under this title have been effective in improving the educational opportunities of persons in the area served, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

"(b) Applications for grants under title may be approved by the Commissioner only if—

"(1) the application meets the requirements set forth in subsection (a);

"(2) the program set forth in the application is consistent with criteria established by the Commissioner for the purpose of achieving an equitable distribution of assistance under this title within each State, which cri-

teria shall be developed by him on the basis of a consideration of (A) the geographic distribution of persons of Spanish surname within the State, (B) the relative need of persons in different geographic areas within the State for the kinds of services and activities described in paragraph (b) of section 704, and their financial ability to provide those services and activities, and (C) the relative ability of particular local educational agencies within the State to provide those services and activities;

"(3) in the case of an application for assistance for a program for carrying out the purposes described in paragraph (b) of section 704, the Commissioner determines (A) that the program will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant, and (B) that, to the extent consistent with the number of children enrolled in non-profit private schools in the area to be served whose educational needs are of the type which this program is intended to meet, provision has been made for participation of such children; and

"(4) the State educational agency has been notified of the application and been given the opportunity to offer recommendations.

"(c) Amendments of applications shall, except as the

Commissioner may otherwise provide by or pursuant to regulations, be subject to approval in the same manner as original applications.

"(d) The Commissioner shall encourage local educational agencies to utilize in programs assisted pursuant to this title the assistance of persons with expertise in the educational problems of the Spanish-speaking. He shall also encourage local educational agencies to make optimum use in such programs of the cultural and educational resources of the area to be served. For the purposes of this subsection, the term 'cultural and educational resources' includes State educational agencies, institutions of higher education, non-profit private schools, public and non-profit private agencies such as libraries, museums, musical and artistic organizations, educational radio and television, and other cultural and educational resources.

"PAYMENTS

"SEC. 706. (a) From the amounts allotted to each State under section 703 the Commissioner shall pay to each applicant in that State which has an application approved under this title an amount equal to the total sums expended by the applicant under the application for the purposes set forth therein.

"(b) Payments under this title may be made in installments and in advance or by way of reimbursement, with

necessary adjustments on account of overpayments or underpayments.

"ADVISORY COMMITTEE

"SEC. 707. (a) The Commissioner shall establish in the Office of Education an Advisory Committee on the Education of Bilingual Children, consisting of the Commissioner, who shall be Chairman, and eight members appointed, without regard to the civil service laws, by the Commissioner with the approval of the Secretary. At least four of the members of the advisory committee shall be educators experienced in dealing with the educational problems of children whose native tongue is a language other than English.

"(b) The advisory committee shall advise the Commissioner (1) on the action to be taken with regard to each application for a grant under this title, and (2) in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including the development of criteria for approval of applications thereunder. The Commissioner may appoint such special advisory and technical experts and consultants as may be useful in carrying out the functions of the advisory committee.

"(c) Members of the advisory committee shall, while serving on the business of the advisory committee, be entitled to receive compensation at rates fixed by the Secretary,

but not exceeding $100 per day, including traveltime; and, while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5 of the United States Code for persons in the Government service employed intermittently.

"LABOR STANDARDS

"SEC. 708. All laborers and mechanics employed by contractors or subcontractors on all minor remodeling projects assisted under this title shall be paid wages at rates not less than those prevailing on similar minor remodeling in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a-5). The Secretary of Labor shall have, with respect to the labor standards specified in this section, the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c)."

AMENDMENTS TO TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

SEC. 2. (a) Section 601 (a) of the National Defense Education Act of 1958 is amended by inserting after the second sentence a new sentence as follows: "Any such contract may include a curriculum designed for the special training of teachers of bilingual children."

(b) Section 603 of such Act is amended by striking out "$18,000,000" and inserting in lieu thereof "$19,000,000."

AMENDMENTS TO TITLE XI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

SEC. 3. (a) Section 1101 of the National Defense Education Act of 1958 is amended by striking out "and each of the three succeeding fiscal years" and inserting in lieu thereof "and each of the two succeeding fiscal years, and $33,750,000 for the fiscal year ending June 30, 1968".

(b) Such section is further amended by striking out the word "or" at the end of clause (3), by striking out the period at the end of clause (4) and inserting in lieu thereof a comma and the word "or", and by inserting after such clause a new clause as follows:

"(5) who are engaged in or preparing to engage in special educational programs for bilingual students."

AMENDMENTS TO COOPERATIVE RESEARCH ACT

SEC. 4. Subsections (a) and (b) of section 2 of the Cooperative Research Act are each amended by inserting "and title VII" after "section 503 (a) (4)".

Senator YARBOROUGH. I recognize the distinguished Senator from Arizona, Senator Fannin.

STATEMENT OF HON. PAUL J. FANNIN, A U.S. SENATOR FROM THE STATE OF ARIZONA

Senator FANNIN. Thank you, Mr. Chairman, and I do commend you for that excellent statement. I am happy to state at the outset of these hearings that I fully support the proposals to improve educational opportunities for Spanish-speaking Americans.

No one who has lived in the Southwest as long as I have can be unmindful or unappreciative of the contributions of Mexican-Americans. But neither can one fail to recognize the fact that their contributions would have been far greater had they been fully brought into the mainstream of American life, at least educationally. But they were not.

From the outset, with only a few noticeable exceptions, our educational policy toward Spanish-speaking children best can be described as total integration, so total in fact that the children have been compelled to adopt English without consideration of their own language. We did not until recently admit to the fact that Spanish-speaking children are deserving of special consideration, and therefore have a need for a somewhat different education. And our mistake has come back to haunt us. The average educational level for Spanish-speaking children is lower at most grade levels than it is for Anglo children. Their dropout rate is higher. And, although many of them excel in their chosen professions, their average standard of living is below that of most other Americans. In far too many instances, it is a vicious cycle of illiteracy and poverty, uninterrupted from one generation to the next.

I need not remind any member of this special subcommittee that to overcome, educationally, the effects of a disadvantaged childhood is a formidable task. But to rise above the combined effects of a disadvantaged youth and a language barrier is for many children an educational impossibility.

Who among us has not seen the look of utter despair on an Anglo child's face the morning of his first day in school? For him, as for many children, the entry into a new environment was a traumatic occurrence. But because experience had taught us that the child would readily adjust to the new surroundings we were not overly concerned, overly protective. We knew he soon would find the security and reinforcement he unconsciously sought.

But how different this situation is for other Americans, those who do not speak English, or who do not speak it well. Their children leave home for the first time and enter a new and often-times alien environment, complete with a language which the children understand very little. For them, there is no security, no reinforcement. Their earliest reactions to school and education are feelings of hostility and hopelessness and despair. Furthermore, the problem is made infinitely worse by the fact that their parents, who for the most part are relatively uneducated, at least in our native tongue, cannot offer them the necessary encouragement and understanding. Consequently, many are lost, educationally, from the very beginning, and primarily because

they cannot communicate in English in our society. And if the problem of communication is not corrected early, the child begins to withdraw from the very society in which he must live, from the society, indeed, to which he must contribute.

To be sure, some school districts throughout the country are far advanced in the important field of bilingual education. But most are not. And the districts with the highest concentration of Spanish-speaking children are oftentimes the ones least able to finance the costly educational programs.

There is, therefore, both a need and legitimate reason for the Federal Government to help finance these programs, at least until such time as school districts and the States somehow come up with additional money to take over this responsibility. As a nation, we cannot afford—educationally or morally—not to develop the great reservoir of untapped talent that lies dormant among children of Mexican and Spanish descent.

It would be a mistake, however, for us to impose our notions of bilingual education on school officials, State or local. We are politicians, not educators. But even if we were educators, even if we were convinced that we alone had all the correct answers, the simple fact is that there is no unanimity of thought on how best to help these children help themselves. There are, of course, broad areas of agreement: The need for intensive preschool education; for better textbooks and learning aides; for closer cooperation between the school and the home; and, most of all, for more bilingual teachers who know the language and culture of Spanish-speaking children, and who can help them bridge the gap to the bicultural world. These are all tried and tested methods of bilingual education.

It is a tribute to most of the bills we are here to consider that they do in fact recognize the right of, indeed the need for, local school districts to experiment with these and various other pedagogical concepts, accepting those that work, rejecting those that do not. For the most part, the various bills take into account the fact that a variety of techniques can best produce a uniformity of excellence, no less for the Spanish-speaking child than for American students generally.

My one reservation—and it is a serious one—is with the provisions that schools, in order to be eligible for aid, must teach Spanish as the native tongue and English as a second language. Educators with whom I have talked are unanimous in their belief that this would be a tragic mistake, every bit as tragic as has been the longstanding policy of requiring Spanish-speaking students to shun their hispanic heritage. And I agree. As I previously indicated, Mexican and Puerto Rican students should be encouraged to speak Spanish in schools and to develop fully a bilingual facility. But there is no logical reason why Spanish should be preferred over English, the native tongue of Americans and the language each of us most develop fully in order to compete effectively in our modern, highly technical society.

For years we have operated under the delusion that Spanish-speaking children do not have unique educational problems. And the children have paid the price for our folly, as they do even today. Now, in an attempt to correct that oversight, that failure to develop bilingualism, it is being proposed that schools stress Spanish at the expense of English. Perhaps we could justify this approach to education if the

Mexican and Puerto Rican children entered school speaking perfect Spanish. But that seldom is the case. Most times their language of communication is an imperfect combination of Spanish and English, necessitating a remedial language program before they can be considered fluent in either tongue. The only thing we can accomplish by not teaching children to speak English well is to make their eventual transition to the mainstream of American life that much more difficult, that much less possible.

Our aim—and the aim of local schools—must be to give Spanish-speaking students, like all other students, the educational skills required to compete effectively in today's society. And we cannot accomplish that necessary objective by not teaching them the English language, or by not teaching it as well as we teach Spanish, or French, or Italian, or German. Spanish-speaking Americans, or Puerto Rican-Americans, or hyphenated Americans; they are, like the rest of us, Americans pure and simple. And any attempt to separate them from the Anglo-American community, of which they have been and are part and parcel, can only retard their progress, if not immediately then certainly in the years to come.

We must therefore, it seems to me, develop an educational program that excludes the two extremes of bilingual education: The notion that Spanish-speaking children should be forced to speak only English and the equally erroneous belief that they need not develop their English language skills until such time as they are proficient in Spanish. As I previously indicated, these approaches to bilingual education can only hurt our Spanish-speaking brothers, those with whom we must share America's commercial and intellectual prosperity. To accomplish this aim, an aim that each of us shares, schools must conduct more of their classes in Spanish, particularly in the elementary grades when the transition from home to school is most difficult for non-English-speaking children. We must encourage these children to develop fully a bilingual ability, an ability that will grow in importance with each passing year. And we must remind ourselves that Spanish-speaking Americans, like the rest of us, can make their greatest contribution to themselves, their families, and their country—our country—only when they have acquired the educational skills of most other Americans. They need and want equal educational opportunities; we should provide them nothing less.

Thank you, Mr. Chairman.

Senator YARBOROUGH. Thank you, Senator Fannin.

I order printed at this point in the record a statement from the Congressional Record of January 17, 1967, when the bill was introduced, stating the purpose of the bill to be the teaching of both Spanish and English, to make the students completely bilingual so as not to leave them illiterate in either language.

(The statement referred to follows:)

[From the Congressional Record, Jan. 17, 1967]

TWO PROPOSALS FOR A BETTER WAY OF LIFE FOR MEXICAN-AMERICANS OF THE SOUTHWEST

Mr. YARBOROUGH. Mr. President, in the southwestern part of the United States—bordered by my State of Texas on the east, California on the west, and reaching to Colorado in the north—there exists, as in the rest of the country, a folklore that we have achieved equality of economic opportunity, that everyone has an equal chance to get ahead.

The reality lurking under this belief is that for a group of 3,465,000 persons, 12 percent of the population of the Southwestern States, equality of economic opportunity awaits the future. It is a myth, and not a reality, today for the Mexican-Americans of the Southwest.

The Spanish-speaking people of the Southwest at one time greatly outnumbered the English-speaking people in the area. By 1790 the white population had reached 23,000 and was practically all Spanish. But by 1848 all the land in the Southwest—except for a strip later added by the Gadsden Purchase—had been acquired by the United States and the onetime majority of Spanish-speaking people became a minority in the face of the influx of English speaking who flocked to the land.

With minority status came economic disadvantage. And exploitation. And discrimination. But throughout all these years the Mexican-American people have lived their lives with patience and courage. Equality of opportunity has not been theirs, yet they have been good citizens, good parents, have fought for democracy in our wars, and lived their lives as best they could.

I believe the time has come when we can no longer ignore the fact that 12 percent of the people of the Southwestern United States do not have equal access with the rest of the population to economic advancement. The time has come when we must do something about the poor schooling, low health standards, job discrimination, and the many other artificial barriers that stand in the way of the advancement of the Mexican-American people along the road to economic equality.

EDUCATION

The most promising area for progress is in the field of education. Here Mexican-Americans have been the victims of the cruelest form of discrimination. Little children, many of whom enter school knowing no English and speaking only Spanish are denied the use of their language. Spanish is forbidden to them, and they are required to struggle along as best they can in English, a language understood dimly by most and not at all by many.

Thus the Mexican-American child is wrongly led to believe from his first day of school that there is something wrong with him, because of his language. This misbelief soon spreads to the image he has of his culture, of the history of his people, and of his people themselves. This is a subtle and cruel form of discrimination, because it indelibly imprints upon the consciousness of young children an attitude which they will carry with them all the days of their lives.

Its effects can be perceived by looking at the dropout rates among Mexican-American children. A recent study of census data conducted by the Welfare Administration concludes that—

"In education, as measured in median number of years completed by the adult population, the Spanish-American ranks as low as, or below, any other ethnic group identified and tabulated by the Census except the American Indian woman."

Among adults 25 and over, Mexican-Americans in 1960 had an average of 7.1 years of schooling as compared to the 12.1 years for Anglos, and 9 for non-whites. The gap between Anglos and Mexican-Americans is 5 years or 41 percent.

It can be said, however, that things are getting a little better. Some educators have become aware of the harm done to Spanish-speaking children by forbidding them the use of Spanish and as a result some schools are experimenting with new and imaginative ways of educating Spanish-speaking children in a predominantly English-speaking society.

Last October the National Education Association held a very informative 2-day symposium on the subject of "The Spanish-Speaking Child in the Schools of the Southwest."

Some of this improvement shows up in the statistics for a younger generation of Spanish-speaking students. For the age group 14 to 24, Mexican Americans have completed 9.2 years of school on the average, compared to 11.3 for Anglos and 10.6 for nonwhites. This is still a very large gap of 2.1 years or 19 percent.

The psychological damage suffered under a discriminatory educational system shows up in test scores.

"The relatively low average achievement of many groups of Spanish-speaking children on commonly used tests of intelligence and achievement is precisely what one would expect."

Writes Hershel T. Manuel, a leading authority on the education of Spanish-speaking children of the Southwest.

"More of the Spanish-speaking children than of the English-speaking children come from "culture-disadvantaged" homes, more of them have little or no knowledge of the language of the school when they enroll, more of them must continue their education in a language different from their home language, more of them lack a background of experience and incentive favoring high educational achievement. Lack of comparable opportunity is a sufficient reason for their lower average scores on tests. There is no reason to doubt their basic learning capacity."

BILINGUAL AMERICAN EDUCATION ACT

Mr. President, the time for action is upon us. I am introducing today the Bilingual American Education Act. Its declaration of policy reads as follows:

"In recognition of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs."

In addition to Mexican American students, those of Puerto Rican descent would be eligible.

Activities such as bilingual educational programs, the teaching of Spanish as the native language, the teaching of English as a second language, programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language, efforts to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent, efforts to establish closer cooperation between the school and the home, and other activities which meet the purposes of the bill, could be carried out.

Of all the programs which might be conducted under the bill, perhaps the most important are those involving the use of the Spanish language:

"Among Spanish-Americans the teaching of the Spanish language and culture to pupils who speak but do not read the language may provide a basis for motivation and an opportunity for achievement not previously accorded the group."

It is stated in a document of the National Education Association.

"It may be possible, thus, to demonstrate the employment of the Spanish language and culture as leverage for educational adjustment and achievement rather than as a defect in the process of acclimation to an alien culture."

It is important to contrast this bill with title I of the Elementary-Secondary Education Act. It is stated in the Bilingual American Education Act that the programs carried out under the bill shall be of "such size, scope and design as will make a substantial step toward achieving the purpose of the act." This is not a general aid bill to all schools with Mexican-American students. Rather it is a bill which will enable many schools to make the large expenditures required to substantially revamp their courses. These schools will be able to experiment, try new things, blaze new trails, and demonstrate to other schools what might be done. Compared to the minor shot in the arm which most schools are receiving from title I of the Elementary-Secondary Education Act, the Bilingual American Education Act will be a major transfusion of new blood. Schools which are selected for the program will receive the resources they need to do a real job. And I hope that the example they set will influence other schools to follow their lead.

OTHER PROVISIONS

Other provisions of the bill include the establishment of an advisory committee on the education of bilingual children, amendment of the title VI language development program of the National Defense Education Act to provide for the establishment of language centers for the training of teachers of bilingual children, and amendment of the title XI summer institute program of the National Defense Education Act to provide for summer institutes for teachers of bilingual children.

This bill is called for on the basis of justice alone. There is, however, another compelling reason for enacting it. In future years it is certain that one of the great testing areas for American foreign policy will be right here in our own hemisphere, with our neighbors to the south of us. We are discovering in the Far East how difficult it is for Americans to understand and to work with people of substantially different cultural backgrounds in making the difficult adjustment from a traditional to a more complex society.

The existence within our own borders of a sizable group of people who speak the same language and share many of the same traditions and much of the outlook of the countries of Latin America has considerable relevance to our future Latin American foreign policy. If America stands for anything it is for the principle that we have something of relevance to say to so many of the nations on earth precisely because we are made up of immigrants from those nations. So, in our dealings with Latin American nations, how much more sensible it would be to make better use of the Americans who speak Spanish as a native language and who understand from within the outlook of our southern neighbors. We have a magnificent opportunity to do a very sensible thing—to enable naturally bilingual children to grow up speaking both good Spanish and good English, and thereby to be in a position to go forth confidently to deal with the world, rather than retreat in embarrassment from a world which speaks a language which they can understand only imperfectly.

THE SOUTHWESTERN HUMAN DEVELOPMENT ACT

In addition to the problem of the proper education of the young, there is the larger problem of what to do about the heritage of human exploitation. As Ronnie Dugger has noted in the Texas Observer:

"The Mexicans in America have done the dirty work of the Southwest.

"I'm still appalled by some of the things I saw out there."

Said Bill Crook, former regional director of the war on poverty and now head of VISTA, after returning from a tour of the Big Bend country of Texas:

"The way of life endured by some Mexican American citizens here in Texas is incredible—something out of the 18th century. A separate culture and different language has resulted in a lack of communication between the Mexican-Americans and the anglo community along the border which fosters public apathy and indifference to the plight of this minority. Texans would gag on their food if they could witness the kind of poverty I saw on that tour. It's shameful and stupid that nearly 700,000 families—29% of the population—should be hopelessly locked in poverty in this prosperous and progressive state. There are human beings existing in the border towns of Texas under conditions as indescribably cruel as can be found anywhere in the world . . . It would be criminal for a civilized people aware of such misery to remain inactive."

Crook said.

So that we do not remain inactive in the face of poverty existing amidst plenty, I am introducing today the "Southwestern Human Development Act of 1967." The bill authorizes $100 million to be used for programs of education, training, health, leadership, citizenship and other programs designed to assist the Mexican-Americans of the Southwestern United States to overcome the special barriers they encounter, so that through self-help they may achieve equality of economic opportunity with the rest of the population.

The bill states that the programs "shall be directed toward the elimination of poverty and the achievement of individual economic independence through cultural adjustment, the development of employment opportunities, improved human performance, motivation, and productivity, or the betterment of the conditions under which people live, learn, and work."

The philosophy behind this program is self-help. If it is successful, it will be because it makes contact with the natural instinct toward self-reliance and independence that exists in every human being. Therefore the bill specifies that the programs "shall be conducted so as to emphasize self-help and individual responsibility among the participants," and that they "shall, to the maximum extent possible, actively involve the participants or representatives of the participants in positions of responsibility in the planning and administration of the programs."

This is a regional development program. It is authorized to operate in the Southwestern States. There is precedent for such a regional approach in the Appalachian Regional Development Act. Only in this case we concentrate upon the development of human productivity rather than the physical environment.

A program of this magnitude is a necessity if our words about equality of economic opportunity are ever to lose their hollow ring. In Texas in 1959 the median income of Mexican-Americans was only 57 percent that of Anglos. More than one-half of Mexican-American families exist on an income of less than $3,000 per year.

I introduce these two bills today with the fond hope that Congress will see the justice and the necessity of taking affirmative action. We can no longer sit idly by and engage in the hypocricy of saying that this is a land in which every American has an equal chance to get ahead. But we have the wealth to make our country truly a land of equal opportunity, and from our folklore we have the tradition that it should be so. Let us begin to make the myth of equality of opportunity a reality for the Mexican-Americans of the Southwest.

Senator YARBOROUGH. The first witness is the Honorable Harold Howe, U.S. Commissioner of Education. Dr. Howe.

STATEMENT OF HON. HAROLD HOWE II, U.S. COMMISSIONER OF EDUCATION; ACCOMPANIED BY ALBERT L. ALFORD, ASSISTANT COMMISSIONER FOR LEGISLATION; AND LOUIS HAUSMAN, ASSISTANT TO THE COMMISSIONER

Mr. HOWE. Thank you, Senator.

I would like to introduce my associates who are here with me. On my left, Mr. Alford, Assistant Commissioner for Legislation, who I am sure you have met before. And on my right, Mr. Louis Hausman, Assistant to the Commissioner, whom you may not have met before, who works directly with me in my office as a high-level person assigned to special projects in which the Commission is particularly interested. And the reason he is here with us today is that one of the special projects on which he has been working has been the improvement of the Office of Education programs in their service to Mexican-American children. Mr. Hausman has been working specially on that for the past 3 or 4 months under my special direction.

I would say, also, that you will hear testimony, I believe following mine, from Dr. Bruce Gaarder, the Chief of the Foreign Languages Section in the Office of Education. Dr. Gaarder is a real specialist on matters that you have before you in connection with this legislation. And I would hope that technical matters could be addressed to him rather than to us who have a rather broad view of these problems, but perhaps not as much competence in the particular technical area as he does.

He will present formal testimony in addition to making himself available for questioning.

Senator YARBOROUGH. Thank you, Dr. Howe.

Dr. HOWE. I would say, also, Senator Yarborough, by way of introduction, that I was very taken with the first statement in your statement that this is the first time that the Congress has ever conducted hearings into the problems of bilingual education. And, it seems to me, that you are doing a great national service as well as a service to a particular group of people by causing a national conversation on this matter.

It seems to me, for one, that we should have addressed ourselves to it in a more vigorous way, and that this is really a great service.

Senator YARBOROUGH. Thank you, Dr. Howe.

Last fall at the Tucson conference we made a search for information as to what the Congress had done in this matter in the past. The Tucson Conference on the Spanish-Speaking Child in the Southwest was the third national conference on that subject, being held October 30 and 31, 1966. We could find nothing on it. We were working on this bill at that time. My staff assistants worked on it through the

fall. To our amazement in looking for records to see what actions had taken place, we found no record of any hearings in the Congress in the history of the country.

When you are engaged in research, something often turns up that you have overlooked, but up to this time nothing has.

Mr. HOWE. I think the comprehensiveness of these hearings will certainly be of a nature that has not occurred before, and we are grateful to be a part of this.

I would like now to present to you my formal testimony, after which I would be glad to answer questions.

Mr. Chairman and members of the subcommittee, the unique problems faced by schools serving significant numbers of children who cannot communicate in English must be given special consideration by all of us who are responsible in any way for the education of American young people. This subcommittee with its special mission is an important part of the dialog on this vital subject. I am privileged to have this opportunity to discuss with you the problems faced by non-English-speaking children in our schools.

The economic, social, and educational problems associated with the language barrier met by children from non-English-speaking homes has attracted increasing interest and concern on the part of Federal, State, and local educational agencies. Indications of this interest can be seen in the Texas Conference for the Mexican American held in San Antonio on April 13; in the number of special education programs being conducted under various programs; and indeed in the establishment of this subcommittee.

I believe you were present at that conference, Senator, and spoke at that final session.

Senator YARBOROUGH. Yes; and you had representatives there.

Mr. HOWE. I regret that I was unable to attend. Unfortunately, I was speaking somewhere else at the time.

Senator YARBOROUGH. Your representatives were there and played a very active part in that 3-day conference.

Mr. HOWE. The Office of Education recognizes the need for greater emphasis upon meeting the special educational needs of non-English-speaking children in the United States.

The compelling urgency for greater attention to this area is demonstrated by the fact that the median of years of school completed for the Mexican American in the Southwest is 7.1 years, whereas for the Anglo child in the Southwest, it is 12.1 years, and for the nonwhite child it is 9 years of school completed.

Senator, I observe here that the figures that you gave in your testimony and my figures are very slightly different, but the picture they paint is just the same. We would like to work with your staff to make any corrections in figures that would be helpful. But it seems to me they are very close to each other.

Senator YARBOROUGH. Very close. Ours indicate 12 years of schooling, and yours is 12.1 years for the Anglo child. I think we just left off the odd tenth there.

Mr. HOWE. I don't know where we got it.

Senator YARBOROUGH. You included the one-tenth, but you gave the figure for the whole Southwest. You didn't break it down for each State.

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Mr. HOWE. Well, it is certainly clear that the statistical description of the problem here is of the same degree on the part of both of these presentations.

Senator YARBOROUGH. My staff got ours out of the Mexican-American study project that was done at the University of California, Los Angeles.

Mr. HOWE. This is Ralph Guzman's project.

Senator YARBOROUGH. Yes.

Mr. HOWE. Yes.

The educational opportunities survey is illuminating in this respect. The factors of family background, the language spoken at home, and the teachers' abilities are significant factors in a child's achievement in school. Although the achievement of children who do not speak English at home was considerably less than those who do speak English at home, the differences in achievement tended to be less when children have experiences which tend to improve communications skills. For instance, the difference in scores between those who speak English and those who speak other languages at home decreases from more than 12 points to less than two points when the children attended kindergarten.

These analyses suggest that children from non-English-speaking homes are severely handicapped by their lack of facility with English when they enter school but that experiences such as attendance at kindergarten or verbally enriching materials in the home tend to help them in overcoming this handicap.

The Office of Education recently established a Mexican-American Affairs Unit, as a part of our Bureau of Elementary and Secondary Education. This unit will work to achieve greater coordination and to provide impetus for the development of projects to meet the special educational needs of Mexican-Americans. Mr. Armando Rodriguez, who has been chief of the bureau of intergroup relations in the California State Department of Education, will head the new unit as coordinator.

At the present time, there are a number of programs administered by the Office of Education under which assistance is made available for special programs in the area of bilingual education.

Projects for non-English-speaking children are being funded under all titles of the Elementary and Secondary Education Act of 1965.

Since the language barrier is a major educational disadvantage for non-English-speaking children, there is a high correlation between the number of non-English-speaking children and educational deprivation. In schools where there are large numbers of children who do not speak English, bilingual programs utilizing bilingual education techniques appear to be quite effective in meeting the special educational needs of those children. Among the programs being funded are those involving compensatory education providing Spanish-speaking children with remedial instruction to develop language skills, cultural enrichment programs, preschool projects, and special efforts to overcome learning inhibiting attitudes and to foster self-esteem. As in Headstart, many programs encourage parental involvement.

The funds made available under title I of the Elementary and Secondary Education Act of 1965 have permitted schools to embark upon experimental bilingual programs in which Spanish is used in some courses of instruction in science, arithmetic, social studies, as well as other courses. In other bilingual programs, teacher aides are being used to help break down language barriers and to supplement the work of the teachers.

Title I provides, as you know, for grants for special projects for children of migrant farmworkers. Since a large number of migratory agricultural workers speak Spanish, bilingual education programs would in many instances be the best way to meet the special educational needs of these children. Special projects which are in operation this year will provide a coordinated program for migrant children as they travel from State to State.

And we have, Senator, a list of those special projects which we would like to make available for the record.

Senator YARBOROUGH. We would like to have it.

Mr. HOWE. Mr. Alford will give both you gentlemen copies.

Funds authorized by title III of the Elementary and Secondary Education Act have also been instrumental in planning and bringing into operation educational projects which will affect bilingual education. Several title III projects already funded will play a significant role in stimulating innovative intercultural programs in the schools and we will be supporting more.

And we have for you, also, a list of those title III projects related to education. I believe Mr. Alford has just given that to you.

(The material referred to is as follows:)

[Office of Education]

SPECIAL PROJECTS IN THE AREA OF BILINGUAL EDUCATION AUTHORIZED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I PROGRAMS, ELEMENTARY AND SECONDARY EDUCATION ACT

Children Participating and Funds Expended in Reading, English Language Arts, and English as a Second Language Program Sponsored under *Title I* of the Elementary and Secondary Education Act of 1965 for the United States and 5 Selected States, Fiscal Year 1966.

State	Children participating			Funds expended		
	Total	Reading and English language arts	English as a 2d language	Total	Reading and english language arts	English as a 2d language
(1)	(2)	(3)	(4)	(5)	(6)	(7)
United States, total [1]	8,299,900	4,372,000	142,000	$987,596,171	$240,066,650	$7,000,000
5 selected States, total	934,100	532,900	77,900	158,116,707	31,939,000	4,250,000
Arizona	126,300	72,900	11,500	8,437,731	1,900,000	710,000
California	291,500	171,100	32,500	67,153,705	13,082,000	1,760,000
Colorado	46,500	21,800	[2] 3,500	7,530,729	1,288,000	[2] 190,000
New Mexico	54,800	31,400	5,200	9,587,209	1,720,000	340,000
Texas	415,000	235,700	25,200	65,407,333	13,949,000	1,250,000
5 selected States as a percent of U.S. total	11.3	12.2	54.9	16.0	13.3	60.7

[1] Includes children participating and funds expended for reading, English language arts, and English as a 2d language program located in the outlying areas of Guam, Puerto Rico, Trust Territory of the Pacific, and Virgin Islands.
[2] Estimated.

Source: BESE-Division of Compensatory Education, U.S. Office of Education.

TITLE III—PACE PROGRAMS FOR SPANISH-SPEAKING PUPILS

Between December 1965 and April 1967, 18 PACE proposals costing $1,989,998 for programs for Spanish-speaking pupils were funded under ESEA Title III (P.L. 89–10). Eleven of these projects are in the planning phase and 7 are in the operational phase. The 18 PACE projects funded are listed below:

State	OE No.			Planning or operational	Amount requested
Flagstaff, Ariz.	635		Materials for bilingual pupils	Planning	$20,560
Do.	2356	(1)	Materials for bilingual pupils (continuation of No. 635).	Operational	64,335
Phoenix, Ariz.	978		Cultural enrichment and English for Spanish-speaking pupils and parents.	Planning	98,910
San Diego, Calif.	507		English as a 2d language	do	124,855
Calexico, Calif.	1277		Bilingual education in English and Spanish	do	82,945
Do.	3889		Bilingual education in English and Spanish (continuation of No. 1277).	Operational	75,635
Stockton, Calif.	1534		ITA for bilingual pupils	do	47,750
Do.	1534	(1)	ITA for bilingual pupils (continuation of No. 1534).	do	39,513
Fresno, Calif.	2421		Migrant education	Planning	112,259
Emeryville, Calif.	2708		Standard English dialect	do	24,000
San Diego, Calif.	2941		English as a 2d language	Operational	162,234
Cortez, Colo.	1874		Acculturation and education of quad-ethnic groups.	Planning	89,088
Alpine, Tex.	235		West Texas Innovative Education Center	do	84,496
El Paso, Tex.	404		Language training and instructional center	Operational	176,462
Do.	420		Centers for English and Spanish	Planning	67,000
Edinburg, Tex.	1549		Educational service center	do	82,175
El Paso, Tex.	2114		Southwest intercultural and language center	Operational	176,794
Lancaster, Tex.	2219		Neighborhood learning center	Planning	39,140
Bryan, Tex.	2672		Programa de education inter-Americana	do	168,486

FLAGSTAFF: SCHOOL DISTRICT NO. 1 AND HIGH SCHOOL DISTRICT NO. 1

Northern Arizona Supplementary Educational Center—Planning Project: OE No. 66–635—Amount Sought, $20,560

Description: A study is to be made to determine how best to offer the following services not available in five northern counties: curriculum and audio-visual consultation; speech correction consultation; consultation and assistance in preparing materials for bilingual and non-English-speaking students; psychological services; health services; in-service training for teachers; services of a school and community social worker; and remedial education consultation and resources. A permanent resource and service center is to be planned with teams of traveling consultants visiting the school and communities. Estimated number of persons to be served: 40,000 students. Further information: Sturgeon Cromer, Superintendent of Schools, Flagstaff, Arizona (602) 774–6181.

FLAGSTAFF: FLAGSTAFF PUBLIC SCHOOL DISTRICT NO. 1

Northern Arizona Supplementary Educational Center—Operational Project: OE No. 66–2356 (635)—Amount Sought, $64,335

Description: A supplementary educational center will be established in Flagstaff, Arizona, to serve five counties as large in area as most of New England. Using the center as a base, a six-passenger airplane, and a mobile van, teams of educational and psychological consultants will travel to schools and communities to stimulate and develop 14 exemplary programs in schools as satellite centers. Further information: John L. Gray, Faculty Box 4088, Northern Arizona University, Flagstaff, Arizona 86001. (602) 774–6611, Ext. 212.

PHOENIX: PHOENIX UNION HIGH SCHOOL SYSTEM, DISTRICT NO. 210

Space (South Phoenix Area Cultural Enrichment)—Planning Project: OE No. 66–978—Amount Sought, $102,100

Description: Pilot programs in music, drama, and speech will be planned and provided for culturally deprived Spanish-speaking children and parents in South Phoenix. Further information: Dr. Howard C. Seymour, Superintendent, 3010 North 11th Ave., Phoenix, Arizona 85013. (602) 279–4121.

SAN DIEGO: DEPARTMENT OF EDUCATION, SAN DIEGO COUNTY

Planning Grant Application for Supplementary Educational Center—Planning Project: OE No. 66–507—Amount Sought, $109,000

Description: A center is to be planned by a five-member task group, taking into account the educational needs of the community and available educational and cultural resources. Survey questionnaires, interviews, and other data collection techniques are to be used for determining needs. Social science and management specialists are to be consulted. District computer facilities will be used to process data. An analysis of needs and resources by the task group will result in recommendations for specific center projects. To be considered are: English as a second language for the Spanish-speaking community; programs for the educationally and economically disadvantaged and for science-oriented students; water safety; and increased learning opportunities for children in rural areas. Number of persons to be served: 280,000 students. Further information: Dr. Cecil D. Hardesty, Superintendent of Schools, 6401 Linda Vista Road, San Diego, California 92111. (714) 278–6400 Ext. 211.

SACRAMENTO: SACRAMENTO COUNTY DEPARTMENT OF EDUCATION

Planning Grant Proposal for the Superior California Educational Resources Agency—Planning Project: OE No. 66–647—Amount Sought, $224,498

Description: The Superior California Educational Resources Agency, representing 10 counties, will develop a proposal to operate a supplementary-educational-services center. A development unit will recruit, organize, and lead task forces seeking solutions to educational and cultural problems. An information unit will search for data about various groups in the population and about exemplary programs and research. A renewal unit will facilitate the adoption of new concepts and practices. Advice will be sought from consultants and authorities. Planning and evaluation will incorporate procedures of systems analysis and performance evaluation review techniques employed in industrial management but not usually by educators. There are approximately 241,000 children and 10,000 teachers and administrators in the area to be served. Further information: T. R. Smedberg, Superintendent of Schools, 6011 Folsom Blvd., Sacramento, California 95819. (916) 454–2821.

SACRAMENTO: SACRAMENTO COUNTY DEPARTMENT OF EDUCATION FOR THE SUPERIOR CALIFORNIA EDUCATIONAL RESOURCES AGENCY

Planning Grant Proposal for the Superior California Educational Resources Agency—Planning Project: OE No. 66–2625—Amount Sought, $176,621

Description: Plans will be made to establish a supplementary educational services center; needs and resources will be studied and pilot projects will be initiated. Further information: T. R. Smedberg, Superintendent of Schools, Sacramento County Department of Education, 1854 Fulton Ave., Sacramento, Calif. 95825 (916) 954–2821.

CALEXICO: CALEXICO SCHOOL DISTRICT AND CALEXICO UNION HIGH SCHOOL

Curriculum Improvement Proposal: Bilingual Education in English and Spanish, Grades 7, 8, and 9—Planning Project: OE No. 66–1277—Amount Sought, $81,100

Description: A pilot program will be established to determine the feasibility of a bilingual school from K–12 in which English will be taught as a second

language to Spanish-speaking students. Further information: Carl L. Varner, Superintendent, P.O. Box 792, Calexico, California. (714) 357–1133.

CALEXICO: CALEXICO UNIFIED SCHOOL DISTRICT

Curriculum Improvement Proposal: Bilingual Education in English and Spanish, Grades 7, 8, and 9—Operational Project: OE 67–3889—Amount Sought, $75,635

Description: A program of bilingual education in English and Spanish will be established to: (1) maintain and develop study skills in Spanish; (2) develop English language skills on the part of Spanish-speaking students comparable to those of native English-speaking Americans; and (3) establish pride in and an understanding of the Spanish cultural heritage, as well as pride in and understanding of the American culture. Further information: Carl L. Varner, Superintendent of Schools, Calexico Unified School District, Seventh and Heber, Calexico, California 92281. (714) 357–1133.

STOCKTON: STOCKTON UNIFIED SCHOOL DISTRICT

A Demonstration-Research Center Using the Initial Teaching Alphabet—Operational Project: OE No. 66–1534—Amount Sought, $45,800

Description: The Initial Teaching Alphabet will be demonstrated in 20 first-grade reading classes; in an additional 40 classes, the method will be used to teach bilingual children to read. Further information: Ivan M. Rose, 701 North Madison Street, Stockton, California 95202. (209) 466–3911.

STOCKTON: STOCKTON UNIFIED SCHOOL DISTRICT

A Demonstration-Research Center Using the Initial Teaching Alphabet—Operational Project: OE 67–1534–1—Amount Sought, $39,513

Description: This program will continue to provide educators an opportunity to observe the Initial Teaching Alphabet and demonstrate this teaching medium with beginning first-graders and with second-graders who have made, or are in the process of making, the transfer from ITA to traditional orthography (TO). Continuation of the program for a second year will make it possible to collect definitive data on the use of the program with Mexican-American pupils. By the end of the second year, all or almost all of the ITA bilingual Mexican-American pupils will have transferred to readers written in TO. Further Information: John Stirton, Director of Federal Projects, 701 North Madison Street, Stockton, California 95202. (209) 466–3911.

FRESNO: FRESNO COUNTY SCHOOLS, OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Educational Development for Innovative and Creative Teaching and Learning—Planning Project: OE No. 66–2421—Amount Sought, $112,259

Description: Studies will be made to develop plans for a center which will provide educational and cultural services to an area which includes a large agricultural and migrant labor population. Further information: Harold L. Coles, Superintendent, Fresno County Schools, 2314 Mariposa Street, Fresno, California 93721. (209) 268–6011.

EMERYVILLE: EMERY UNIFIED SCHOOL DISTRICT

Standard English Dialect for the Disadvantaged—Planning Project: OE No. 66–2708—Amount Sought, $24,000

Description: An oral language program will be designed for culturally disadvantaged high school students who do not speak standard English. Further information: Higgins D. Bailey, Superintendent, Emery Unified School District No. 4727, San Pablo Avenue, Emeryville, California 94608 (415) 655–6936.

SAN DIEGO: SAN DIEGO UNIFIED SCHOOL DISTRICT

Exemplary Programs in English as a Second Language—San Diego County—Operational Project: OE No. 67–2941—Amount Sought, $162,234

Description: Varied methods of teaching English as a second language will be demonstrated in selected centers in the county. Consultants will coordinate and direct the selection of materials, teaching methods, and evaluation criteria for

the program. A comprehensive inservice training program for teachers will be offered. Further information: Harmon H. Kurtz, San Diego City Schools, 4100 Normal Street, San Diego, California 92103. (714) 298–4681.

FRESNO: FRESNO COUNTY SCHOOLS OFFICE

A Student Transfer Record Sytem for the Migrant Children of California and the Southwest—Planning Project: OE 67–3865—Amount Sought, $22,875

Description: A student transfer record system utilizing data processing equipment will be planned to serve the childrn of migrant workers in the southwestern States. The system will make available to teachers the necessary information for planning an adequate educational program for each child. Further information: Harold L. Coles, Superintendent of Schools, Fresno County, 2314 Mariposa Street, Fresno, California 93721. (209) 268–6011 Ext. 549.

CORTEZ: MONTEZUMA-CORTEZ SCHOOL DISTRICT RE–1

The Acculturation and Education of Quad-Ethnic Groups—Planning Project: OE No. 66–1874—Amount Sought, $89,089

Description: A center will be planned to carry out studies, provide resources, and conduct inservice programs to solve the educational problems caused by the attendance in common schools of Ute and Navajo Indian and Spanish- and Anglo-American children with the values and languages of different cultures. Further information: Francis Dahm, Director of Business Affairs, 127 North Market Street, Cortez, Colorado 81321. (303) 565–7522.

ALPINE: ALPINE PUBLIC SCHOOLS

West Texas Innovative Education Center—Planning Project: OE No. 66–235—Amount Sought, $84,496

Description: The smallness and remoteness of the schools and the speaking of Spanish as their native language by more than 60 percent of the pupils characterize education in West Texas. To learn how mass media and cooperation between public and private schools, community agencies, and colleges can help this situation is the purpose of this project. Innovative ideas to be investigated include the use of two-way radio for guidance and counseling and language teaching by leased wire and voice-writer. The project will serve 3,500 students. Further information: Jack A. Brock, Superintendent of Schools, Alpine, Texas 79831. (915) TE 7–2415.

EL PASO: EL PASO INDEPENDENT SCHOOL DISTRICT

Quest for Quality—Planning Project: OE No. 66–420—Amount Sought, $67,000

Description: Two centers, one to teach English and Spanish and the other to give information about the general culture, are to be planned in two stages for this region in which approximately one-half of the first grade pupils numbering about 3,000 are of Mexican descent and have been handicapped in school because of inability to speak English well. In the first stage of planning, a team will study problems with the advice of local agencies, institutions, and consultants. Problems will be grouped in relation to inadequacy of language skills or to the general culture of the community. Two long-range programs will be outlined for the language center and for the general cultural center. The second stage of activity will consist of more intensive and comprehensive planning and putting projects into operation. The size of the group to be served is estimated at 28,000. Further information: Hibbard Polk, Assistant Superintendent, Instruction, Education Center, 100 West Rio Grande Street, El Paso, Texas. (915) 533–4951.

EL PASO: EL PASO INDEPENDENT SCHOOL DISTRICT

El Paso Language Training and Instruction Center—Operational Project: OE No. 66–404—Amount Sought, $176,462

Description: This project is the first phase in the establishment of a model center for teaching English and Spanish. The first, small model center will become part of the ultimate, larger center and will comprise a new classroom-laboratory serving 30 students at a time and a facility to prepare five teachers at a time. The center will be equipped with the latest materials for teaching lan-

guages. Instruction will be given to children in elementary and high school, and to teachers and other adults. Approximately 6,500 children, 1,300 adult education students, and 200 teachers are expected to participate. Further information: Hibbard Polk, Assistant Superintendent, Education Center, 100 West Rio Grande Street, El Paso, Texas. (915) 533–4951.

EDINBURG: HIDALGO COUNTY SCHOOLS

Rio Grande Valley Educational Service Center—Planning Project: OE No. 66–816—Amount Sought, $82,175

Description: Plans will be made for a materials, audio-visual, in-training center which will adapt modern technology to the special problems of an area with high Mexican-American population. Further information: M. R. Smith, County Courthouse, Edinburg, Texas. (512) DU 3–2751.

EL PASO: EL PASO PUBLIC SCHOOLS

Southwest Intercultural and Language Center—Operational Project: OE No. 66–2114—Amount Sought, $176,794

Description: A supplementary educational center will be established to provide a program of unified language and cultural activities; to include materials collection and dissemination, teacher training in human relations and languages, language and cultural research assistance, and performing and viewing arts. Further information: J. M. Whitaker, Director of Compensatory Education, Education Center, 100 West Rio Grande Street, El Paso, Texas 79999. (915) 533–4951.

LANCASTER: LANCASTER INDEPENDENT SCHOOL DISTRICT

Exemplary Neighborhood Learning Center—Planning Project: OE No. 66–2219—Amount Sought, $39,140

Description: Studies will be made to develop a multipurpose curriculum, develop a program of international cultures to promote understanding of other races and countries, and establish a learning laboratory where a variety of instructional techniques can be explored. Further information: J. E. Dawson, Superintendent of Schools, Lancaster Independent School District, 902 North Dallas Avenue, Box 477, Lancaster, Texas 75146. (214) 227–1323.

BRYAN: BRYAN INDEPENDENT SCHOOL DISTRICT

Programa de Educacion Interamericana—Planning Project: OE No. 66–2672—Amount Sought, $168,486.

Description: A program will be planned to enrich and strengthen the knowledge and understanding of students and teachers in the field of intercultural education, with specific reference to the American Republics of Mexico and of Central and South America. Further information: Alton O. Bowen, Superintendent, Bryan Independent School District, Bryan, Texas 77801. (713) 823–5541.

Mr. HOWE. The Intercultural and Language Center at El Paso is particularly interesting. The schools of El Paso and Ysleta area have established a language center where pilot programs are being conducted in English as a second language, Spanish is being taught to non-Spanish-speaking personnel and intensive English and teaching methods training courses are being provided for bilingual teachers. The activities of the center include the improvement of English and Spanish language skills of residents of the area, cultural activities for Spanish-speaking children designed to build pride in their cultural heritage and to acquaint them with the traditions of the English-speaking community, development and preparation of educational materials reflecting the cultural heritage of the area, and teacher-training programs to prepare teachers for bilingual programs.

Under title II of the Elementary and Secondary Education Act, schools are securing special instructional materials for Spanish-

language programs. School libraries are being supplied with Spanish-language texts and readers. Title V grants to State educational agencies are developing training programs and cultural exchange programs especially designed for Spanish-speaking children.

The Southwest Education Development Laboratory will stimulate regional cooperation in developing and disseminating new techniques that are needed to meet specific problems in intercultural education in Texas and Louisiana, particularly those faced by Spanish-speaking Mexican-Americans and Cajun-speaking persons of French descent. Components of the Laboratory's work include training of teachers and guidance counselors, curricular research and development, adaptation of instructional materials, vocational and adult education, and application of technology to educational programs.

This is one of our regional educational laboratories, of which we have some 20 across the country, and it is specifically developing programs for bilingual education. And we would like to introduce at this point for the record, Senator Yarborough, a listing of the other regional education laboratories which have some component of interest in this area of special education for groups having bilingual problems.

I would say, also, that under the cooperative research program of the Office of Education, we have a variety of special projects directed toward research on bilingual education. We have given you a summary of those, I believe, and you will note that we are using about a million dollars a year, between $900,000 and a million dollars a year for research projects related to bilingual education.

(The material referred to follows:)

[Office of Education]

SPECIAL PROJECTS DIRECTED TOWARD RESEARCH ON BILINGUAL EDUCATION

SOUTHWEST EDUCATIONAL DEVELOPMENT CORPORATION, AUSTIN, TEXAS

The Southwest Educational Development Corporation is concentrating its efforts on the educational achievement of the Negro-American and Latin-American populations of its region, with some work also to be directed toward the French-American population in Louisiana.

Negro Education: This program is concerned with the upgrading of professional personnel, improving student motivation, and increasing parental involvement. Three pupil motivation centers, five parental involvement projects, three early childhood centers, and three language teaching/learning resource centers are in various stages of development and implementation.

Latin-American Education: In this program the laboratory is working cooperatively with other institutions on three fronts. In conjunction with Texas Technological College, the laboratory is developing a Mexican-American Teacher and Counselor Program which recruits high school students into an undergraduate program designed to prepare teachers for bi-lingual schools, and recruits experienced teachers into a special counselor development program. In cooperation with the Texas Education Agency an intensive effort at designing new programs for migratory students and their teachers has been initiated; a migrant research and demonstration center is being established at McAllen, Texas, and a teacher training center at Pan-American College in Hailingen, Texas. Finally, in cooperation with the Inter-American Educational Center, a project supported by Title III of the ESEA is developing curriculum units which will reflect the cultural and social background of Mexican-American students.

The pattern of cooperation with other institutions was followed this past April, when, in conjunction with the Inter-American Educational Center, SWEDL co-sponsored a conference on Mexican-American education involving key political and educational leaders from the federal, state and local levels. The conference

resulted in a common pledge to support bi-lingual education and improved educational programs for Mexican-American students.

The laboratory has established a close working relationship with the Texas Education Agency which recently led to an agreement whereby $2,000,000 of ESEA Title I and Title III funds will be utilized for programs which are relevant both to SWEDL's goals and to the intent of the two titles. A similar arrangement in Louisiana is under consideration.

Supporting Programs: Two programs have been designed to complement activities of the other two. In the areas of language and reading, social studies, science, and mathematics SWEDL is developing and adapting curriculum materials that are relevant to the needs of the various population groups. In the area of educational technology, SWEDL is developing prototype training courses with 15 school districts in San Antonio and will set up computer terminals at six different sites for training school personnel in the utilization of ADP management and instructional systems. Underpinning the total laboratory effort, Interdisciplinary Studies in Intercultural Education provides the research, methodological, and philosophical base.

Facts about SWEDL

Address: 800 Brazos Street, Austin, Texas.

Region: Texas and Louisiana.

Government: SWEDL is governed by a Board of Directors consisting of 22 members. Frank Hubert, Dean of the College of Liberal Arts at Texas A&M University, is presently serving as Chairman.

Staff: The laboratory staff consists of 30 full or part-time professional and 14 non-professionals. Edwin Hindsman, previously the Associate Director of the University of Texas, Research and Development Center in Teacher Education, is Director of the laboratory.

Contracts:

Initial: June 1 to Nov. 30, 1966	$306,349
Amended: Dec. 1, 1966 to Feb. 28, 1967	261,439
Second: Mar. 1. 1967 to Nov. 30, 1968	1,048,500
9-month funding	1,616,288

INGLEWOOD, CALIFORNIA

Based on an analysis of the problems of the region and an evaluation of available resources, the Southwest Regional Laboratory assigned initial priority to four program areas: communication skills, generalized problem-solving skills, computer-managed instruction and administrative planning, and staff training.

In its communications skills program, SWRL is developing instructional packages in oral and written language skills for pre-school and primary levels. Eight weeks of instructional materials, including basic readers, read-with-teacher books, and phonics books have been produced and tested in 16 kindergartens throughout the region. The materials simultaneously present the skills of reading, spelling, phonics, and writing. These instructional programs will be adapted to the particular needs of disadvantaged Spanish-American and Negro students.

The objective of the problem solving skills program is to design materials and methods to teach kindergarten children how to think and to solve verbal and nonverbal problems. Instructional packages designed and developed by SWRL will teach the basic skills of classification, ordering, transformation, and inference. A six week instructional sequence in classification has been developed. Two cycles of field testing have been completed with individual and small group of children. Third cycle field testing will occur in classrooms this fall. The program will be extended to detect, analyze, and define the additional problem solving skills needed to master subject-matter areas, such as social studies, science, mathematics, and English.

Another laboratory program deals with instructional management and administrative planning. The objective of this effort is to develop products and procedures that will improve the effectiveness of instruction within operating schools. Under a subcontract with the System Development Corporation special computer programs are being developed for presenting materials, recording and analyzing pupil responses, and generating displays at the teacher's request. This will result in a computer managed instruction system in which the function of the computer is to assist the teacher in efficiently conducting classroom activities.

By the fall of 1967, the system will be field tested in several demonstration schools. Computer programs and methods are also being developed to aid school administrators in their planning and projection activities. Initially, specific attention is being given to staffing and budget planning. The administrative planning system is currently being field tested in the Charter Oak School District in Southern California.

A staff training program supports these three efforts. Its objective is to meet the specific instructional requirements of both "producers" and "users" of laboratory products. The laboratory is developing a set of 30 to 40 self-contained instructional kits for teaching specific skills associated with the formulation, production, and evaluation of research-based and classroom tested materials and instructional products. Eight modified kits were used in a week long training session preceding the American Educational Research Association Convention. This summer Research for Better Schools and the Central Midwestern Regional Educational Laboratory will cooperate with SWRL in field testing kits to improve the design and evaluation skills of school personnel.

Facts about SWRL

Address: 11300 LaCienega Boulevard, Inglewood, California.

Region: Southern California, southern Nevada and western Arizona.

Government: SWRL is governed by a 16-man Board of Directors composed of representatives from institutions of higher education, state departments of education, school districts, private research organizations, and industry. The Chairman of the Board is Jack Crowther, Superintendent of Los Angeles City Schools.

Staff: SWRL has a staff of approximately 70 full-time professionals. SWRL is headed by Dr. Richard Schutz, formerly Professor of Educational Psychology, Director of Testing Service and Co-Director of the Classroom learning Laboratory at Arizona State University.

Contracts:

Initial: Feb. 23 to June 14, 1966	$126, 550
Second: June 15 to Nov. 30, 1966	902, 725
Amended: Dec. 1, 1966 to Feb. 28, 1967	230, 000
Third: Mar. 1, 1966 to Nov. 30, 1968	1, 340, 000
9-month funding	2, 598, 775

[Office of Education]

SOUTHWEST COOPERATIVE EDUCATIONAL LABORATORY

ALBUQUERQUE, NEW MEXICO

Having chosen to concentrate on solving the educational problems of Spanish-American, Indian, and Anglo children, SWCEL initially supported pilot projects to determine the feasibility of alternative program areas. As a result of these exploratory efforts, the laboratory is now committed to developing materials and methods that will improve the teaching of language arts, especially reading, to primary children from culturally diverse backgrounds. Four program modules have been planned within this framework.

Module I will further test the hypothesis that children reared in a specific cultural setting develop a unique style of learning. The laboratory will identify and describe such styles and determine whether student gain in the language arts is a function of any combination of specific teaching methods with specific learning styles. This summer 540 mothers of 1st, 3rd, and 5th graders will be interviewed as the first step in investigation of home environment processes on student achievement in the language arts. Ultimately, the laboratory hopes to identify common contributors to low academic accomplishment and to establish experimental programs to compensate for deficiencies.

In Module II, the laboratory will examine and adapt existing materials and develop new curricular materials for more effective teaching of English as a second language. Summer activities will field test, in Headstart classes, sixty lessons developed by the Center for Applied Linguistics at UCLA. Based on the results of the field test, the materials will be revised and more widely field tested in the fall. Also, in early June, SWCEL will sponsor a conference on pre-primary/primary language arts for the non-English speaking child. Individuals from other regional laboratories, and research and development centers, will exchange information about existing programs to ascertain overlaps and

gaps, to search for ways to combine strengths, and to devise methods of assisting each other in the field trials of instructional materials.

In Module III, the laboratory will design programs to reverse the self-fulfilling tendencies of low expectations for particular student populations. Classroom teachers will be taught to generate a "you can do it" attitude. This summer, eight first grade teachers will develop a common curriculum to be used in their classrooms in September. Several of the participating teachers will be selected to employ strategies to raise student expectation in their teaching of the common core of materials.

Module IV will investigate, define, and specify skills that a child must have as a prerequisite to the learning of reading. This summer the laboratory will design a three-part questionnaire to administer to parents, children, and teachers that will define home and classroom environmental variables that inhibit or enhance the entry skills under study. In addition, a programmed instruction unit to teach teachers and parents to assist children in acquiring the necessary prerequisite skills will be constructed, tested, and revised.

Facts about SWCEL

Address: 117 Richmond Drive, N.E., Albuquerque, New Mexico.

Region: Portions of Arizona, Oklahoma, Texas, and all of New Mexico.

Government: SWCEL is governed by a 28-man Board of Directors. The Chairman of the Board is Jesse Stratton, former President of the National Association of School Boards.

Staff: To implement its four program modules, the laboratory has assembled a 12-man interdisciplinary staff including specialists in reading, psycholinguistics, psychology and media. The staff is directed by Dr. Paul Petty, formerly professor of Education and Chairman of Educational and Administrative Services at the University of New Mexico.

Contracts:

Initial: Feb. 15 to June 15, 1966	$62,596
Second: June 16 to Nov. 30, 1966	294,200
Amended: Dec. 1, 1966, to Feb. 28, 1967	335,800
Third: Mar. 1 to Nov. 30, 1967	560,000
Total	1,252,596

[Office of Education, Bureau of Research]

RESEARCH PROJECTS NOW IN PROGRESS TO IMPROVE EDUCATION METHODS IN MEXICAN-AMERICAN COMMUNITIES

1. Development of a reading program for Mexican-American children	$97,199
2. A study of the effects of preschool stimulation upon subsequent school performance among the culturally disadvantaged	118,419
3. A study of two first-grade programs for culturally deprived Mexican-American children	9,000
4. Production of a film demonstrating the teaching of English as a second language to learners of elementary school age and level	12,538
5. A study of environmental factors affecting the intellectual development of Mexican-American children	7,480
6. Development and demonstration of science instruction in Spanish for students of Spanish-speaking background (In New York)	99,882
7. A study to develop guides for teaching English as a second language to elementary school pupils	170,495
8. A classroom experiment to measure the relative efficiency of two different linguistic models in their application to the teaching of English as a foreign language	6,432
9. Preschool language instruction for disadvantaged children	411,460
Total	932,905

In view of the fact that our present legislation does provide authority for supporting bilingual programs, careful consideration must be given to the need for additional legislation. The Department of Health, Education, and Welfare will shortly submit a formal report

of its position on legislation which has been introduced to stimulate and encourage bilingual programs. In the meantime I would like to state my support of the broad purposes of this legislation and my belief that it is addressed to a significant problem.

If it is decided to enact special legislation, the framework and substance of the legislation are highly important. Under these circumstances, S. 428 raises some issues which should be carefully considered.

The educational problems of children from homes in which English is not spoken raise a number of questions in the field of education for which there are no sure answers. These questions involve basic philosophy of education, policy positions on the role of the Federal Government in education, and the role of language in the education process. I hope that no Federal legislation will attempt to stake out a position with regard to the best approach to the problems which might tend to preclude flexible, experimental, and innovative attacks upon the problem in the future.

The rapid changes in education which have been taking place will continue. What may be an innovation now may not be the best method 5 or 10 years from now. Research and technological innovations are expanding and changing the society we live in so rapidly that educators must continually alter school programs if our schools are to continue to meet the demands made upon them. The program which best meets the needs of Puerto Rican children in New York is not necessarily the most appropriate program for meeting the needs of Mexican-American children in the Southwest or Cuban children in Florida. Programs designed for Spanish-speaking children where they constitute a minority of the population may not be the best program in areas where such children may be in the majority. For these reasons, Federal-aid programs should be designed to encourage flexibility. We must be careful not to inhibit creative thinking with too narrowly structured programs.

As I pointed out earlier, the educational opportunities survey revealed that kindergarten programs generally narrowed the achievement gap between English-speaking children and those children from homes in which English was not spoken. Bilingual programs for the preschool and early years would therefore seem to merit high priority in any program of Federal assistance in this area. At the same time, we must not overlook the value of adult education programs, particularly programs which involve parents of children participating in bilingual education programs.

The majority of non-English-speaking children in the United States have learned Spanish at home as a result of a long heritage of Spanish culture in the Southwest, or because their families came from Puerto Rico or Cuba. The primary beneficiaries of any nationwide bilingual education program would undoubtedly be Spanish-speaking children. But there are also other groups of children needing special programs whose home language is not Spanish. There are French-speaking children in Louisiana and near the Canadian border, children of oriental ancestry, and American Indians in significant numbers in various areas.

We can expect that the number of children from other linguistic groups will increase in the next few years as a result of last year's

liberalization of the Immigration Act. It is expected that larger numbers of children will be arriving from southern Europe and that special programs will be necessary to meet their needs.

One of the major problems now facing American schools is the lack of qualified teachers in adequate numbers. Any special educational program requires personnel who are trained for particularly challenging tasks. If bilingual education is to make a significant impact, the supply of personnel specially trained for service in bilingual programs must be increased substantially. The need for trained personnel will become especially acute if bilingual education programs are to be established in all areas having concentrations of non-English-speaking persons. Teachers in such programs need to know two languages well. They need special training to develop their skills in teaching both languages and they need to be well versed in the history and culture associated with each language. The training of the teachers must reflect the needs of the particular group of children with whom the teacher will be working.

Programs utilizing bilingual techniques are, at this stage, essentially experimental and training is perhaps the key factor in assuring high-quality programs which promise meaningful results. I would suggest, therefore, that we should focus our thinking upon encouraging high-quality demonstration programs which are both innovative and flexible. Bilingual programs conducted in conjunction with preservice and inservice training of the teachers and other educational personnel—much like the Teacher Corps—would seem to be particularly promising.

In this connection, let me invite your attention to the administration's education professions program contained in title V of this year's higher education amendments (S. 1126). This proposed legislation will authorize broad programs of assistance to institutions of higher education, local educational agencies, and other agencies and organizations, to carry out preservice and inservice training programs. S. 428 contains an amendment to title XI of the National Defense Education Act, which would be absorbed in the education professions program under the proposed higher education amendments. So I believe that training teachers for bilingual education programs would be a particularly appropriate area for projects under the Education Professions Development Act, and I commend that proposal to your attention as particularly well-suited for improving educational opportunities in this area where good training is so essential.

In closing, I would like to reiterate what we all recognize—that there is no single solution to an extremely complex problem having many facets—each requiring special consideration. Bilingual education is a valid and necessary component of any solution. It is a necessary tool for thousands of our boys and girls—but it is only a part of the total answer to the economic, social, and educational deprivation affecting millions of non-English-speaking Americans.

Senator YARBOROUGH. Mr. Howe, for the record, I would like to point out that in this data you have submitted for the record under title I, "Expenditures for English as the Second Language," a total of only $7 million has been spent on 142,000 children since 1965; if I read these columns right.

Mr. HOWE. I think, Senator, that these columns apply to the fiscal year 1966, 1 year; but your observation is quite correct, that the amount for that fiscal year is $7 million for 142,000 children.

Senator YARBOROUGH. I think that points up one of the major reasons why S. 428 is needed. S. 428 is designed to finance substantial programs and programs which would have a substantial impact upon solving these special educational problems.

Expenditures under title I amount to only about $50 per student there, which is not enough to develop substantial programs. Furthermore, 142,000 Spanish-speaking children is not a substantial portion of the Spanish-speaking children of the Southwest alone.

This reminds me of an old religious song I used to hear under the brush arbors of east Texas when I was a boy. One of the key lines was, "Mercy, drops 'round us are falling, but for the showers we plead."

You have listed a few drops in this statement but that is about all that is falling. We need a shower of assistance in this field.

Mr. HOWE. Senator, if I could make an observation. I believe there are about a million Spanish-speaking children in the Southwest in round numbers. Does that agree with your figures on this matter?

Senator YARBOROUGH. You mean school age?

Mr. HOWE. Yes, sir.

Senator YARBOROUGH. There may not be more than that in school. They drop out early when they are not permitted to speak Spanish. The dropout rate is the highest of any group, which your estimates just show.

The estimations we have show 2 million Spanish-speaking children of school age.

Mr. HOWE. I think my figure is addressed to students in school.

Senator YARBOROUGH. In school. Well if you knock them out after 4.7 years, as is done in my State, where the non-whites average 9 years, and the Anglos 12 years, pretty soon you don't have to worry about many Spanish-speaking students. We are talking about the school age children, not just those who happen to still be in school.

Mr. HOWE. Right, and this would document your point that, so far, title I has reached, that is, in fiscal 1966 title I reached a relatively small proportion of these youngsters.

Senator YARBOROUGH. I would like to point out that the statement you have just offered will be printed in the record. There are fine projects in my State, such as the West Texas Innovative Educational Center at Alpine, the El Paso experimental project that you mentioned, another at Edinburg in Hidalgo County, Lancaster has a project, and also the Bryan Independent School District. But the Mexican-American Education Laboratory Experiment Stations are just drops in the bucket compared to the need there. I do agree with you, Mr. Howe, that nothing should be frozen in place and regimented, and that is not the purpose of this bill.

This bill provides for research and it provides for teacher training.

It is very appropriate that you pointed out the need for teachers. That is exactly one of the needs that we hope to meet under this bill.

I have been a member of the Education Subcommittee of this Senate since 1958, and I was one of the coauthors of the National Defense Education Act of 1958 under which the first Federal teacher institutes

were financed. I have been, I hope, not too immodestly saying, one of the most active sponsors of every piece of educational legislation before this committee.

I know that I have attended more hours of hearings in the Senate Subcommittee on Education than any other Senator, except the chairman, since Senator Morse became chairman of the Educational Subcommittee. During the period he has been chairman, he has attended more hours of hearing than I have by far. With that exception, I have attended more hours of hearings and worked more hours on these bills than any other Senator in the Senate. We are proud of these titles you mentioned and these pilot projects that you have outlined in your statement.

But after all, when it comes to this problem of bilingual education, they are merely pilot projects, are they not?

Mr. HOWE. Well, we are certainly moving in the direction of encouraging school districts to make use of their title I funds for bilingual projects where there are youngsters who need to be served in that fashion.

Senator YARBOROUGH. I see the Office of Education recently established a Mexican-American Affairs Unit. I commend you for that.

When was it established?

Mr. HOWE. Do you remember the date?

Mr. HAUSMAN. About 4 months ago.

Senator YARBOROUGH. It was established after this bill was introduced and after some people began to make speeches, some for and some against this bill.

Mr. HAUSMAN. I think not, Senator.

Mr. HOWE. I think we had plans on it last November or December, and I think the official announcement was only made about a month ago.

Senator YARBOROUGH. That is when we saw the official announcement. Well, we think that we have spurred the Department anyway in setting up this unit after the long years of resistance.

Mr. HOWE. I would guarantee that you have, Senator.

Senator YARBOROUGH. We also know of some conferences that have been held in your Department, Mr. Howe, and I hope you didn't set those up—as one way to try to defeat this bill, because we intend to pass it.

I want to point out that when I introduced the cold war GI bill in 1959, the administration started fighting it. They had the Defense Department, the Bureau of the Budget, and the Veterans' Administration to come parading up here to testify against it. They did that for 7-solid years. We passed the cold war GI bill. It was a bipartisan effort with Senators very active for it on both sides of the aisle.

It was badly needed in our educational structure, but we never had any help from any one of three Presidents.

They finally came in and said they would support one just for the Vietnam veterans alone.

This is old hat with us. If something is badly needed in education, I am not an innovator. This problem is so bad that it just sticks out like the need for education for veterans. It just stuck out but not enough had been done.

So we commend you. I don't want you to think what I am saying is critical to what you are doing. If this bill has spurred the administration, it has not shown.

Unfortunately, the GI bill didn't spur the administration. They did not do anything for the GI's until we got the bill passed. But we are glad to see efforts being made in other areas, and I commend you for setting up this unit, and for the people you have selected for it. I think you have selected good people in that unit.

As far as the Headstart program, I agree with what you have said about that being a very fine thing. I think that the Headstart program should be called the Evenstart program, since it only gives those children an even chance. They do not get ahead of other children from better schools. I don't think this bill puts the Spanish children ahead of the others. And it isn't putting Spanish ahead of English. It is really an even start program to give a child who has no knowledge of English an opportunity.

There is some reference in here indicating that you called it other languages. We have limited this bill to the Spanish language because there are so many more of them than any other group. If you spread this idea to every language it would fragment and destroy the bill. There is also a basic difference between the Spanish-speaking and the other non-English-speaking groups. If you take the Italians, Polish, French, Germans, Norwegians, or other non-English-speaking groups, they made a definite decision to leave their old life and culture and come here to a new country and set up a way of life here in accordance with ours, and we assumed they were consenting at that time to give up their language, too.

That decision to come here carried with it a willingness to give up their language, everything.

That wasn't true in the Southwest. We went in and took the people over, took over the land and culture. They had our culture superimposed on them. They did not consent to abandon their homeland and to come here and learn anew. They are not only the far more numerous group, but we recognize the fact that they are entitled to special consideration.

We also agree that there is certainly a great need for teachers. That is one purpose of this bill: to train the needed teachers for bilingual education. The money that needs to be channeled for this purpose isn't available. It is not being done at this time, but it was stated as far back as the National Defense Education Act of 1958 that the Federal Government was to finance teacher institutes. I regret very much that the number of institutes that were approved by the Department declined in my State last year. The number of teachers went up over the United States, and the number of institutes went up, but you cut the number of institutes and the number of teachers participating in my State last year, and I don't think it is justified under the facts.

We have taken this up with your Department before. We have complained about it, and the reason given was that the schools are weaker there, and teachers and teacher institutes were cut. That is not the purpose of the National Defense Education Act.

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The funds in that act were to help the States that were not quite up to the others. Frankly, my State does rank about 32d in education. The universities wanted to do it but you cut down on our teacher institutes and the number of participating teachers. I protested to the Department last fall. I protested vigorously in public and in letters to you. The only excuse ever given was that you had better universities in some other States. The purpose of teacher institutes was not to make the top State in the Union in education that much better than others, but it was to help the others catch up. And the very reason ascribed by your Bureau for cutting down on these institutes in my State should be the reason for increasing them.

Mr. HOWE. I would be happy to look into that, Senator. I was not aware of this particular aspect of that program.

Senator YARBOROUGH. Well, we wrote your Department. I realize you cannot see every letter coming in and going out. I have problems like that myself with my small office handling sometimes a thousand letters a day. But I do remember what the reason given to me was. I do not know whether you wrote that, but we were not satisfied with the answer. We phoned and you said the schools were not up to the others so we were cut down. We looked at your statistics and the number went up markedly over the country, the number of institutes and the number of teachers participating, but in my State it has declined.

Mr. HOWE. Well. I will certainly look into that, Senator. That is certainly not the reason we ought to give for such change if it has occurred. I cannot think of a reason more designed to get us into trouble.

Senator YARBOROUGH. I do not want to get you in trouble. I think it is sound horsesense in education that you put the efforts forward you say you are going to. You say you are going to do that here, but you are not doing it with teacher institutes in this area. I think that is what the bill is designed for. That is what the hearings we talked about were for, to pull up the States that were behind. Instead this would downgrade the States that are behind and push those forward that are ahead in education.

You said that there will be a report later on this bilingual education bill. When do you anticipate, Mr. Howe, that the Department will submit its report on whether it is for or against this legislation?

Mr. HOWE. I wish I could give you an exact date. We will try to do it before these hearings are complete so that you have the benefit of this.

As you know, Senator, we have to have consultations both in the Department and in the administration with the Bureau of the Budget before we can achieve a formal position. But we will—I will take the responsibility for moving that forward just as fast as possible.

Senator YARBOROUGH. Of course, this bill does not anticipate that you are going to substitute Spanish for English and not have English spoken by those people. This is a bilingual bill; that is what it says. It is for both languages. It is to make the person culturally proficient in their own language and English.

Ever since I have been in office there have been young ladies of Mexican-American extraction in my office as secretaries. They are wonderful in English, and they can speak Spanish, but they cannot translate a Spanish letter. I have to send the Spanish letters to the Library

of Congress. They speak English, but they cannot translate Spanish into English—and some of them have been very brilliant young ladies.

I will have some other questions later on, but in the interest of time I will defer to my colleagues here.

Senator Murphy.

Senator MURPHY. I was interested, Mr. Howe—last week we held poverty hearings up in the San Joaquin Valley and visited the Head-start program. We saw more children who speak English very interested in learning to speak Spanish. So there is a double advantage to this. And I recommend in your discussions that this be pointed out very forcefully.

Also, it would seem to me that in the education of the teachers where there is a second language that a great deal of this might take care of itself if it is pointed out that this bill, which I have cosponsored, comes into being, there will be a program where there will be an advantage in knowing Spanish.

Mr. HOWE. Right.

Senator MURPHY. Third, I would recommend that this might also be an excellent time to find new methods of teaching.

I, for instance, have now been researching the field as to how I can learn to speak Spanish in the most complete, fluent, and quickest way. And I have a whole series of suggestions, most of which have been in effect for some time. And I would think this might be an ideal time to find, as we have in so many other areas, a new and possibly better and quicker way to accomplish it.

Mr. HOWE. Well, particularly since World War II, I guess, there has been a great deal of attention to the methods by which we teach both children and adults new foreign languages. And it is clear that there are more efficient methods than we used to have pre-World War II.

Senator MURPHY. I witnessed a Brooklyn-born policeman after 3 weeks' instruction make a speech in Japanese, and a most acceptable speech. This is not an easy task.

So there are ways of doing it. As you say, during World War II we experimented, and I would think that this might be an ideal time. And I am personally interested because I want you to find a quick way for me.

Mr. HOWE. We will endeavor to do that, Senator.

Senator MURPHY. I have no questions.

Thank you, Mr. Chairman.

Senator YARBOROUGH. Well, there is a fast course for learning Spanish.

Off the record.

(Discussion off the record.)

Senator MURPHY. May I continue with one or two more questions?

Mr. Commissioner, in your judgment, is it wise to bypass the State educational system and agencies? Would it not be practical—for instance, in California this is not a new situation and a new idea as it is in Texas—would not there be a possibility that the State agencies should be tied into this to a greater extent?

Mr. HOWE. It seems to me that there ought to be some tie-in for the State educational agencies. I think that the kind of tie-in that might offer the most convenient arrangement would be the type that we now have in connection with title III of the Elementary and Secondary Education Act.

This means that State educational agencies are informed about every project to be initiated within the State, and have a right to comment and advise about it. And it means that the Office of Education develops a relationship with the State agency about the forward planning for programs in the State related to whatever the topic is—in this case bilingual education.

Since the States do have the responsibility for the operation of education, it seems to me that a tie-in of some kind is desirable, and this kind I have been mentioning would be the one I would suggest for this legislation. I believe there is some provision here for approximately that.

Senator MURPHY. Do you feel that it is wiser to make allocation to the States or to fund demonstration projects within the States?

Mr. HOWE. Well, I think the procedures for that purpose suggested in the bill are very reasonable. As I understand them, it is to give the kind of eligibility for the State an amount of money figured on some formula, and then you go to projects which have the right to use up that amount of money. And it seems to me that that is a very effective arrangement for starting a program of this kind.

Senator MURPHY. Thank you very much.

Mr. Chairman, I have written to the Department of Education of the State of California in regard to this matter, and I ask without objection that this be made a part of the record.

Senator YARBOROUGH. It is ordered made a part of the record.

(At the time this hearing went to press the material had not been supplied to the subcommittee.)

Senator YARBOROUGH. Senator Fannin.

Senator FANNIN. Yes, Mr. Chairman.

Off the record.

(Discussion off the record.)

Senator FANNIN. I would just like to ask the Commissioner a question; in your testimony, Mr. Commissioner, you stated:

> If it is decided to enact special legislation—

And it has been decided—

> the framework and substance of the legislation is highly important. Under these circumstances S. 428 raises some issues which should be carefully considered.

Then you go on to say:

> I hope that no Federal legislation will attempt to stake out a position with regard to the best approach to the problems which might tend to preclude flexible, experimenal, and innovative attacks on the problem in the future.

Do you feel that S. 428 does do that?

Mr. HOWE. I am trying to remember the detailed language of S. 428, and to the best of my recollection it is not of that nature.

Could I ask the privilege of examining the language in detail and making a comment for the record on this important question, because it seems to me that this is an important question. Because as I recall, having read the bill, it generally takes a very broad position which allows a good deal of flexibility.

Senator FANNIN. With the approval of the Chair, I am sure that that will be satisfactory.

You also refer to the American Indians in significant numbers in various areas. And as you know, we have more Indians in my State of Arizona than any other State in the United States. We do have

educational problems, but I have asked that a special subcommittee, educational subcommittee on Indian education be assigned this task, and that we take this as another problem because they do not have a general language, a language that is spoken by all the Indians. We have 15 tribes in our State and even in one tribe they may speak more than one language, and it is a very limited language, as you know.

Do you not think that this should have special consideration rather than to be considered in this legislation, or in addition, we will say, to being considered in this legislation?

Mr. HOWE. Well, let me say a couple things about this, Senator.

First of all, as I recollect, the the Education Committee of the Senate did ask for a special look last year at Indian education in the broad sense.

Senator FANNIN. That is right.

Mr. HOWE. And there has been a very active committee of the administration, which I do not believe as yet has made a formal report. If it has not been made, it will be forthcoming very shortly.

Senator FANNIN. Mr. Commissioner, the report has been made. It has just been made in the last few days.

Mr. HOWE. It has?

Senator FANNIN. There was a recommendation that they consider transferring the Indian education program from the Bureau of Indian Affairs to HEW or to your Department, the U.S. Department of Education. In the report they did not recommend this change.

Mr. HOWE. Well, in answer to your question, the reason I am hestitating about it is that I certainly do not think we ought to get into the posture of multiple legislation for every single small, bilingual group we have in the United States. The fact that there are a half a dozen different languages spoken by Indians concerns me, as we think about the possibilities of multiplication here. But I do think the Indians represent a unique cultural, historical problem.

Senator FANNIN. Well, Mr. Commissioner, that is why I would recommend special treatment of the problem; because they are native Americans. When you consider that on the reservations now 75 percent of the adult Indians cannot speak the English langauge, read or write the English language, I think that is a pathetic statistic. Consequently, I think we should do everything within our power to have special programs to take care of these needs, or a specific program assigned to this need.

Mr. HOWE. You will recall that special provision was made for the Indians in title I of the Elementary and Secondary Education Act—I believe, this past year—by putting them in as a category with special rights for certain funding under that very broad program.

Senator FANNIN. Yes.

Mr. HOWE. So there is some precedent for special arrangements here. I think I have to say that, to the degree possible, I would think I would prefer a broad approach to bilingual problems unless it becomes clear on the evidence of experts, people more expert than I, that the bilingual problems confronted by a particular group such as the Indians needs such special treatment that it should have special legislation. And honestly, I think this is a matter of expert testimony rather than mine.

Senator FANNIN. Thank you very much. But I would say I would feel just as our distinguished chairman does, that not enough has

been done in the elementary and secondary program under title I, as you refer, to take care of this need. I think if we will just realize what exists on the reservations today, we will certainly recognize the great need that we have to do more, far more than we are doing, and that is why I asked that question, if we could not get perhaps greater consideration of the problem on the Indian reservation. I feel it is highly essential.

Senator YARBOROUGH. I want to say to the distinguished Senator from Arizona, recognizing that he has a unique cultural problem, in the interest of the Senator from Arizona, we have not included Indians in this bill.

Senator FANNIN. Mr. Chairman, I appreciate that, and I do want to make it clear because the Commissioner had mentioned American Indians in significant numbers in his general coverage and that is why I was referring to that particular statement. I feel it is highly important that we do more in this field. And I am also concerned, in your statement on page 4—I say "concerned," but I just want to emphasize it—where you say "The Schools of El Paso and"—is that Ysleta——

Senator YARBOROUGH. Ysleta.

Senator FANNIN (continuing). "Area have established a language center where pilot programs are being conducted in English as a second language," do you not feel that we should always consider English as the primary language in our instructional programs throughout the Nation?

Mr. HOWE. Well, I think that we ought to work toward a position where youngsters have as much capability in English as possibly can be developed. I do think we have to take youngsters where they are. In other words, if a youngster comes to school speaking Spanish, I think we have to speak Spanish to him.

Senator FANNIN. Yes.

Mr. HOWE. And go about the business of getting him started learning in Spanish and make a transition which develops, first of all, in what is being called here bilingualism and which ultimately, I think, is going to develop that bilingualism into perhaps a greater sophistication in the general language of the country, English, than it might in what is his native tongue. But I certainly want to avoid what seems to be taking place in so many schools now, the assumption that we teach English right from the beginning and do our learning in it and thereby confront a younster with frustration. All of us and all of you have recognized that problem.

Senator FANNIN. Yes, it is a very serious problem, Mr. Commissioner, and I certainly recognize it. And in our schools of Arizona, when I was in the executive office, I did recommend that we take that into consideration.

Also, I highly recommend that we have Spanish as a required language to be taught in our schools, in our elementary schools.

So I do feel that it is highly essential, but I do not like to see English referred to as the second language, is what I was bringing out.

Mr. HOWE. Well, I think we can go after bilingualism without getting into an argument on the status of the question of languages, and that the direction of bilingualism is the constructive direction here.

Senator FANNIN. I do not want to get into an argument, Mr. Commissioner. It is just a clarification that we will always recognize English as our primary language in our schools of this country.

Mr. HOWE. Yes.

Senator FANNIN. Mr. Chairman, I have no further questions.

Senator YARBOROUGH. I want to say to the Senator in some of the statements we have made on the bill, we have referred to English as the second language only in the sense that it is the second language the child learns; never in the primacy of the language or primary importance. If a child does not become fluent in English, he will never have the same opportunity in our society that other children have. Few great opportunities in this country will be open to him unless he becomes proficient in English.

So any reference in the bill I have introduced to "secondary language" meant only the sequence in which the child learns the language, not in primacy.

I thoroughly agree with the Senator that unless a child becomes very fluent in English he will rarely reach the top in American cultural life. He might as a baseball player, but he could not as a performer on radio; he could not in law; he could not in medicine; he could not in any of the professions or in business. The great opportunities in life would be closed to him except perhaps in athletics and a few limited areas.

Senator FANNIN. Yes, I understand.

Senator YARBOROUGH. So that was the sense in which the words "second language" are used, only as the second language learned.

Senator FANNIN. I understand, Mr. Chairman, but I did want to emphasize that it is very important to us to always consider English as our primary language and, also, to realize, as you have stated, that bilingualism will bring to many of our fine Spanish-Americans the opportunity for greater progress because I know from many illustrations in Arizona where their second language has helped them to go forward in their particular professions or interests.

Senator YARBOROUGH. Well, frankly, I have a good many people in my State of Mexican-American descent, Spanish speaking, very brilliant people, well educated and fluent in English who want an assignment in Latin America. But they are not literate in Spanish, and the people down there resent it when they come down and they are not literate in Spanish. It would be an advantage if they became literate in Spanish, too.

The Senator from West Virginia.

Senator RANDOLPH. Mr. Chairman, speaking of Latin America, I almost chuckle to recall that I had 4 years of Latin in college, and yet I could not use Latin in South America, yet we are speaking of Latin America.

Senator YARBOROUGH. Well, the term used in my State is "Latino."

Senator RANDOLPH. Yes.

I sincerely and not facetiously wish that I might have studied languages other than Latin in college.

Mr. Chairman, your Senate 428 is legislation that I have indicated that I am cosponsoring. I wish to comment briefly this morning to indicate that I believe the legislation needs to be broadened.

When the Appalachian Regional Development Act passed, as the Senators on the subcommittee will recognize, we were directing the attention of the Senate to the problems of a particular area of our country. And so we realized, Commissioner Howe, after the 5 years we had spent bringing these projects and problems into focus, that

we could be successful, we felt, with legislation to strengthen the economy and the well-being of the people, and we approached it on a regional basis. We knew that there were problems in the upper Great Lakes, in the Ozarks, in the New England States, but we could not do it all at one time. That was the beginning of the regional approach, first in an economic way, and now we are beginning to move into other areas with the regional approach in an economic way.

It is the same here, as I see it, in reference to your legislation, in which you are a very vigorous leader, Senator Yarborough. In Senate 428, even though I have joined in sponsoring this legislation, I can see the need for moving beyond the Spanish-speaking problem to the problems of those with other basic languages. And I am not sure that in this legislation that broadening should not take place. I am only saying that I think we have a need which goes beyond the bilingual education programs in our American system if we are really to attack this problem. We do know that differences in language have been barriers to understanding and possibly even to a basis for peace. I do not want to say that that statement could actually be valid to its *n*th degree; but I feel that this legislation, although I believe it should be broadened to include the non-Spanish-speaking, encompasses a very sound approach to a pronounced problem of our times.

Now, while you are here today, Commissioner Howe, I would like to take the opportunity, if I may, to ask you a question or two on a broader aspects of our educational system.

Commissioner Howe, last week on Wednesday, Thursday, and Friday the schoolteachers of our public school system in Baltimore were not conducting their classes and tens and tens of thousands of children in the grades, junior high, and senior high schools were not in their places.

I wonder what your comment is on the situation.

Senator YARBOROUGH. Senator, pardon me. I am in a bind. I have five witnesses, and I am due to leave here at 12 to catch a plane.

Would you mind letting the Commissioner come back tomorrow? I will come back on the night plane. I will catch a plane out of Texas at 1:05, get to Dulles at 4:48 in the morning. I will be here in the morning and will have all day.

Could you come back tomorrow, Mr. Commissioner?

Senator RANDOLPH. I would not want him to come back for this reason.

Mr. HOWE. Senator, I will provide an answer for the question for the record, and it will help to have a chance to think about it because it is a very difficult question.

Senator RANDOLPH. I appreciate the chairman's problem and will not pursue it further. Commissioner Howe has said he would give a reply after studying the question.

(The material subsequently supplied for the record appears on p. 616, pt. 2.)

Senator YARBOROUGH. Thank you, Senator Randolph. I have worked with you at great pleasure on this subcommittee. I appreciate your consideration. You have a right to ask any question you want to. I just wanted you to know the predicament I am in with reference to planes, and you have had experience with planes.

Senator RANDOLPH. Yes, sir.

Senator YARBOROUGH. I would like to offer a table at this time indicating substantially why I have offered this bill as a bilingual bill only for the Spanish-speaking. This table on page 329 of the World Almanac for 1967 indicates there are 9 million people, foreign born, in the United States, and with the first generation descendents, that totals 32,396,000. Now, among those are foreign born and first generation people of the U.S.S.R. totaling 2,290,000. I do not think a bill would go very far if it proposed to teach Russian first in the American public schools. There are millions of people of many different countries that do not speak English. So I just do not think it is feasible at this time. I have limited it to Spanish because this is primarily a Spanish situation. There are many of them. As the poet Frost said, "They were here before we were." They were almost before the land, at least before Anglo land.

I will not take time to read all of this table, but there are almost, I think, from reading ancient history, more tongues represented in America now than there were in the Tower of Babylon. And if we fragmented this in every direction, the bill would become, in my opinion, unfeasible.

I order the table referred to printed at this point in the record.

(The table referred to follows:)

COUNTRIES OF ORIGIN OF FOREIGN STOCK IN THE UNITED STATES BY NATIVITY, COLOR, AND SEX

[Country from which over 100,000 foreign born originate]

Country of origin	Total foreign stock			Foreign born [1]		Native of foreign or mixed parentage [2]	
	Total	White	Nonwhite	White	Nonwhite	White	Nonwhite
Austria	1,098,630	1,097,581	1,049	304,192	315	793,389	734
Belgium	140,266	140,028	238	50,210	84	89,818	154
Canada [3]	3,181,051	3,153,514	27,537	941,906	10,594	2,211,608	16,943
China	208,455	32,543	175,912	12,858	86,877	19,685	89,035
Cuba	124,416	116,354	8,062	74,921	4,229	41,433	3,833
Czechoslovakia	917,830	917,712	658	227,467	151	689,705	507
Denmark	399,350	398,800	544	84,989	71	313,817	473
Finland	240,827	240,525	302	67,540	84	172,985	218
France	351,681	349,300	2,321	110,804	718	238,406	1,603
Germany	4,320,664	4,312,638	8,026	986,564	3,251	3,326,074	4,775
Greece	378,586	377,973	613	158,894	273	219,079	340
Hungary	701,637	700,899	738	244,945	307	455,954	431
Ireland (Eire)	1,773,312	1,771,070	2,242	338,350	372	1,432,720	1,870
Italy	4,543,935	4,539,692	4,243	1,255,812	1,187	3,283,880	3,056
Japan	322,090	30,169	291,921	11,686	97,489	18,483	194,432
Lithuania	402,846	402,498	348	121,349	126	281,149	222
Mexico	1,735,992	1,724,838	11,154	572,564	3,338	1,152,274	7,816
Netherlands	398,658	398,151	507	118,160	255	279,991	252
Norway	774,754	774,081	673	152,644	54	621,437	619
Philippines	201,756	45,328	156,418	15,624	89,219	29,704	67,199
Poland	2,780,026	2,778,210	1,816	747,250	500	2,030,960	1,316
Rumania	233,805	233,540	265	84,471	104	149,069	161
Spain	126,163	125,167	996	44,815	184	80,352	812
Sweden	1,046,942	1,045,763	1,179	214,313	178	831,450	1,001
Switzerland	263,054	262,734	320	61,490	78	201,244	242
Turkey	106,225	105,790	435	51,887	341	53,903	94
United Kingdom:							
England	1,826,825	1,820,740	6,085	526,157	2,048	1,294,583	4,037
Scotland	668,672	667,672	1,000	213,026	193	454,646	807
Wales	134,008	133,793	215	23,407	62	110,386	153
Northern Ireland	255,146	254,809	337	68,083	79	186,726	258
U.S.S.R.	2,290,267	2,286,986	3,281	689,462	1,136	1,597,524	2,145
Yugoslavia	448,503	448,142	361	165,658	140	282,484	221
Total	32,396,362	31,686,566	709,796	8,741,558	304,037	22,945,008	405,759
Other countries	1,653,992	1,391,773	262,219	552,434	140,062	839,339	122,157
Total all countries	34,050,354	33,078,339	972,015	9,293,992	444,099	23,784,347	527,916

[1] Foreign born: White, male 4,507,502; Female 4,786,490; nonwhite, male 252,930; female 191,169.

[2] Native of foreign or mixed parentage: White, male 11,568,891; female 12,215,456; nonwhite, male 266,746; female 261,170.

[3] Includes Newfoundland.

Source: Bureau of the Census (Census of 1960).

Senator YARBOROUGH. But it is feasible for Spanish-speaking Americans, I think, now. There are counties, for instance, in my State where 70 percent of the people are Spanish-speaking in the whole county; all the county officials are Spanish-speaking; they are bilingual.

Mr. HOWE. There is no question, Senator, that this is the single largest problem.

Senator YARBOROUGH. It is a special problem.

Well, thank you, Mr. Commissioner.

Anything further?

Thank you very much, Mr. Howe, and your associates.

Mr. HOWE. Thank you.

Senator YARBOROUGH. Mr. Commissioner, I want to express my appreciation to you.

The next witness is also from the Office of Education. I understand you have granted him permission to come and speak in his own right, whether he agrees with everything you say or not.

Mr. HOWE. That is right, sir.

Senator YARBOROUGH. I think that is the very broad academic freedom that we hear a lot about but we do not see practiced. I commend you greatly.

Dr. Gaarder is from the Modern Foreign Language Section of the U.S. Office of Education.

Dr. Gaarder, will you proceed, please, in your own way.

STATEMENT OF A. BRUCE GAARDER, CHIEF, MODERN FOREIGN LANGUAGE SECTION, U.S. OFFICE OF EDUCATION

Mr. GAARDER. Mr. Chairman and members of the subcommittee, since time is moving along, I would like to request that my formal testimony be incorporated in the record, that I be allowed to read from it but condense certain portions in order to move a little more quickly. Would that be acceptable?

Senator YARBOROUGH. Thank you very much, Dr. Gaarder. Your entire statement will be printed at this point, and we will be reading with you as you go.

Mr. GAARDER. There were in 1960 about 5 million persons of school age, 6 to 18, in the United States who had a non-English mother tongue. It is reliably estimated that over 3 million of this group did in fact retain the use of that tongue. Those who do not would not be of interest to us. It is too late. In this group of schoolchildren who still use the non-English mother tongue, there are 1.75 million speakers of Spanish, about 77,000 American Indians, and slightly over a million from some 30 additional language groups.

The situation is not known to have changed notably since 1960. These are the children we are concerned with, plus another million or so in the same category under 6 years of age and soon to enter the schools. They are necessarily and unavoidably bilingual children. That is to say, you might wish that you could legislate the language out of existence but you cannot. It would be easier, someone has said, to extirpate a kidney or a religion.

Bilingualism can either be a great asset or a great liability. That is the crux of the matter. In our schools millions of these youngsters have

been cheated or damaged, or both, by well-intentioned but ill-informed educational policies which have made of their bilingualism an ugly disadvantage in their lives. The object of my testimony is to show what has been done and suggest what we might do to remedy the situation.

Bilingual education means (to people in the academic world, the school world) the use of both English and another language—usually it would be the child's mother tongue but not necessarily always—as mediums of instruction in the schools. It is not foreign language teaching and would not be done by foreign language teachers. Rather it is the use of each language to teach all or any portion of the school curriculum except, of course, the other language itself.

There are five main reasons, which support bilingual education. The first is that children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in their schoolwork to the extent of their deficiency in English if English is the sole medium of instruction.

Conversely, the bilingual child's conceptual development and acquisition of other experience and information could proceed at a normal rate if the mother tongue were used as an alternate medium of instruction. Retardation is not likely if there is only one or very few non-English-speaking children in an entire school. One such child is a single drop in a sea of English and he disappears; that is, his other language disappears. But it is almost inevitable, this retardation, if the non-English language is spoken by large groups of children and if there is what we call linguistic solidarity. That is to say, if they eat and live and love and die in this other language, it must be contended with.

The second reason stems from the fact that non-English-speaking children come from non-English-speaking homes. Therefore, the use of the child's mother tongue by some of the teachers and as the school language seems to be necessary if there is to be a strong, mutually-reinforcing relationship between the home and the school.

Third—and perhaps this is the most important reason in human terms—language is the most important exteriorization or manifestation of the self, of the human personality. It is like the water the fish swims in or the air around us. We are all unaware of it in a certain measure, and a little child is completely unaware of his language as something outside of himself. If the school, the all-powerful school, rejects the mother tongue of an entire group of children, it can be expected to affect seriously and adversely those children's concept of their parents, their homes, and of themselves.

I have given three reason which apply during the years of childhood. The final two reasons apply when the bilingual child becomes an adult. If he has not achieved reasonable literacy in his mother tongue—ability to read, write, and speak it accurately—it will be virtually useless to him for any technical or professional work where language matters. Thus, his unique potential career advantage, his bilingualism, will have been destroyed.

Finally, reason No. 5: Our people's native competence in Spanish and French and Czech and all the other languages and the cultural heritage each language transmits are a national resource that we need badly and must conserve by every reasonable means.

I expect to return later to some of these reasons.

There is a vast body of writing by educators who believe that bilingualism is a handicap. The evidence seems at first glance to be obvious. There is a clear direct chain relationship between language competence, formal education, and economic status among American children who do not speak English as a native language, as a mother tongue. They speak Spanish or Navajo or French. They do poorly in school. Therefore, so goes the argument, their bilingualism is to blame. Many researchers have established a decided correlation between bilingualism and low marks on intelligence tests—there is a 5-foot shelf of books developed in this country bearing upon that point—but what no research has shown is the bilingualism, per se, is a cause of low performance on intelligence tests. On the contrary, studies which have attempted to take into account all of the factors which enter the relationship show that it is not that fact of bilingualism but how and to what extent and under what conditions the two languages are taught that make the difference. And I say here, parenthetically, that if this were not true, how could one ever explain the fact that over the centuries the governing and intellectual elite of all countries have quite commonly sought this kind of education for their children?

Much of the literature on bilingualism does not deal at all with bilingual education, as it is conceived in this bill and in others which I have examined. Rather, the research, shows the unfortunate consequences when the child's mother tongue is ignored or deplored and otherwise degraded. I have ample information from many sources and have myself witnessed the multiplicity of punishments and pressures put on the child to shame him and keep him from using his native tongue at all. And I am not talking only about Spanish.

The McGill University psychologists, Lambert and Peale, perhaps the top people in the academic world working in this field, have shown that if bilingualism is balanced, reasonably balanced, if there has been something like equal, normal literacy developed in the two languages, bilingual children can be expected to be superior to monolingual children. There is an educational axiom accepted virtually everywhere else in the world that the best medium for teaching a child in his mother tongue. I shall introduce three or four pieces of evidence on this point and could present a good deal more if there were more time and space.

I will describe very briefly the work of Dr. N. Modiano working through New York University in Chiapas, Mexico, an area where there are a number of indigenous Mexican languages spoken as opposed to Spanish, the national language of Mexico.

The object of the Modiano research was to determine whether children in Chiapas learned Spanish best, learned to read Spanish more easily and effectively by hammering directly on Spanish exclusively, or whether they would learn Spanish more easily if they approached it through the mother tongue—in this case Tzeltal and Tzotzil, two of the languages of Chiapas. And as you will read here later, the research shows unquestionably that the children who first studied and first learned to read in their mother tongue did far superior work in their reading of Spanish when they were later examined and tested in Spanish.

This is an even more significant piece of research conducted by the International Institute of Teachers Colleges, Columbia University, in Puerto Rico in 1925. It should be recalled that over the years beginning in 1898 there was something like the imposition of English as a national and school language in Puerto Rico, sometimes to the exclusion of Spanish, sometimes along with Spanish.

This Columbia University group—and here I am going to abbreviate very markedly to save time—the Columbia University group gave 69,000 and more tests all over the island to make a comparison between what the children learned through English, which was a foreign language to them, and what they learned through Spanish, their native tongue. Using the Stanford achievement tests in English and Spanish versions, it was possible to compare the Puerto Rico children's achievement with that of children in the 48 States. In comparison with children in the continental United States on tests of reading, arithmetic, language, and spelling, very carefully conducted by the best people in the United States to do it, the Puerto Ricans' achievement through English showed them to be markedly retarded. That is what happens in Texts, too, and New Mexico. They were markedly retarded in their attempts to learn through English when tested through English. But here is the astonishing thing: The Puerto Rican children's achievements through Spanish was, by and large, markedly superior to that of continental U.S. children who were using their own mother tongue, English. They were superior in much the same degree that they were inferior when trying to learn through English. I am speaking about Puerto Rican children, who speak Spanish natively.

The Columbia University researchers, explaining the astonishing fact that those elementary school children in Puerto Rico—poverty-stricken, backward, benighted, beautiful Puerto Rico—achieved more through Spanish than continental U.S. children did through English, came to this extraordinary conclusion, which any scholar will bear out: It is much easier for a native speaker of Spanish to learn to read that language than it is for a native speaker of English to learn to read English. "The facility with which Spanish is learned"—I am quoting from the Columbia University researchers—"makes possible the early introduction of content into the primary curriculum.

"Every effort should be made to maintain it [the use of Spanish] and to take the fullest advantage of it as a medium of school instruction."

Now, this has extraordinary implications. What they are saying is that because authoritarian academicians over the years, over the centuries, always adjusted the writing system of Spanish to make it correspond to the spoken language, there is a very close match between Spanish writing and Spanish sound. We did not do it in English. We could have, but we did not. They did it in Spanish. They did it in Spain. Therefore, there are no reading problems, as we know them, in Spanish-speaking countries. The extraordinary implication is that if the Spanish-speaking children of our Nation were allowed to use Spanish as one of the mediums of instruction along with English, not only would their handicap of bilingualism disappear but there is a strong likelihood they would have a decided advantage over their English-speaking schoolmates simply because Spanish is an easier language to work with in the elementary schools.

I know this from personal experience and from my children's experience, and here you have these Columbia University researchers saying it in a very marked and unmistakable way.

Now, let's skip the part about American Samoa. I would like to read some of that. There is an anomaly, an enormous anomaly in all of what we do in the teaching of foreign language in our country. Let me say parenthetically that I hope that this, or any other legislation that may be enacted will encompass all children with similar problems or similar potential. It is not always a problem, but it is always a potential. The anomaly I refer to is the fact that we spend and I believe I could document it rather easily at least a billion dollars a year on foreign language instruction at all levels, yet virtually no part of it, no cent, ever goes to maintain and further develop the native language competence which already exists in American children. It is as if one said it is all right to learn a foreign language if you start so late that you really cannot master it. It is all right for headwaiters, professional performers, and the rich to know foreign languages, but any child in school who already knows one is suspect. It is more than an anomaly. It is an absurdity that, as they say, passeth understanding.

There are over 4 million native speakers of French or Spanish in our country, including the adults, and these two languages are the two most widely taught. I have recently checked this out with the Foreign Service and the people in the Fulbright-Hays specialist programs overseas. They assure me that the posts that they have the greatest difficulty filling are the ones for speakers of Spanish or French. Yet these are the two languages with which we are most generally endowed in this country.

Let me say just a word about the term "English as a second language." It is simply a technical term widely used by educators. As the chairman has said, it is a question of chronological primacy. English must be second because the child has already learned the first one. It has nothing to do with the inevitable fact, the propriety, and the appropriateness of English being our national language and its being given proper attention. In a way it is our failure to recognize that English is not their mother tongue that has made it almost impossible for school people to recognize and teach English as a second language. We have assumed that the child already knew English, and our methods have been the same as those used with monolingual speakers, but the non-English-speaking child comes with a complete absence of knowledge of the "deep grammar," as we call it, of English, the almost complete knowledge which a native English-speaking child brings at the age of six. He has virtually complete mastery of the structure of his native tongue at the age of six, and the teacher assumes that the other little child has the same mastery. And it is disastrous.

I use the example of two window panes, the green-tinted Spanish one and the blue-tinted English one, both looking out on the same world, the same reality. The little child comes to us, and we say to him, "You have two windows onto the world, the Spanish one and the English one. Unfortunately, your English window hasn't been built yet, but we are going to work on it as fast as we can and in a few years, maybe, it'll be as clear and bright as your Spanish window. In the meantime, even if you don't see much, keep on trying to look out the space where the blue one will be. And stay away from the green one.

It's against our educational policy to look through anything tinted green!"

My point in saying that is to underscore the fact that this is not a pedagogical problem. It is not a problem of how to do it, because there is worldwide experience on this point accumulated over centuries of experience. It is a question of educational policy. Are we willing in the interest of the child's well-being, to permit the use of a language other than English as a medium of instruction in the schools?

Finally, let me mention very briefly that we now have at least one public school with 4 years of experience conducting an excellent bilingual education program, the Coral Way School in Miami, Fla., established because, as they said, "when the Cuban children came it didn't seem right not to do something to maintain and develop their native language." It is a 50–50, a two-way bilingual school, in which each child studies all subjects through both his own mother tongue and the other language. The point to be made is that by the time they reach the fifth grade they are able to learn equally well through either language insofar as this can be measured.

This is an achievement in language learning that colleges and universities cannot attain at all. It opens to us the possibility that in schools which enroll both non-English and English-speaking students bilingual education programs could not only provide better schooling for those who are necessarily bilingual, that is, the Spanish and the Polish, and so on, but it could provide a far superior way of developing a second language capability in ordinary American children who speak English only. In no school program can you develop the ability, by ordinary foreign language teaching, to learn equally well through either language. But when the language is used as a medium of instruction in the other subjects teaching takes on a new force and almost any child can become bilingual.

Mr. Chairman, let me stop. If I could say anything more through questions directed to me, I would be glad to. I realize the shortness of the time.

(The prepared statement of Mr. Gaarder follows:)

PREPARED STATEMENT OF A. BRUCE GAARDER, CHIEF, MODERN FOREIGN LANGUAGE SECTION, U.S. OFFICE OF EDUCATION

Mr. Chairman and members of the subcommittee, there were in 1960 about 5 million persons of school age (6–18) in the United States who had a non-English mother tongue. It is reliably estimated that over 3 million of this group did in fact retain the use of that tongue. In this group of school children who still use the non-English mother tongue, there are 1.75 million Spanish-speakers, about 77,000 American Indians, and slightly over a million from some 30 additional language groups: French, German, Polish, Czech, Yiddish, Ukrainian, and many others. The situation is not known to have changed notably since 1960. These are the children we are concerned with, plus another million or so in the same category under 6 years of age and soon to enter the schools. They are necessarily and unavoidably bilingual chilldren.

Bilingualism can be either a great asset or a great liability. In our schools millions of these youngsters have been cheated or damaged or both by well-intentioned but ill-informed educational policies which have made of their bilingualism an ugly disadvantage in their lives. The object of this testimony is to show the nature of the damage that has been done and suggest how it can be remedied in the future.

Bilingual education means the use of both English and another language—usually the child's mother tongue—as mediums of instruction in the schools.

It is not "foreign language teaching" but rather the use of each language to teach all of the school curriculum (except, of course, the other language itself). There are five main reasons which support bilingual education. The first three apply to the child's years in the elementary school:

1. Children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in their school work to the extent of their deficiency in English, if English is the sole medium of instruction. On the other hand, the bilingual child's conceptual development and acquisition of other experience and information could proceed at a normal rate if the mother tongue were used as an alternate medium of instruction. Retardation is not likely if there is only one or very few non-English-speaking children in an entire school. It is almost inevitable if the non-English language is spoken by large groups of chilldren.

2. Non-English-speaking children come from non-English-speaking homes. The use of the child's mother tongue by some of the teachers and as a school language is necessary if there is to be a strong, mutually reinforcing relationship between the home and the school.

3. Language is the most important exteriorization or manifestation of the self, of the human personality. If the school, the all-powerful school, rejects the mother tongue of an entire group of children, it can be expected to affect seriously and adversely those children's concept of their parents, their homes, and of themselves.

The other two reasons apply when the bilingual child becomes an adult:

4. If he has not achieved reasonable literacy in his mother tongue—ability to read, write, and speak it accurately—it will be virtually useless to him for any technical or professional work where language matters. Thus, his unique potential career advantage, his bilingualism, will have been destroyed.

5. Our people's native competence in Spanish and French and Czech and all the other languages and the cultural heritage each language transmits are a national resource that we need badly and must conserve by every reasonable means.

I will return later to most of these points.

There is a vast body of writing by educators who believe that bilingualism is a handicap. The evidence seems at first glance to be obvious and incontrovertible. There is a clear, direct chain relationship between language competence, formal education, and economic status among Americans whose mother tongue is not English. The children speak Spanish, or Navajo, or French, and they do poorly in school: therefore, (so goes the argument) their bilingualism is to blame. Many researchers have established a decided correlation between bilingualism and low marks on intelligence tests, but what no research has shown is that bilingualism, per se, is a *cause* of low performance on intelligence tests. On the contrary, studies which have attempted to take into account all of the factors which enter the relationship show that it is not the fact of bilingualism but *how* and *to what extent* and *under what conditions* the two languages are taught that make the difference. (If this were not true, how could one explain the fact that the governing and intellectual elite in all countries have sought to give their children bilingual or even multi-lingual education?) Much of the literature on bilingualism does not deal at all with bilingual education. Rather it shows the unfortunate results when the child's mother tongue is ignored, deplored, or otherwise degraded.

The McGill University psychologists, Lambert and Peale (now Anisfeld) have shown that if the bilingualism is "balanced," i.e., if there has been something like equal, normal, literacy developed in the two languages, bilingual 10-year-olds in Montreal are markedly superior to monolinguals on verbal and non-verbal tests of intelligence and appear to have greater mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities. It is their judgment that there is no evidence that the supposed "handicap" of bilingualism is *caused* by bilingualism, per se, and that "it would be more fruitful to seek that cause in the inadequacy of the measuring instrument and in other variables such as socio-economic status, attitude toward the two languages, and educational policy and practice regarding the teaching of both languages."

There is an educational axiom, accepted virtually everywhere else in the world, that "the best medium for teaching a child is his mother tongue." What happens when the mother tongue is so used? A recent study made in Chiapas, Mexico, by Dr. N. Modiano for the New York University School of Education

shows the results that can be expected. The modiano research examined the hypothesis (implicit in current educational policies throughout the United States) that children of linguistic minorities learn to read English with greater comprehension when all reading instruction is offered through English than when they first learn to read in their non-English mother tongue.

The investigation involved all students attending 26 schools in three Indian *municipios* in Chiapas. All students were native speakers of either Tzeltal or Tzotzil, two of the indigenous languages of Mexico. Thirteen were Federal or State schools in which all reading instruction was offered in Spanish. Thirteen were National Indian Institute schools in which literacy was developed in the mother tongue prior to being attempted in Spanish. The purpose of the study was to determine which group of schools produced the greater measure of literacy (specifically, greater reading comprehension) in the national language, Spanish.

Two indications of reading comprehension were obtained. First, all teachers were asked to designate "all of your students who are able to understand what they read in Spanish." Approximately 20 percent of the students in the all-Spanish Federal and State schools were nominated by their teachers as being able to understand what they were asked to read in Spanish. Approximately 37 percent of the students in the bilingual Institute schools were nominated by their teachers as being able to understand what they read in Spanish. This difference favors the bilingual approach beyond the .001 level of probability.

Then, a carefully devised group reading comprehension test was administered to all of the selected children. The children's average score in State and Federal schools was 41.59; in the bilingual Institute schools it was 50.30. The difference between these means was found to be significant at beyond the .01 level of probability. Within each of the three *municipios* mean scores in Institute schools were higher than in Federal and State schools. Thus, not only did the teachers using the bilingual approach nominate more of their students for testing, but their judgment was confirmed by the fact that their students scored significantly higher on the group test of reading comprehension.

In Puerto Rico, in 1925, the International Institute of Teachers College, Columbia University, made a study of the educational system on that island where English was the major medium of instruction despite the fact that the children's mother tongue is Spanish. The Columbia University group undertook a testing program to measure pupil achievement in all grades and particularly to explore the relative effectiveness of learning through each of the two language mediums. To test reading, arithmetic, information, language, and spelling they used the Stanford Achievement Test in its regular English version and in a Spanish version modified to fit Puerto Rican conditions. Over 69,000 tests were given.

The results were displayed on charts so as to reveal graphically any significant difference between achievement through English and achievement through Spanish. Both of these could be compared on the same charts with the average achievement of children in schools in the continental United States. I will summarize the findings in two sentences:

1. In comparison with children in the continental United States, the Puerto Ricans' achievement through English showed them to be markedly retarded.

2. The Puerto Rican children's achievement through Spanish was, by and large, markedly superior to that of continental United States children, who were using their own mother tongue, English.

The Columbia University researchers, explaining the astonishing fact that those elementary school children in Puerto Rico—poverty-stricken, backward, "benighted," beautiful Puerto Rico—achieved more through Spanish than continental United States children did through English, came to the following conclusion, one with extraordinary implications for us here:

Spanish is much more easily learned as a native language than is English.

The facility with which Spanish is learned makes possible the early introduction of content into the primary curriculum.

Every effort should be made to maintain it and to take the fullest advantage of it as a medium of school instruction.

What they were actually saying is that because Spanish has a much better writing system than English (i.e., the writing system matches the sound system) speakers of Spanish can master reading and writing very quickly and can begin to acquire information from the printed page more easily and at an earlier age.

The conclusion is, in sum, that if the Spanish-speaking children of our Southwest were given all of their schooling through both Spanish and English, there

is a strong likelihood that not only would their so-called handicap of bilingualism disappear, but *they would have a decided advantage over their English-speaking schoolmates, at least in elementary school, because of the excellence of the Spanish writing system.* There are no "reading problems," as we know them, among school children in Spanish-speaking countries.

And their English could be better too, but that's another story.

American Samoa, with about 20,000 people, is an example of what it means when children, in communities which have a high degree of linguistic solidarity, are required to study through a language not their own. In American Samoa the home language of the native people is Samoan, and they cling to it tenaciously, even to the extent of providing their children both after-school and weekend instruction in Samoan. In the villages there are also "pastor's schools" conducted in Samoan. In 1963 the Science Research Associates high school placement tests were given to 535 graduates of the Samoan junior high schools, i.e., pupils who had completed the ninth grade. The median grade placement score was 5.8, i.e., close to the end of the fifth grade. Only 21 of the 535 pupils scored 9.0, i.e., in the ninth grade, or better. Most of the 21 had studied in the United States or had other unusual advantages. The author of one report judged that one obstacle to the learning of English was the Samoans' pride in their own culture.

The most obvious anomaly—or absurdity—of our educational policy regarding foreign language learning is the fact that we spend perhaps a billion dollars a year to teach the languages—in the schools, the colleges and universities, the Foreign Service Institute, the Department of Defense, AID, USIA, CIA, etc. (and to a large extent to adults who are too old ever to master a new tongue)—yet virtually no part of the effort goes to maintain and to develop the competence of American children who speak the same languages natively. There are over 4 million native speakers of French or Spanish in our country and these two languages are the two most widely taught, yet they are the ones for which our Government recognizes the greatest unfilled need (at the levels, for example, of the Foreign Service of the Department of State and the program of lecturers and technical specialists sent abroad under the Fulbright-Hays Act).

The establishment of bilingual education programs in our schools could be expected to increase and improve, rather than lessen, emphasis on the proper teaching of English to children who speak another mother tongue. Under our present policy, which supports the ethnocentric illusion that English is not a "foreign" language for anyone in this country, it is almost always taught as if the bilingual child already knew English. Our failure to recognize the mother tongue and thus to present English *as a second language* helps to produce "functional illiteracy" in almost 3 out of every 4 Spanish speakers in Texas.

In a bilingual education program, English would be taught from the child's first day in school but his concept development, his acquisition of information and experience—in sum, his total *education*—would not depend on his imperfect knowledge of English. Bilingual education permits making a clear distinction between education and language, i.e., between the content of education and the vehicle through which it is acquired.

I use the example of two window panes, the green-tinted Spanish one and the blue-tinted English one, both looking out on the same world, the same reality. We tell the little child who has just entered the first grade, "You have two windows onto the world, the Spanish one and the English one. Unfortunately, your English window hasn't been built yet, but we're going to work on it as fast as we can and in a few years, maybe, it'll be as clear and bright as your Spanish window. Meantime, even if you don't see much, keep on trying to look out the space where the blue one will be. And stay away from the green one! It's against our educational policy to look through anything tinted green!"

The influx of Spanish-speaking Cuban refugee children into Florida in recent years brought about the establishment of two model bilingual education programs in the Dade County (Miami) public schools. The first is essentially a period a day of Spanish language arts instruction at all grade levels for native speakers of Spanish. It was established, according to educators there, "because it did not seem right not to do something to maintain and develop these children's native language." The second program is a model bilingual public elementary school (Coral Way) which is now finishing its fourth year of operation. This highly successful school provides us with information on three points of great importance in the present context:

1. At the fifth grade level the children have been found—insofar as this can be determined by achievement testing—to be able to learn equally well through

either of their two languages. (This is a level of achievement that cannot be expected in even our best college-level foreign language programs.)

2. Since half of the children are Cubans and half begin as monolingual speakers of English, each learning the other's language and his own, it is apparent that a truly comprehensive bilingual education program can serve not only the non-English mother tongue children *who must necessarily become bilingual*, but also the ordinary monolingual American child who speaks nothing but English and *whose parents want him to become bilingual.*

3. The strength of the program lies in the high quality of the teachers of both languages (all of them native and highly trained speakers of the language in which they teach) and the fullness of the support they get from the school administration and the community. The implications of these three points are momentous.

RECOMMENDATIONS

That comprehensive programs of bilingual education in self-selected schools and for self-selected pupils at all school grade levels be supported.

2. That the opportunity to profit from bilingual education be extended to children of all non-English-speaking groups. All are now losers under our present educational one-language policy: at worst they become hopelessly retarded in school; at best they lose the advantage of mastery of their mother tongue.

3. That adequate provision be made for training and otherwise securing teachers capable of using the non-English tongue as a medium of instruction.

4. That there be provision for cooperative efforts by the public schools and the non-English ethnic organizations which have thus far worked unaided and unrecognized to maintain two-language competence in their children.

5. That provision be made for safeguarding the quality of the bilingual education programs which receice Federal financial assistance.

Senator YARBOROUGH. I have read your entire statement, Dr. Gaarder. I wish that we had copies enough to distribute to everyone in the room. It is one of the most enlightening statements on what bilingualism really means that I have ever read in my life. Insofar as we have copies, I would like for the staff to distribute them to the press. If there are any others, distribute them among the people here.

We will print this testimony in the Congressional Record today. Some 45,000 copies are printed every day and people can see it in the Congressional Record.

Senator Fannin.

Senator FANNIN. Yes; just hurriedly.

I would just like to ask a question.

In the comparison you gave, the youngster will learn Spanish faster than he will learn English, and you gave as references places like American Samoa and Puerto Rico. What language is utilized, for instance, on TV and radio, and advertisements in American Samoa, do you know?

Mr. GAARDER. There has recently been an intensive effort to teach English to everybody with the massive application of TV.

Senator FANNIN. Well, what I am referring to is, I think some of the statements that you have made probably could be challenged from the standpoint of the child that is going to school in the United States who is exposed to TV, radio, ads, going to the grocery store and buying things. They must be exposed to the English language in all the advertisements in the theaters, markets, school activity, sports and all.

Do you not think that makes a tremendous difference in whether or not they have the ease of acquiring English or Spanish?

Mr. GAARDER. You are referring to what I said about Puerto Rico?

Senator FANNIN. Yes.

Mr. GAARDER. I think the advantages which accrue from the social contacts are overwhelmingly in favor of English.

Senator FANNIN. That is right.

Mr. GAARDER. English is going to dominate no matter what happens. I am talking solely of the problem of teaching the child to read at the earliest possible age without giving rise to reading problems. A native speaker of Spanish can learn to read much more easily than can a native speaker of English. Therefore, he has quicker and easier access to all the information that comes through books.

Senator FANNIN. But we are talking about practical application in the United States, and in the United States would it not be easier for a child under these circumstances to learn the English language than to learn the Spanish language?

Mr. GAARDER. I fear that it is not a question that can be asked because the child we are talking about already knows Spanish. He has learned Spanish in the natural way as one does in one's home, and he does not know English.

Senator FANNIN. But you were making a comparison, so you did assume that the child did not know English and/or did not know Spanish in making that comparison. This is a child that is starting in the educational program. So I just do not understand your statement that it would be easier for a child to learn Spanish than to learn English, because I just cannot follow you when you are talking about the practicalities of life in the United States.

Let me look at it—if you could see a child isolated, an Indian child isolated on the reservation, I would certainly agree with you, but there it has just the opposite implication because they are subjected to the language that is spoken by that particular tribe of Indians.

Mr. GAARDER. The point I am making is that it is much, much easier for a Spanish-speaking child to learn to read Spanish than it is for an English-speaking child to learn to read English. This does not mean that Spanish per se is an easier language or a "better" language than English.

Senator FANNIN. Even to the student that is living in the United States, in a State where they are continuously subjected to the English language and advertisements and TV, radio, billboards, and every other way?

Mr. GAARDER. I fear that the effect of these billboards, and so on, is overestimated. Otherwise they would help a great deal more with our normal monolingual English-speaking children. They have enormous problems learning to read English because of the serious mismatch between the English writing system and the English sound system.

Senator FANNIN. Because of the time element I will not push it further.

Mr. GAARDER. Yes

Senator FANNIN. But I just cannot see how it can be easier.

Now, I favor the teaching of Spanish in our schools and naturally in my particular State, as I stated earlier, I am very much in favor of it because we are across the border from the country of Mexico, but nevertheless I still feel that under the circumstances that exist in the United States today it would be easier for a child to learn to read and speak the English language than it would be to read and speak the Spanish language as far as the large percentage of our children are concerned.

Mr. GAARDER. That is entirely true, Senator. Excuse me if I am not clear. You say "read and speak." I refer solely to mastery of the me-

chanics of reading, not to the mastery of language itself. In my view reading is not language. Language is speech, and writing is a graphic representation.

Senator YARBOROUGH. I thank the distinguished Senator from Arizona for his brevity. I know he has other questions. He has cut them short because of the predicament I find myself in with time. I want to direct the staff to ascertain the number of Spanish-language radio stations in the United States, full-time Spanish, the number of part-time Spanish radio stations, the number of full-time Spanish television stations in the United States and the number of part time. My recollection is that there are over 200 full-time Spanish radio and TV stations in the United States. I can tell the distinguished Senator that in the southern part of my State when you get below San Antonio you have to twirl that dial around on your car for some time to find some English on the radio.

Senator FANNIN. I would like to further that little study by saying that would it not be advisable to make the determination as to how many total stations there are and then the ratio.

Senator YARBOROUGH. Yes; that is right, and probably geographical division.

Mr. GAARDER. Mr. Chairman, might I add that I have access to a great deal of the information that you have just referred to through a study which our office sponsored here 2 or 3 years ago. I would be very glad to make it available.

Senator YARBOROUGH. Yes. I would like our staff to inquire of Dr. Gaarder. With the limitation of time I am not going to ask questions although I had some. This is a very illuminating statement. I am going to put it in the Congressional Record today so those who see the Congressional Record tomorrow will have it. That record, as you know, is checked by many government offices, libraries and universities all over the country.

Now, I have one further observation.

I spent a year in Germany when I was 18 years of age. They had three types of schools: one for the people who were not going to go to school many more years, the lyceum for girls, and the gymnasium for boys, and the middle school for what we might call the middle classes or trade people. In the middle schools, at the third year they had to begin studying a foreign language. Most of them took English French, or Spanish. The German teachers told me that English was the most difficult language for Germans to learn in comparison with French or Spanish. I was surprised at that because I thought with the many words in English that came from Germany, of course, from the Anglos and the Saxons who conquered England in the early centuries from the Christian era, English would be easier. Many of the words look very much like English words, but they said in their school—and I think you have given some explanation here, that written and spoken Spanish is so nearly the same thing. That might be an explanation. I do not know. But the Germans told me that their pupils who undertook English had more difficulty than those who studied either French or Spanish.

We thank you very much for this testimony.

Senator Randolph.

Senator RANDOLPH. Thank you, Mr. Chairman.

I understand, Mr. Gaarder, that you have indicated that you believe it is preferable to broaden Senate 428 or similar legislation that might go beyond the Spanish-speaking teaching program; is that correct?

Mr. GAARDER. You say this is correct?

Senator RANDOLPH. Yes, sir.

Mr. GAARDER. Yes, sir. I do not wish to speak regarding any specific legislation but, as I say, the total problem is broader than that of the Spanish-speaking child alone, both the problem and the potential.

At the very best, children who have a mother tongue other than English (such as the Polish children in my neighborhood) they have no problems with English, but they are being needlessly deprived of their Polish. At the worst, as in the case of many Spanish speakers and some others, not only are they being deprived of their Spanish but their lives are being damaged by our school policies regarding both languages. So I say it ought to be extended to make some larger coverage.

Furthermore, it seems to me—and let me say that I am interested in something like this being passed—it seems to me that the basis of support would be immeasurably greater if one could somehow bring in the 15,000 and more ethnic groups who have worked for generations on the same problem of language maintenance in their own little ways.

Senator RANDOLPH. Mr. Chairman, I am a practical man and think that more Senators would vote for a broader bill.

Mr. GAARDER. Incidentally, I have all the addresses of key persons in most of the ethnic organizations.

Senator RANDOLPH. Pardon me?

Mr. GAARDER. I say incidentally, I have all of their addresses.

Senator RANDOLPH. Oh. Do you have their phone numbers? You know, there are only five of us that have our Washington residence phones listed.

Mr. Chairman, I recognize Mr. Gaarder—I had to hurry in and out today with phone calls, but I have checked his testimony and I can see that he has tremendous background on this subject, and I think it will be helpful as we consider this overall program. I do not want to labor the point, but I do continue to feel that we should give thought to the broadening of this legislation.

Senator YARBOROUGH. Yes.

Senator FANNIN. Mr. Chairman, I do not want to lengthen Mr. Gaarder's testimony at this time, but I would like very much, Dr. Gaarder, to have your thoughts on our Indian education program because I think it is very important, and it is something that perhaps you have considered. I will not ask you to comment at this time, but could you furnish us with your thoughts in this regard?

Mr. GAARDER. I would be very grateful for a chance. Thank you kindly.

Senator YARBOROUGH. Thank you.

Any other questions of Dr. Gaarder?

Dr. Gaarder, you are here in Washington. We may want to call you back. I know all of us have some questions we would like to ask you before the hearing record is closed.

After the hearing tomorrow, the next hearing will be in Texas on the 26th, the 29th, and the 31st of this month. We have not yet set

dates for hearings in California and New York. Both New York Senators are cosponsors of the bill, and Senator Kuchel of California is a cosponsor, and naturally, we would confer with them about the dates they wanted for hearings.

If there are no further questions, thank you very much, Dr. Gaarder, We regret this terrific time bind we find ourselves in. I do have a witness here from Texas, and I do want to stay for Dr. Bumpass' testimony. I will ask either one of my colleagues, if they will, to preside for the following witnesses.

Will Dr. Bumpass come forth, please.

Dr. Bumpass is professor of Spanish and director of Dual Language Workshops, Texas Technological College, Lubbock, Tex.

Dr. Bumpass, will you come forth. Mr. Bruggeman is accompanying you.

STATEMENT OF DR. FAYE L. BUMPASS, PROFESSOR OF SPANISH AND DIRECTOR OF DUAL LANGUAGE WORKSHOPS, TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, TEX.; ACCOMPANIED BY L. L. BRUGGEMAN, VICE PRESIDENT, MANAGER, INTERNATIONAL DIVISION, AMERICAN BOOK CO., NEW YORK, N.Y.

Dr. BUMPASS. Yes, sir.

It is a privilege for me to appear before this subcommittee because I am delighted to have the opportunity to speak in support of this bilingual American Education Act which our distinguished Senator from Texas has decided to introduce as a bill in our Senate.

I have been actively participating in programs of this vitally important area of teaching for a number of years, and I served as a Latin American consultant for the U.S. Department of State in a number of different countries of Latin America.

Senator YARBOROUGH. Will you put the mike up a little bit closer to you, Doctor.

Dr. BUMPASS. Closer. Yes.

When I was in Latin America, one of the most interesting educational phenomena that I came in contact with was that of bilingual schooling found numbers of schools. This is not in my written statement, but so many of the statements made previously makes me want to comment on this.

In Peru, where I lived for 13 years, I found a number of schools that only with the sign of "bilingual education" were insured of large enrollments. In my work in these schools in a kind of natural laboratory situation, I was able to observe the great success they had when their students were studying the two languages of Spanish and English concurrently.

Their organization was as follows: In the mornings the students would study their subject materials in Spanish, their native language, and then in the afternoons they would study these same materials in English, a foreign language for them. It seems to me that the same sort of arrangement could make a rather interesting model and a very effective one for us to follow in some of our experimental programs here. The only one I know about at the present time that is organized similarly in Texas is the one in Laredo where the students are studying Spanish a half day and English a half day.

Senator YARBOROUGH. And they use the same text but in Spanish.

Dr. BUMPASS. The same text with the same general content materials in Spanish. It is amazing, Senator Yarborough, but when these students in Latin America finished high school, they were completely and totally bilingual, never knowing in their use of the two languages when they passed from one language situation into another.

In our situation in Texas, where 40 percent of all the Spanish-speaking students are Mexican-Americans, we find that the statistics show that 20 percent of them between the ages of 5 and 15 are not enrolled in school. The general reason for this is that they are in no way able to overcome their linguistic handicap and carry on their regular schoolwork in English—the language of the school and a foreign language to them.

Let's just consider for a moment what the young Spanish-speaking child has to face when he starts to school at 6 years of age. He must compete with native speakers of English of the same age who have learned from 2,000 to 6,000 words minimum and who know, for all basic purposes, the essential speech patterns which are needed for communicating clearly and meaningfully.

The Spanish-speaking child enters the English-speaking school environment, not knowing any English or very little English, and what he may have learned he has probably learned imperfectly. In this strange language environment, he must strive to master a minimum load of 500 to 750 words the first year—considered the bare minimum for introducing reading—and be able to use them correctly in basic sentence patterns. At the same time he must struggle to keep up with the Anglo-American students, or his English-speaking counterparts, with whom he must compete in school, as they both learn the same content materials in English.

Statistics show that in Texas of the 200,000 first-grade children that enter our first grade each year, 80 percent are retained at the end of the first year. This high percentage of retention holds true, even though for the last 4 or 5 years we have been holding preschool special summer programs of English for many of the Spanish-speaking children—some 16,000 attended these programs in 1966. Local boards can receive one-half of the cost of these programs from the State, if they choose to have them. Even so, we have found that the 6-to-8-week program of intensive English training can in no way bridge the linguistic gap these children have and do not prepare them adequately for effective participation in the schoolwork of their English-speaking environment. When one is teaching foreign languages, he finds that few students can progress toward bilingualism in 1 year even on the college level.

It seems to me that the comprehensive bilingual clause of S. 428 will aid us greatly in alleviating the linguistic problem that we now have. It would in no way relegate English to an inferior place, since the mastery of both English and Spanish is the ultimate goal of this educational act.

What we would be trying to do, if we established bilingual schooling for our schools of the Southwest with intense overpopulation of Mexican Americans, would be to give these children an opportunity to motivate in their own language in their first years of school, thereby insuring them of progress at a more normal rate and giving them a bridge by which they could master their second language of English

more effectively. In other words, the subject or content areas would be taught in Spanish, while great efforts were being made to develop their knowledge of the new language. By working concurrently in the two languages, there would be mutual help from one language to the other. Once their linguistic development in the new language had reached a high degree of proficiency, then subject matter could be taught in both linguistic areas interchangeably.

From the experience I have had in working in similar situations abroad and in dozens of schools and workshops throughout the region each year, I consider that S. 428 is a comprehensive bill that will afford a feasible and logical solution of this problem in the Southwest. At the present time we are not reaching these children. They cannot overcome the linguistic barrier that they are confronted with under the existing conditions, and then they have an additional cultural barrier. At 6 years of age they are transplanted from a cultural environment whose value systems are almost diametrically opposed to those found in the dominant culture of the school world. Perplexed by the strange and different cultural patterns of those around him, and encountering isolation and ridicule because of these differences, the Spanish-speaking child will try to take refuge in speaking his native language of Spanish. But even this road is not left open to him, as several speakers have already mentioned this morning.

Unfortunately, and I am ashamed to say this, in many of our schools in Texas, a Spanish-speaking child is never allowed to speak Spanish, even on the playground. Whenever he does, he is often punished severely. We seem to think that if we can make him talk American, we can make him be American, never realizing that by making him reject himself as an individual, we are damaging his "self-identity," which psychologically is essential to him for success in school or later life.

The teachers, although they may be sympathetic and sincere—and I think most of them are—are usually beset by pressures of time and curriculum and must make these children fit into the majority group as soon as possible. To do this, intelligence and achievement tests are given, which are based on socioeconomic, cultural, and linguistic factors, which Spanish-speaking children can in no way answer correctly.

So from the very first of school, even though many of the children may be potentially very bright, they may be labeled, because of these tests, as nonachievers. Thus, the teacher with her many other problems may tend not to encourage these children to develop goals that they should develop.

Because of the many disastrous results in the education of these children, urgent changes are needed. Teacers and administrators who are responsible for the schooling of these children have not failed in their task because they want to, but programs that will fulfill their needs are expensive and beyond the reach of local districts. By obtaining greatly needed Federal assistance and feasible guidelines for establishing effective programs, a "blueprint" for action could be given to the schools that would serve as a positive catalyst for overall improvement.

One of the good features of the bill is that it gives impetus to the training in both languages. And I realize more every day that until all connected with the education of these children—teachers, parents, administrators, and schools alike—consider it as a foreign or second

language problem that very little can be accomplished. Once this basic premise is established, other aspects of the problem will fall into their proper place and perspective.

The training of teachers in effective methods of teaching a second language is an absolute essential. Other areas of teacher training are needed in the fields of cultural anthropology and sociological problems. As a people we come from a monocultural orientation, and it is very difficult for us oftentimes to consider the different racial and national characteristics of the children in our charge. By giving special courses in psychology, we could aid teachers in learning to accept these children with affection and understanding, thereby helping them build self-respect, self-confidence, and self-identity.

By teaching them the mastery of their native language and keeping them from rejecting their homes and culture, we can keep them from being on the defensive in their school world and give them the opportunity of becoming better prepared in the second language through a thorough knowledge and appreciation of their own. I think it was Napoleon who said "Give me a man who has the knowledge of two languages, and I will consider him two men." When these children know their native language well, it is going to be very much easier for them to establish a bridge to English and learn it more effectively.

In my opinion S. 428 contains all the important aspects that need to be considered in ameliorating our most acute educational problem that we have in the Southwest, and by giving the technical and economic help that is needed, I feel that we can begin to do what should be done.

What Markham has said in referring to another of our downtrodden types in a previous age can aptly be applied to our Spanish-speaking children in the Southwest today and may serve as a challenge to action for all of us interested in this vitally important educational problem:

> How will you ever straighten up this shape;
> Touch it again with immortality;
> Give back the upward looking and the light;
> Rebuild in it the music and the dream?

How can we begin to rebuild the hope of these neglected, handicapped children and help them move forward with confidence and courage? We can begin by taking positive steps to help them develop in these essential areas: to overcome their linguistic handicap; to make them accept and feel proud of their cultural heritage (at the same time we foster pride in the new culture they must assume); and to help them become more emotionally stable and better adjusted members of their school group.

If we do not take positive action soon, our problems are going to become worse and much more costly than a dozen educational bills of this nature. Nor will we be building the valued citizenry that we should have in our world of tomorrow. Thank you.

Senator YARBOROUGH. Dr. Bumpass, thank you for your very fine statement. We know you have condensed the material.

Dr. BUMPASS. Yes, I have.

Senator YARBOROUGH. I can tell that you condensed it a great deal. This is a much shorter statement here than the one you were speaking from. We would like you to put your full statement in the record. This record will be printed and available.

Dr. BUMPASS. I will be glad to do that.

Senator YARBOROUGH. We appreciate having you here with your great knowledge and experience. While I am not proud of the dropout rate in my own State, I am proud of the fact that we have one of the most knowledgeable people in this country, as we are told by informed people in this field. Your experience in teaching bilingually in both our Southwestern States and in Latin America and in South America shows the great background you have.

I do no believe the record has identified Mr. Bruggeman. He is vice president and manager of the International Division of the American Book Co. of New York, which publishes textbooks in two languages.

I regret that I am forced to leave now. Senator Fannin has graciously agreed to take over the committee and hear the other witnesses. Neither one of the other two witnesses listed for today could come back tomorrow. We regret that. We would normally ask the witnesses to come back, but both have other commitments. Mr. Monserrat has an engagement tomorrow in Chicago, I believe. Mr. Juarbe has another engagement here and could not return.

Now, Dr. Bumpass, as I say, we will print not only this brief statement but your other statement, also. And this is most helpful. I thank you for your very kind remarks about the bill. Despite the fact that I am the principal author, I have no particular pride of authorship. I cannot claim it because so many people worked on it. We started this work last fall. Consultants from the National Education Association helped us. The Senate Legislative Service was used. We had some conferences with people in the Office of Education. We had conferences with people from California, and others. A great deal of work has gone into this bill, and what is written here is not only mine but a composite of the best ideas we could come up with. We expect to use this evidence from you people in the field during these hearings to work out the rough spots. It took months to come to the form we introduced in January, and we hope through the days and weeks of hearings we can improve the bill. This is a new bill, a new field of Federal legislation. We want to perfect it, improve it.

It was not intended that this first bill would be rigid and inflexible. If we find flaws in it, we expect to offer amendments to cure them.

I want to thank all that have worked on it, and I appreciate the fact that Senator Fannin has agreed to stay and hear those whom we have not reached yet. I am at my deadline or I will miss my plane.

Thank you, Senator Fannin. Senator Fannin will conduct the questioning.

Senator FANNIN (presiding pro tempore). Dr. Bumpass, I want to commend you for a very excellent statement. It was a very impressive one. I think you have emphasized the building of confidence in these youngsters as a primary objective, is that not true?

Dr. BUMPASS. Yes.

Senator FANNIN. And in building that confidence Dr. Gaarder has expressed the desire of carrying these programs perhaps through the fifth grade. Do you agree that is about the right length of time?

Dr. BUMPASS. I would think right along in there. I think in different groups it might be at a different level, depending on their general progress. But it would be fourth or fifth grades, I think. Dr. Gaarder does believe, too, that we should have the two language programs concurrently working together.

Senator FANNIN. Oh, yes, and I agree. But you would carry it on the basis that they would perhaps transfer from these classes as they do acquire the ability to achieve in regular classes?

Dr. BUMPASS. Yes.

Senator FANNIN. In what would be a combination class.

Dr. BUMPASS. I think that if the English-speaking child is given lessons in Spanish in the grades, the isolation and ridicule and the prejudices that he may have come to school with will soon fade away, and we can have an effective acculturation program right in the classroom. It should be a two-way street: the Spanish-speaking child learning English and to appreciate the dominant culture and the English-speaking learning Spanish and to appreciate the Hispanic culture. Thus, the two cultures can function together in the classroom in an effective interchange.

Senator FANNIN. I wholeheartedly agree with you, especially in the States along the border. I think it is very important for the future of the children and their work in the economic field as well as professional or any other field that might be involved. So I am very much in accord with your thinking.

Dr. Bumpass, have you had any experience as far as the Indian children are concerned? I know that your work is in Spanish.

Dr. BUMPASS. Yes; I have. In fact, in March I spent a week in your Phoenix Indian School as a consultant. I found it a most interesting experience. The only difficulty of having bilingual schooling in the Indian school is that we do not have exactly the same kind of language situation. I believe there were 15 reservations represented in the Phoenix school of 1,000 students, with probably several dialects from each reservation. A bilingual school program would not be feasible there. What we need there are better and more effective materials for teaching English as a second language, and I am referring to "second language" in terms of time. With so many different dialects, about all the teacher could do would be inform himself as to general pronunciation interferences and present English from this viewpoint.

With the large concentration of numbers of Spanish-speaking children—one language background represented—bilingual schooling can be the teacher's tool as well as his goal. In the Phoenix Indian School, emphasis must be placed on having children learn English as effectively as possible as a second language, since they are going to have to make it their first for all of their school relationships. This is a task which is much more difficult than that of teaching English as a foreign language.

Senator FANNIN. Of course, all of this teaching is to acquire English as a primary language eventually.

Dr. BUMPASS. Yes.

Senator FANNIN. And then have the Spanish as a secondary language and certainly as a very valuable asset to the students.

Dr. BUMPASS. Yes.

Now, in your situation it is different because you cannot approach it from the viewpoint of their native language because you have 15 different dialects.

Senator FANNIN. I was going to bring that out, that we do not have a common language as an Indian language. Also, that it even varies on a single reservation. So do you feel, as I do, that this does require special emphasis and special attention?

Dr. BUMPASS. The teaching of English——

Senator FANNIN. The teaching of our Indian children?

Dr. BUMPASS. Oh, yes; I think so. And I was tremendously impressed by this school when I stayed here. Your supervisor was in one of my workshops in New York, and for that reason I received the invitation. I think they are doing marvelous work there and I certainly think that some kind of special program should give them the financial aid that they need to continue in the direction that they should go, which is an entirely different direction from what we should go in Texas.

Senator FANNIN. Yes. Thank you very much. I think you realize that the Indian education program has been under the Bureau of Indian Affairs and not under the U.S. Office of Education. I, last year, advocated that we bring all our education under one program but with special emphasis on a program for the Indian reservations and for the children involved. The recommendations came back from both the Bureau of Indian Affairs and the Office of Education. They thought at this time that they should retain the educational programs under BIA because there is a gradual transition on so many of the reservations to the public school program. And, of course, if this could be accomplished, it would achieve the same objective.

Well, thank you very much. If you have any further information that you would like to submit with your statement, we would be glad to have it.

Dr. BUMPASS. Yes; I can do that. I have some more that I would like to submit later.

Senator FANNIN. Very good. Thank you kindly. We certainly appreciate your being with us here today.

(The prepared statements of Dr. Bumpass and Mr. Bruggeman follow:)

PREPARED STATEMENT OF DR. FAYE L. BUMPASS, PROFESSOR OF SPANISH AND DIRECTOR OF DUAL LANGUAGE WORKSHOPS, TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, TEX.

Mr. Chairman, members of the Subcommittee:

I am Faye L. Bumpass, Professor of Spanish and Director of Dual Language Workshops, Texas Technological College, Lubbock, Texas. I am accompanied today by L. L. Bruggeman, Vice-President and Manager of the International Division of American Book Company, New York, New York.

It is a privilege for me to appear before this subcommittee today to speak in support of the Bilingual American Education Act, S. 428, relating to the teaching of Spanish-speaking or Mexican American children in our schools of the Southwest.

I have been actively participating in programs of this vitally important area of teaching for a number of years: having served as Latin American English consultant for the U.S. Department of State in a number of countries of Latin America, where I was requested to prepare and publish a five-book high school series of texts for the teaching of English as a foreign language by the Peruvian Ministry of Education and for which I was decorated by the Peruvian government; having prepared and published a six-book elementary series entitled "We Learn English" texts for the American Book Company that have been used in many schools of the Southwest to aid teachers of Mexican American children in improving these children's audio-lingual skills in English; a five-book series of readers for the development of reading skill in English as a second language, published by McGraw-Hill in 1965; and a two-book middle-grade series, "We Speak English," for remedial work in audio-lingual development on the middle-grade or junior high level in 1966, also published by the American Book Company.

It is my considered opinion that the most acute educational problem that exists in the Southwest today is that which involves our Spanish-speaking children, and

I am delighted that the distinguished senior senator of my own state of Texas, Ralph W. Yarborough, has acted in this area by introducing S. 428. I commend the members of this subcommittee and other senators who have shown their interest in this important educational need.

In the five-state area (Texas, New Mexico, Arizona, Colorado, California) there exist today at least 1,750,000 school children with Spanish surnames, whose linguistic, cultural, and psychological handicaps cause them to experience, in general, academic failure in our schools or at best limit them to only mediocre success. Statistics show that the proportion of drop-outs among this group is greater than in any other group in the nation, including the non-whites or Negro children.

In the past, when numbers were not so great as they are now, these children's needs could easily be ignored or perhaps not even recognized, but with the overwhelming large numbers today and their great concentration in many urban centers (sometimes from 50% to 95% are Mexican American), their needs must be considered and efforts must be made to meet them. In the Southwest as a whole, one-sixth of the school-age population is Mexican American, with 40% of the group living in Texas. This comprises about 16% of the state's school population, or one out of every seven school children is of Mexican descent and classified in the category of Spanish-speaking background. In 1960, there were almost one-half million of these children of school age (between the ages of five and fifteen), and almost 20% of them were not enrolled in school. Similar figures exist in the other four Southwestern states.

These children have become *the forgotten children* in our educational systems, not so much because of lack of concern by teachers and administrators, but because they have been perplexed as to what they should do to help these children overcome their handicaps. Severely limited finances have restricted the organization of appropriate programs that would ameliorate the existing conditions. The passage of the Bilingual American Education Act will at last begin to solve the unique educational problems of the Mexican-American in the Southwest and Spanish-speaking Americans wherever they are in this country.

By obtaining the greatly needed Federal assistance together with feasible guidelines for establishing effective programs, a "blueprint" for action would evolve for setting up exemplary educational programs that could serve as models for emulation by other schools, thereby serving as a positive catalyst for over-all improvement.

The basic problems of helping these children overcome their linguistic handicap, in bridging the wide cultural gulf that exists between their native Hispanic cultural heritage and the dominant Anglo culture, and in developing a positive "self-identity" can be more easily overcome through a program of Federal assistance, as envisioned by S. 428, since it will enable state and local education agencies to develop broad programs especially designed for Spanish-speaking Americans.

An especially good feature of this bill is the impetus it gives to the introduction of bi-lingual schooling, involving the use of the two languages—both Spanish and English—as media of instruction which will enable the linguistically handicapped student to progress without grade retention by learning content materials in his native language while mastering English as a second language. A byproduct of this approach will insure the nation of a valuable asset to our national interests through the development of greatly needed bi-linguals.

S. 428 recognizes the dimensions of the problem and will stimulate interest of teachers in this field, affording them the academic preparation to the teaching of English as a second language based on linguistic principles and professional "know-how" and will encourage them to accept their "role' 'as vitally important in this special field of teaching. It will exert a positive influence upon the choice of appropriate and scientifically prepared materials that will aid the pupils to develop with confidence and courage, rather than be beseiged with the fear and frustration he now feels in unsuccessful school situations. Thus, as we bridge the gap of culture in our Southwestern communities, we are maintaining and developing both heritages and languages, and at the same time we shall bring about a more productive and stable citizenry that utilizes the finest offered by both worlds. The many young lives with their potential talent and capability will no longer be wasted and crushed and will no longer feel an *outsider* in his own land; he will be not only a happier and more valuable citizen in his world of today but will be a contributing factor in making a better world of tomorrow.

Only through the recognition of the problem and by extending the badly needed financial and administrative assistance can we help "straighten up" these truly disadvantaged children who live on the rim of our otherwise affluent world.

Without this much needed help and "know-how" we cannot feel that we have done what must be done. As Edward Markham says in one of his poems:

"How will you ever straighten up this shape;
Touch it again with immortality;
Give back the upward looking and the light;
Rebuild in it the music and the dream."

Mr. Chairman, I thank you for the opportunity to appear before you and this subcommittee in support of the Bilingual American Education Act, and I commend you for your attention to this major educational need in our Southwestern states and wherever the Spanish-speaking American lives in our society. My colleague, Mr. Bruggeman, and I would be pleased to attempt to answer any questions you or members of the Subcommittee may care to direct to us.

SUPPLEMENTAL STATEMENT OF DR. FAYE L. BUMPASS, PROFESSOR OF SPANISH AND DIRECTOR OF DUAL LANGUAGE WORKSHOPS, TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, TEX.

MEXICAN AMERICAN EDUCATIONAL PROBLEMS IN THE SOUTHWEST

According to a study conducted by the University of Texas in 1960, there were 708,238 Mexican-American persons of scholastic age in the state. Of this number, 424,308 were between the ages of five and fifteen years old; only 340,218 were enrolled in school, with 84,080 not enrolled, or almost 20 per cent. Percentages of non-enrollment of potential scholastics were even greater among the category of ages sixteen-nineteen years old, where in the total number of 99,902 persons, only 46,155 were enrolled in school, or about 44 per cent. In the possible college-age category, ages twenty to thirty-four, there were 284,028 with only 14,052 enrolled in school, or only about 5 per cent of this age group are continuing their education.

A survey made in California in 1960 shows similar figures relating to the educational disparity between the Mexican-American and his fellow citizens: Over 50 per cent of the males and almost 50 per cent of the females who are fourteen years old had not gone beyond the eighth grade in school; whereas in general, 27 per cent of males and 25 per cent of the females who are fourteen years old had finished this grade level before dropping out of school. In reference to attendance of one year of college, only 8.8% of males and 6.2% of females among the Mexican-American had reached that educational eminence; whereas in the over-all population, 23.4% of males and 19.4% of females had finished one years of college.

Figures from Arizona, Colorado, and New Mexico would show a similar disparity among educational attainment. In the Denver Public Schools, 12 per cent of the Mexican-Americans are school drop-outs; whereas in the school population as a whole, only 9 per cent drop out before finishing high school.

Although the basic problem and one of the major ones is that of developing linguistic competence in the new language of English, it is not the one of most far-reaching influence in the lives of these children. Rather it is to aid him in bridging the wide cultural and linguistic gulf which exists between his culture and the dominant Anglo-American culture of his school world, eliminating thus much of the frustration and failure that he encounters in his educational development so that he can grow up to be a happier and more valuable citizen in our world of tomorrow.

Let us consider for a moment the Mexican-American child of six years old when he first enters school: (In Texas each year we have over 200,000 of these six-year olds who enter our schools.) He has been transplanted from a different linguistic and cultural environment whose value systems are diametrically opposed to those found in the dominant culture and must learn to motivate successfully while competing with native English speaking classmates of his own age level.

More often than not throughout his life he has suffered economic deprivation and may be suffering from malnutrition or disease as well as gross inadequacies in provisions of the basic needs of clothing, food, and shelter. Psychologically, he may bring with him a "lowered self-concept" as well as a "limited view of his aspiration level," since those responsible for his growth have learned to accept failure and aspire unrealistically because of their own frustration and lack of adjustment to the dominant Anglo world.

What does he encounter when he reaches this new school world? He is suddenly immersed in English, a language he does not know at all or knows a little imperfectly, is confronted with the task of taking an intelligence test containing linguistic, cultural, and socio-economic background factors that he could in no way ever answer correctly, is labeled in the eyes of the adults whose lives impinge on his as a "low achiever," and is perplexed by the strange and different set of cultural patterns and accelerated tempo of activity that surrounds him.

His parents, to whom he has always looked for protection and aid, can be of no help to him in his perplexity and the curriculum that he must understand in no way answers his needs. His teachers, beset by pressures of time and curriculum, may sense the barriers and problems unconsciously, but being unable to cope with them realistically, may attempt to compensate for his sense of inadequacy by expecting too little of him and failing to challenge him toward growth or demanding too much of him and instilling in him his sense of inadequacy and failure. Is it any wonder that such a school environment, the only hope for many of these children, creates psychological barriers that will not disappear for a lifetime and force these children to create a bastion of defense against their school world and their later adult world?

There are several basic factors that must be taken into consideration if we are ever to find solutions that will help our Mexican-American pupils bridge the linguistic and cultural barriers that prohibit their educational development and keep them from becoming valuable and contributing citizens to our society.

First of all, we need to find ways of helping these pupils adjust to the dominant culture at the same time that we foster in them a price in their origin and cultural heritage. Such an adjustment is very difficult, if not impossible, should we continue with our traditional attitude of ignoring these pupils' problems and continue to act as if we believe they will all go away if we pay no attention to them. It is paradoxical for us to continue to force these pupils to eradicate their native language of Spanish and make them talk American, implying that if they do so, they will be American, and reject their heritage, implying that it is inferior or worthless and representatives of it are of no worth, and still expect them to achieve "confident self-identity" and healthy adjustment.

There are still some states that actually mandate by law the use of English as the language of instruction (and Texas is one of them, though I am happy to say that efforts are being made to have this law changed), which is a carry-over from other days (perhaps a distorted form of super-patriotism) where the belief that the frequent use of another language was a threat to the nation. Many schools, in their implementation of this law, not only apply it to the vehicles of instruction but also forbid its use on the playground, not infrequently using corporal punishment to prohibit its use. (In one school, this occurred where 99% of the school's enrollment was Spanish-speaking.) Such a regulation is self-defeating, students feeling belittled for the normal use of their language—*the only way they can express themselves*—and resentment is sure to ensue. (In some schools this regulation is enforced by prohibiting the use of an occasional word in Spanish in the classroom to clarify meaning or some point in English, even though the idea is failing to get across in English. Fortunately, many conscientious teachers frequently violate this prohibition.)

By making children deny their cultural heritage, feel ashamed of their language, we develop in them a kind of masochism which no society should demand of its young people. They realize their language deficiency and cultural differences, and then in school they are made unbearably aware of these disadvantages. The very instrument that should be helping them adjust successfully is merely serving to convince them that these handicaps are beyond solution.

Second, we need to begin to consider the Spanish-speaking ability of these students as an asset and begin to build on their ability rather than trying to root it out. We should strive to make this knowledge of Spanish a "bridge" to the learning of English, instead of an obstacle. It must be truly perplexing to the Mexican-Americans to hear us extolling the advantages of being able to communicate fluently in some other language other than our own while through punitive measures we force him to eradicate the use of his own. On the one hand, we strive to make the *monolinguals* in our society *bilingual* and keep the *potential bilinguals* from growing into *effective bilinguals* and force them into a *semi-state of monolinguals.*

Some programs of experimenation have been carried on in the past, but they have been limited in number, and since they are expensive, the majority of them have been privately funded or have received government grants.

It is impossible to offer a comprehensive view of all of the innovative programs that are being operated in this field of teaching, but a summation of a few of the more important ones in the Southwest will show the general trend or direction and the degree of their effectiveness. Currently in Texas we have one outstanding program that has initiated in its operation an effective approach to be used in bilingual schooling.

Laredo: United Consolidated School District—6500 pupils

3 schools participating—53% of pupils with Spanish surnames—One school with 94%—Started in 1964 in the first grade and will add one grade yearly until they complete the sixth grade.

System: Two-way Mixed Schools—Each language given equal time and treatment—Pupils made to feel strongly that they have a language to be proud of and a language that other students want to learn. Half-day to Spanish; Half-day to English.

Result: Spanish taught serves a "bridge" to learning English. Pupils have greater success in content areas and will not be in the position of one or two years or more of retardation. Each language is used to extend and reinforce the learning accomplished through the other. Pupils definitely happier than before.

Community Reaction: Anglo parents are excited about their children's new linguistic accomplishment. Mexican parents are pleased with their children's progress, since at all times they know what is going on and what is expected of them. Pride in both cultures exhibited (American eagle and Mexican eagle with serpent in its teeth on cactus plant in middle of lake displayed on the school's entrance.)

Others in Texas which deal with different aspects of this problem are the following:

1. *Del Rio.*—25,000 population—65% Mexican-American in the 7,500 scholastics—Garfield School doing experimental program with 800 pupils. Recently begun.

2. *Edinburg.*—Elementary Spanish Language Arts Program—577 pupils participating—Begun in 1965—70% of the population is Mexican-American—Special classes daily of 30 minutes per day—Child concept is being enhanced as a member of the group.

3. *San Antonio.*—90% of the scholastics are Spanish-Speaking—Average family has five children or more subjected to sanctions that affect learning—Research dealing with the development of audio-lingual skills as a basis for the development of reading skills.

4. *El Paso*—Jefferson High School—Use of English and linguistic training in Spanish and English to help the Mexican-American improve his pronunciation errors.

5. *Zapata.*—Pre-School level—Experimental program in the use of different methods and techniques for this level of teaching—(In Texas we have been holding pre-school programs in the summer for our Mexican-American children in which the local district pays half of the expense and the state pays the other half. Program successful, though it only touches 15,000 or 16,000 pupils each summer of the great number that enter the schools as six year olds in the fall.)

Such programs which emphasize bilingualism in any phase of its development should be utilized and expanded to meet local needs in differing areas.

Our nation cannot afford to waste any resource which is available to the advancement of our country and the contribution it can make to the rest of the world. By disseminating funds for the establishment of effective programs and encouraging the use of bilingual schooling in these programs as a basis for developing effective skills in English as a second language, they will be giving impetus to the breaking down of local prejudices against the use of Spanish by the Mexican-American pupils and will positively aid them in developing the full potential as effective members of our society. Such action would motivate the Mexican-American child to achieve an affirmative self-concept, take pride in his heritage and culture, give him the literacy for developing professional and vocational skills, and convert him into a more effective citizen who could make a valuable contribution to the nation even on an international basis. At the same time that he is succeeding in building an appreciation and skill for both heritages and languages, he would be helping bring about the union of two distinctive cultures within our schools.

While learning the skill in the mother language in the first years of school and learning to re-build the damaged "self-concept" through successful participation

in content areas in his own language, he would, at the same time, master skills in English for full participation in his school work. With such an arrangement he would be progressing through school without the grade retention of the present-day situation, and would be achieving psychological personal adjustment necessary to his contributions on national or international levels.

Furthermore, the passage of the bill could encourage the use of appropriate materials based on the special needs of these students to help them achieve pride in their heritage, as well as develop correct speech patterns and conceptual development. Materials in general that have had to be used up to now in this group are those that have been designed for children whose vernacular is English, and which in no way can be adapted to the needs, interests and cultural background of the Spanish-speaking group. Criteria such as the following should be used in the selection and preparation of materials:

1. They should take into consideration in their organization and make-up the vocabulary load that is possible to be mastered in a foreign language, and be constructed around basic structural patterns and forms.

2. They should take into account the emotional needs and the cultural background of the Mexican-American, and not be reflecting the present-high-middle class, Anglo-American background completely out of the realm of understanding of the Mexican-American children whose low socio-economic status have limited their opportunities for growth.

3. They should carry large numbers of illustrations which portray concepts and demonstrable actions and activities, as these pupils come from "restricted experimental conceptual backgrounds," and will need opportunities and practice in associating words to objects and activities that are meaningful.

4. They must have a step-by-step sequence of organization that will insure effective learning, since the low achievement expectancy level will make them become discouraged easily, and the step-by-step *experiences with success* will encourage them until learning *per se* can carry its own motivation.

5. They just insure, through their organization, the mastery of audiolingual skills as the basis for reading and writing development to insure the teacher of effective results in foreign language teaching—until opportunities have been given to the teacher for appropriate academic training and successful professional experience in this area of teaching.

6. They must be prepared by those who understand thoroughly the nature of language, the kinds of interference that come from one language to another, the relation of language to concept development, and the manner of language acquisition through the thought processes, as well as a basic understanding of cultural anthropology and methods and techniques of teaching.

Since the teacher's role is of such vital importance in helping these Mexican-American children overcome their various handicaps, it is necessary to consider the factors that most influence him in his task of teaching. The problem of recruiting teachers and of helping them in continuing their growth through in-service training workshops is an absolute essential in the early stages of implementing the programs. The special needs of teachers in this area is that of being expert in the Spanish language and knowing English correctly and well. Not only must they know the language, but they must be oriented to how language is learned and be able to motivate children in learning another language effectively. A knowledge of the interrelationship of language and of Hispanic culture is needed, and if the teacher is a native speaker of Spanish, he should be a worthy representative of it. Besides, the teacher in this area should be able to interpret effectively both the Hispanic and Anglo-American culture and be able to cultivate in his students a high respect for both.

A self-analysis should be made to ascertain the teacher's *attitude* toward Mexican-American children and his subconscious feelings or beliefs in regard to racial and national characteristics. He should not have the tendency to feel that those who are "culturally different" are also "culturally inferior" and must make sure that he does not believe that "culture in general" refers to the general culture of the dominant prestige group.

In general, training should be given to the teachers in this area relating to the following:

1. Sociological pecularities and cultural differences of the Hispano-American.

2. Psychological and Linguistic Principles applicable to the teaching of foreign languages to younger children.

3. Group dynamics in the basic education classroom with the emphasis of these techniques and methods that are effective with "Slow learners" as contrasted to the normal.

4. Selection and evaluation of instructional materials objectively to establish and maintain an effective English as a second language development.
5. Testing of linguistic skills with first emphasis on the development of audio-lingual development.

In the past, the recruitment of teachers for these children has been difficult, and getting teachers to stay on the job in these areas (usually slum areas) is even more difficult; usually a feeling exists that a transfer to an Anglo-American school is a promotion and improvement of teaching status.

CONCLUSION

The Bilingual American Education Act, S. 428, should be passed because of the pressing and urgent needs of Mexican-American children and the overpowering examples of failure in the past relating to this area of educational development. Programs must be established that are appropriate to the needs of these children and school districts must be given financial help in setting them up, since programs of this nature cost a great deal and local districts cannot maintain them without financial assistance.

Such programs will foster development toward bilingualism, where none existed before, making this type of linguistic development an asset and not a liability. The programs will place emphasis on the mastery of English so that Mexican-American children can participate effectively in school life and become capable citizens, utilizing the finest offered by both languages and cultures to obtain this lofty objective.

PREPARED STATEMENT OF L. L. BRUGGEMAN, VICE PRESIDENT AND MANAGER, INTERNATIONAL DIVISION OF AMERICAN BOOK CO., NEW YORK, N.Y.

Mr. Chairman, members of the Subcommittee:

I am L. L. Bruggeman, Vice President and Manager of the International Division of American Book Company, located at 55 Fifth Avenue, New York City.

I appreciate the opportunity to appear with our author, Dr. Faye L. Bumpass, before this subcommittee to speak in support of the Bilingual American Education Act, S. 428.

Let me emphasize that Dr. Bumpass is the foremost authority on bilingual educational programs in the United States and also on the teaching of English to Spanish-speaking students, particularly on the elementary school level. Dr. Bumpass, because of her wide experience with the education of Spanish children in the United States and Latin American countries, has an understanding of the curriculum requirements for the program your bill promotes.

In reference to the teaching of English to speakers of other languages, Dr. Bumpass' ability is also evident in the extensive use of her series, We Learn English and We Speak English, published by American Book Company for the elementary grades—not only in Latin America but in the United States and other countries of the world as well.

The American Book Company is proud of its success in the publication of books in English for speakers of other languages which are now used in over ninety countries of the world. We even have special Spanish editions of our books for students in Latin America—not only for the elementary schools but for the high schools as well.

One reason why the American Book Company is interested in this field is because one of its major areas of publication has been the field of language arts. Although the American Book Company was established in 1890, it dates its ancestry to the very first American textbook, the Noah Webster "Blue Back Speller" and to the famous McGuffey Readers. Its publications include penmanship from Spencer to Kittle and the Merriam-Webster school dictionaries. Also, its many famous series of English texts portray the changing curricula in the teaching of English and language arts from 1890 to the present day.

With the tremendous influx of immigrants to our country from 1900 to 1920, the most outstanding books for teaching English to immigrants as a basis of citizenship were those that we published.

Since the second world war, with the tremendous need for learning English throughout the world, we have become the foremost publisher in promoting American English. Not only is the American Book Company equipped with editorial specialists in the field of English for speakers of other languages but we are also editorially recruited for the preparation of books in Spanish. American Book

Company has been selected by the Modern Language Association for the preparation of the Association's textbooks, "Continuing Spanish I" and "Continuing Spanish II," published this year.

Naturally, our interest is in the education of all American elementary and high school students throughout our country and we are cognizant of the difficulties that prevail in the Southwestern states and elsewhere for pupils of Spanish background who come to school with little or no knowledge of English.

Mr. Chairman, I feel that the objectives of the Bilingual American Education Act, S. 428, provides the assistance required to develop the type of pilot projects which will be beneficial to the education of these pupils and, therefore, heartily endorse it.

I thank you for the opportunity to appear before you and this subcommittee.

Senator FANNIN. The next witness would be Mr. Joseph Monserrat, director of the migration division of the department of labor of the Commonwealth of Puerto Rico, New York.

We welcome you here today, Mr. Monserrat.

STATEMENT OF JOSEPH MONSERRAT, DIRECTOR, MIGRATION DIVISION, DEPARTMENT OF LABOR, COMMONWEALTH OF PUERTO RICO, NEW YORK

Mr. MONSERRAT. Thank you very much, Senator.

Senator FANNIN. Do you desire to read your complete statement?

Mr. MONSERRAT. The time involved in relation to the invitation did not permit me to finish a written statement. I would like to make a few comments from some notes, and perhaps I could submit a formal statement later.

Senator FANNIN. Well, Mr. Monserrat, you feel free to read the complete statement if you so desire, or you can digest it if you would rather.

Mr. MONSERRAT. Thank you very much.

For the record, my name is Joseph Monserrat. I am director of the migration division of the department of labor of the Commonwealth of Puerto Rico, and I appear before you in support of the Bilingual Education Act as proposed by S. 428, and I wish to thank the chairman and the members of the subcommittee for this opportunity to appear before you.

Much has been said regarding this bill and the value of contributions it will make toward securing more equal educational and ultimately, economic opportunities for the Mexican-American segment of our population.

I concur with all that has been said in this regard. This morning, however, I would like to add another dimension to the arguments favoring this bill. I should like to speak with you about the benefits that this bill will provide for some 1 million Puerto Ricans and children of Puerto Ricans presently residing in the continental United States. For while the bill mentions Puerto Ricans, I believe it is both necessary and of value for the subcommittee to have special information regarding the Puerto Rican population.

Before entering into this discussion, I should like to say a word about the Migration Division of the Puerto Rican Department of Labor and its work among Puerto Ricans residing in the United States.

The Migration Division was established by the Puerto Rican Legislature for the purpose of (*a*) helping Puerto Ricans who migrate from the Commonwealth to the States adjust to their new communities; and,

(*b*) to help these new communities adjust to their Puerto Rican neighbors. While the Commonwealth of Puerto Rico has no legal responsibility for those Puerto Ricans who become residents of other states, it has assumed a moral responsibility since it recognizes that people moving across cultural and linguistic boundaries will be confronted with and will help intensify existing community problems.

To meet its charge, the Migration Division maintains 10 offices throughout the United States and conducts eight programs which range from a farm labor program to an education program. My statement regarding the Puerto Ricans in the United States is based upon the work of the Migration Division in more than 200 Puerto Rican communities across the country over a period of two decades.

At the outset, I should like to say that I hold a firm belief that the bill you are considering is long, long past due. For I believe that with the signing of the Treaty of Guadalupe Hidalgo in 1848 the United States became a bilingual nation. If it did not become so in fact, then I believe that a strong argument could be made that this country assumed an obligation toward its Spanish-speaking residents, for not only did the Treaty of Guadalupe Hidalgo guarantee the property and political rights of some 75,000 Spanish-speaking residents of the area ceded to the United States, but the treaty also obviously intended to safeguard the cultural autonomy of this native population, by guaranteeing their right to retain their culture, language, and religion while automatically making them citizens of the United States if they did not leave the area within 1 year. And certainly the State of New Mexico recognized this reality to some extent when it recognizes both English and Spanish as the official language.

Another dimension of and responsibility toward bilingualism in the United States was added in 1917 when the Jones Act made some 1 million Puerto Ricans citizens of the United States even though their culture and language were Spanish.

I believe that S. 428 at long last begins to recognize the long-neglected obligation the Federal Government has for its Spanish-speaking citizens.

It is interesting to note that the United States is one of the few countries in the world in which a man can consider himself educated and speak but one language, this despite the fact that the United States has probably been the outstanding country in receiving thousands and millions of people who have spoken all of the modern languages of the world.

We might ask why we are monolingual. I think it was Walt Whitman who said once that this is not a nation but a teeming nation of nations. Consequently, we needed one tongue to bind us. And others point out that unlike other countries, the United States does not have many different-tongued neighbors close to it except, of course, in our border States. But I should like to submit that one of the reasons why we are a monolingual nation, and particularly in our eastern and central parts of the Nation, is because historically to be different from the United States has meant to be less than. And one of the first things that historical, second-generation Americans have done in attempting to become Americans has been to give up the culture, the language, the religion and sometimes even the names of their parents in order to become Americans.

I do not think we have ever measured the psychic cost of the melting pot. I sometimes point out that I am an integrated Puerto Rican. I was born in Puerto Rico. I am an integrated Puerto Rican perhaps because when I speak English, I do not speak English with a Spanish accent. And when I get my hair cut, I get it cut short. And on a Government salary, when I can afford it, I go out and buy a Brooks Bros. suit, so I act like and look like those around me.

But what this costs me psychically, no one has yet been able to interpret.

I am concerned, for example, with the fact that the No. 1 illness in the United States is mental and emotional illness, more than all other illnesses together, and I sometimes wonder how many of these folks suffering from these illness are second-generation Americans, who had to become carbon copies of something they were not, in order to attempt to be a part of a community.

Throughout major urban centers, particularly in the Eastern and Midwestern States of our country, I do not think we realize that an overwhelming majority of the 44 million immigrants to come to our shores from Europe learned to be Americans in foreign tongues.

The Jewish Daily Forward in New York, for example, is celebrating 70 years of existence. There was a time when there were five Yiddish newspapers in New York and many of the Jewish citizens and their children learned about America and learned to be Americans through foreign-language press.

Today in the United States, in New York, for example, we have two daily newspapers in Spanish; we have a television station, and we have some five radio stations broadcasting in Spanish. Over a million Puerto Ricans—or about a million Puerto Ricans—reside in all the 50 States. Puerto Ricans are a very young group. Our median age is 21.7 years and most Puerto Ricans have resided in the continental United States less than 15 years. We have no major second-generation yet. Eighty-five percent of all Puerto Ricans born in the continental United States are under 14 years of age. There are some 200,000 children, for example, in the New York City public school system, and since some 70 percent of the Puerto Ricans residing in the United States live in New York, I would like to give some of the New York examples as an example of what is affecting Puerto Rican children across the country. And let me state that Puerto Ricans live in all of the 50 States.

Now, education, of course, and educational problems must be seen in the context of the population affected by the problem. We should not view educational problems in a vacuum. Pupils have parents, live in neighborhoods, and so forth. The Puerto Rican population of New York was counted at 701,500 persons by the New York City Department of Health population survey of 1964. Our own division has projected that figure. We believe there are 765,000 Puerto Ricans living in New York now. Fifty percent of these are under 21 years of age. Puerto Ricans were the most youthful group in the population, as I indicated before, with a median age of 21.7. Puerto Rican nonwhites had a median age of 38.5; whites had a median age of 26.5.

The significant and the importance to us of the total education problem is the fact that the great majority of our next generation is now in the public schools and depending upon the kind and type

of educational benefits they will receive in school, will determine the future of this community and will determine whether or not we will be able to compete on an equal footing with our fellow citizens for the jobs and housing and other things which all Americans compete for together.

Puerto Ricans comprise 9.3 percent of New York City's population. That figure may seem small at times. However, because of the way the Puerto Ricans are distributed throughout the five boroughs of New York, they are much more formidable on a borough basis. Thus, for example, in the Bronx there are 242,000 Puerto Ricans and they comprise 18.5 percent of the Bronx population. In Manhattan there are 197,500 Puerto Ricans, and they comprise 12.8 percent of Manhattan's population. In Brooklyn there are 231,500 Puerto Ricans, and they comprise 8.9 percent of Brooklyn's population.

However, when we look at the youthfulness of the population, together with the residency patterns, this brings about an interesting situation insofar as schools are concerned.

For example, in the Bronx, Puerto Ricans constitute 34.3 percent of the public school population. In Brooklyn they represent 19.7 percent of the public school population. And in Manhattan they represent 34.5 percent of the school population. Actually, in Brooklyn there are 78,961 pupils of Puerto Rican birth or ancestry, the largest numerical number of any borough.

On a citywide basis, Puerto Ricans have increased steadily from 1957, when there were 128,980 pupils or 13.5 percent of the public school population, to 1966, when there were 226,614 pupils or 20.9 percent of the total school population in the city of New York.

In 1966, among elementary school pupils, Puerto Ricans were heavily represented in Manhattan where 34,978 pupils represented 37.2 percent of Manhattan's elementary school population. In the Bronx elementary schools 47,661 Puerto Rican pupils comprised 38 percent of that borough's elementary school population, and in Brooklyn 50,467 Puerto Rican pupils represented 22.4 percent of Brooklyn's elementary school population.

Now, pretty much the same proportions, or percentages, that is, exist in the junior high school levels, although the numerical numbers are reduced by about a third.

In the high schools the figures are less directly related to population, for here we begin to get dropouts in greater numbers. We can see a pattern of a greater percentage of Puerto Rican pupils in the vocational high schools as opposed to academic high schools than we find among those that the board of education terms "others"—meaning non-Negroes and non-Puerto Ricans.

Of the 39,971 Puerto Rican pupils in the public high schools, 11,804, or 29 percent, were in vocational schools. This contrasts with the "other" population which has 164,361 pupils in the public high schools, of whom 17,265 or 10 percent were in vocational schools.

We at the migration division are in the process of preparing a study of students who entered the high schools of New York City in September of 1962, most of whom were slated for graduation in June 1965. While our findings are preliminary, we can still state that of about 71,000 who entered the 10th grade of high school in 1962, only about

44,000 graduated. This represents a loss of about more than 26,400 students or some 38 percent of our high school group.

Some of these students may have transferred to schools outside the city; some of them may have transferred to private or parochial schools, but we believe that by far an overwhelming number of these students were dropouts, youngsters who will receive their education on the streets of New York rather than in the city's schools. In the three school years between 1962 and 1965, the New York City high schools lost better than 38 percent of their students.

It is interesting to break these figures down to see how this loss of students from high schools is distributed. I must emphasize at this stage our findings are only preliminary. Nevertheless, we estimate that of about 6,000 Puerto Rican students who entered the 10th grade of high school in New York City, about 50 percent were lost by the 12th grade in September 1964. We must assume that even more were lost by the time graduation came about in June of 1965.

I have other statistics here, Senator, which I will include in a more formal statement and in the interest of time I am going to eliminate for the moment.

Senator FANNIN. Your other materials will be placed in the files of the subcommittee.

Mr. MONSERRAT. The point that I want to make is just one more in relation to this, and that is that if we really want to see how bleak our educational system really is, I told you that more than 60 percent of the students who entered the class of 1965 never graduated, but let's take a close look at the lucky few who did graduate and see how they did in terms of diplomas they received.

Now, we all know the value of an academic diploma. It says that you completed your course of study and that the course consisted of subjects that are rated as important in our society—social studies, English, algebra, chemistry, and so forth. An academic diploma will get you into college, if you meet the college's other requirements.

On the other hand, if you are not college-bound but wish to start your career in commerce as a secretary, you might aim for a commercial diploma. This says that in addition to certain academic courses, or in substitution of these, you took courses such as shorthand and typing, skills necessary to enter the commercial market. But there is one other type of diploma, too, granted by the New York City high schools, and that is a general diploma. Now, educators usually agree that a general diploma is worthless; it is nothing more than a certificate of attendance and it does not even mean you attended regularly. It is frowned upon by business and industry because business knows that there is little education backing it.

Preliminary findings of our study show that of about 42,300 diplomas received by the high school class of 1965, only about 19,400, or about 46 percent, were academic diplomas. About 2,900 were commercial diplomas, or about 7 percent. And more than 18,400 of the diplomas that were granted by the city's high schools in June 1965 were general diplomas.

Now, I take this to mean that about 43 percent of the students who did graduate received diplomas empty of any educational meaning. They did not receive diplomas of impact because they did not receive an education of impact. And part of the reason for this is that teachers

have not been able to communicate to their students and with their students.

The further problem has been stated here several times by previous speakers, and I simply want to underscore it.

In Puerto Rico, Senator, a child in school is a child. In the schools on the continent he is a Puerto Rican child. Is a child who, because of the fact that his parents have and did teach him Spanish in order to educate him, in order to communicate with him because this is his language, enters into a school system and enters into a situation in which he is being asked to depersonalize himself. In reality, what we have in many instances is children who are illiterate in two languages; they neither know Spanish nor English.

I indicated before that I believe that the psychic costs of this language problem have not been measured. And I submit to you that there is a great many, not only for educational purposes, which are basic, but even beyond that for mental health and for emotional stability, to be able to make persons equal in classrooms, because at this moment to speak Spanish, to speak a second language, is not seen as the asset and value that it is but rather it is seen as—and children are made to feel that this is—something negative. And the result is that not only do they see this occurring to them, but as has been stated here before, and I again wish to reinforce it, their parents are seen as the cause of their problem, and their parents are seen as the ones who taught them Spanish, who taught them how to eat rice and beans and who live in poor neighborhoods because they do the dirty work that other people will not do because they make contributions to the city, but nonetheless these children are placed in a rather difficult, if not impossible, position. And I believe that this is not just true in New York.

I would like to read just two sentences here from a Boston paper that tell a story of a young boy who said:

> He helped the new girl, recounting the story of Margarita's first day as a Puerto Rican newcomer in a Boston classroom. "The teacher, she could not speak Spanish," he explains. "And the new girl, she could not understand English. So while the teacher spoke I turned around and whispered in Spanish so that she could understand." And the story he tells us being told by other children, too, as an increasing number of Puerto Rican families move into Boston and their children move into a school system that is not prepared for them.

Now, I can indicate from my own experience and the experience of our Division that this is true in Chicago; Philadelphia; Cleveland; Gary, Indiana; Los Angeles; San Francisco; and so forth. Therefore, I want to highly recommend this bill to the committee and the sponsors of it because I believe not only will this bill be of value and importance to a large segment of our community, but I also believe that it is going to have a great impact on our international and foreign relations, because as I travel around, we in the United States give the impression that we have very little use for languages other than ours, and that we have very little use for cultures and values other than ours. And I believe that if we are to win part of this cold war around the world, one of the things we will have to tell the people of the world is that we do, in fact, respect them and recognize that difference is difference and it does not mean better; it does not mean worse. I believe this bill will help achieve that. Thank you.

Senator FANNIN. Thank you very much, Mr. Monserrat. I do feel that you should realize that this is the melting pot of the world, and that we are very proud that we do have so many countries represented in our population, and they have become Americans.

I have not found the problem in Arizona that you have explained exists in many other areas, that the second language is not an asset. Spanish as the second language in my State is very much an asset in governmental affairs, in business and industry.

For instance, in the stores of Tucson, Ariz., most of the clerks are required to be able to speak Spanish, understand Spanish. And, of course, the peso is accepted readily, Mexican peso.

So it is evidently different than it is in many of the areas where you have traveled. I did not realize in southern California this would not be the same as in Arizona because I have considered that in the Southwest we have somewhat similar circumstances.

Mr. MONSERRAT. You are so close to Mexico in certain areas.

Senator FANNIN. That is right.

Mr. MONSERRAT. I do not wish to imply that a second language is not an asset. What I am saying is that for a child entering school with a second language, that is not an asset for him. That is, it could be but it is not used as such, and this is what we are concerned about.

Senator FANNIN. I see, and this is what we are trying to overcome by this legislation in order that we will have the child receive an opportunity. Do you feel that the first five grades would be sufficient in this regard?

Mr. MONSERRAT. I certainly think they would help. Everything that is known about language so far demonstrates that children at an early age can and do handle two languages. I believe there is something even beyond this, though, Senator.

I believe that this is the age where a child begins to appreciate and have some values or lack of values about himself. And I think that too many children have a very negative self image which is constantly being enforced by a whole new language.

When I was a kid I used to be called a "Spic." They do not have to call me a "Spic" any more because that is too derogatory. Now they can refer to me as culturally deprived, socially disadvantaged or a product of cultural poverty, but they mean the same thing. And the emphasis has been placed and the onus has been placed upon youngsters who simply and solely because their mother tongue is not English, they are made to feel—and this is not the theory, we see it every day—they are made to feel inferior with their peers and consequently inferior about themselves. And I believe if we can change this and create a mutual respect among peers in these first five grades, we will not only be doing a better education job; I think we are also going to be involved in the mental health business.

Senator FANNIN. Well, I agree with you that a great deal can be done in this regard. Of course, I feel that if we motivate these children—and we must motivate them by letting them have the opportunity to learn the skills that will give them confidence, and that, of course, involves a good utilization of the English language.

Mr. MONSERRAT. Absolutely.

Senator FANNIN. So I am very strong in my opinion that we should not let them lack in their training in this regard. And I am concerned that perhaps when we do attempt to overcome this problem, that we must be very careful or we will create another problem; that they will not see the great need for learning the English language.

Mr. MONSERRAT. Senator, this may be so in some places. I have very serious doubts about it, and I will tell you my reasons why.

I was born in Puerto Rico, and when I went to school I only knew Spanish—like many others. But a youngster does not want to be different and youngsters who speak a foreign tongue have two ways out. They either attempt to negate themselves and their parents and try to forget completely what they are and come over to the other side altogether, or they retrench within the group and become more so as a means of defense. I believe that the naturalness that would exist when the whole climate around a language is finally settled and there is no value judgment attached to it, as there is now, that it will be much easier to learn English. As a matter of fact, Puerto Rico was mentioned here before. When English was used as a—was forced on Puerto Rico by a misguided policy in which reading and writing and arithmetic were going to be taught in English, children learned by rote and they learned by rote to a point where they really did not learn. And we have a history of this. Since they changed this system, Puerto Rico is rapidly becoming a bilingual country. More people speak English in Puerto Rico now, and the number will continue. And I firmly believe within the next quarter of a century, because we have a dual situation around us, that we will almost become a completely bilingual island. And I think the desire to and the need to speak English is there, and I do not think that we will do the opposite. I think it is something to be concerned with, but I do not actually think it will occur.

Senator FANNIN. Well, I certainly hope you are right. And I think we have valued by some of your experience and background in coming before us and answering the questions and giving the information that you have given.

I was curious about the program that you discussed in the first part of your testimony, that you are financed, as I understood you to say, by the Department of Labor of the Commonwealth of Puerto Rico.

Mr. MONSERRAT. That is correct.

Senator FANNIN. In eight different areas of the United States.

Mr. MONSERRAT. We have 10 offices.

Senator FANNIN. Ten offices.

Mr. MONSERRAT. Our headquarters are in New York. We have offices in Boston, Chicago, Cleveland, Philadelphia. We work out of and into California. We do not have an office there. We have an office in Newburgh, Rochester, New York, and we run, as I say, eight programs. The government of Puerto Rico through the budget of the department of labor provides the funds for our operation, and we conduct an employment program. We place about a thousand people a month. We conduct a farm labor program under which some 20,000 Puerto Rican agricultural workers harvest the crops in some 14 States under a contract which we negotiate with the growers, a contract which,

incidentally, has formed the basis of Senator Williams' agricultural package. This contract calls for many things that growers say are not possible, minimum wages, workmen's compensation, insurance programs, et cetera. The program has grown constantly and continuously and continues to grow. We run a committee organization program because we believe our people have to learn our function in the society in which we live where things are done with groups. We run an identification and documentation program because we find that, unfortunately, there are still some of our fellow Americans who do not know their history and do not recognize Puerto Ricans as Americans when they have the history and do not recognize Puerto Ricans as Americans when they have the Spanish birth.

Senator FANNIN. Well, now, do you integrate your programs with the States? In other words, the employment service agencies in the States and also work with the U.S. Department of Labor?

Mr. MONSERRAT. We work very closely—as a matter of fact, the Puerto Rican Bureau of Employment Security, the Puerto Rican Employment Service, is affiliated, with the U.S. Employment Service, and like all other States.

Senator FANNIN. Well, why I ask these questions, I was rather concerned that you find it necessary to carry on a program like this in our country, now your country, too.

Mr. MONSERRAT. Well, sir, I could not agree with you more, but the reality of the fact is that our experience has demonstrated—you see, we were told—now, I better not say that. I might get in trouble, and I do not mean it the way I would say it.

Some Spanish-speaking communities have received special services that they need. The Puerto Rican communities did not.

Senator FANNIN. I see.

Mr. MONSERRAT. Nor did other Spanish-speaking communities in our country. I think that little by little we are beginning to help some of the agencies understand how to work with our people. We work closely with them. We are not—and we do not attempt to in any way, shape, or form take over the responsibility of agencies in any State. Our job is to help these agencies be able to develop programs which will permit them to provide Puerto Ricans with services equal to the services they develop, but sometimes because of language and cultural differences, it becomes difficult.

Senator FANNIN. Do I understand, then, that you would like to work yourself out of a job?

Mr. MONSERRAT. That is the philosophy of our agency.

Senator FANNIN. Fine.

Well, thank you very much. If there is anything further you care to say, you can place it in the record. Thank you very much for being here with us.

Senator FANNIN. The next witness will be the Reverend Puro de Jesus Juarbe, chairman of the Coordinating Council of the Spanish-Speaking Community in the Metropolitan Washington area.

Reverend Juarbe, is that the way your name is pronounced?

Mr. JUARBE. Juarbe.

Senator FANNIN. Fine. We are very pleased to have you with us, and you can either read your full testimony or you can adjust it. It will all be placed in the record, if that is your desire.

STATEMENT OF REV. PURO de JESUS JUARBE, CHAIRMAN, COORDINATING COUNCIL, SPANISH-SPEAKING COMMUNITY, METROPOLITAN WASHINGTON, D.C.

Mr. JUARBE. I have an adjustment made which I prefer to read.

Senator FANNIN. You may proceed.

Mr. JUARBE. Mr. Chairman, members of the subcommittee, guest, ladies, and gentlemen.

It is a great privilege for me to come here in support of the amendment of S. 428 that seeks to include bilingual education in the Elementary and Secondary Education Act of 1965.

This amendment is past due because the Spanish-speaking population of this Nation is increasing at a great pace. There are between 50,000 and 100,000 Spanish-speaking people in the Nation's Capital alone.

In order to help you understand the situation of this minority in our country, we must draw the curtain to the true fact of their daily life.

Sometime during the month of May I went to visit one of our neighborhood stores. While I was shopping I heard a lady talking to her son. "It must be here," she said. "It must be here." She was speaking in Spanish.

I asked her, "Lady, what are you looking for?" She said, "Something that is green on the outside, yellow on the inside and has seeds." And I said in Spanish to her, "That sounds like a pumpkin." She said, "That's right." And you could see the joy all over her. She could not ask anyone in the store because she could not speak English at all.

These same people have two, four, six, eight, and even 10 children at home, and more than half of them of school age. These parents are not capable of assisting their children in their homework. They believe that it is up to the teacher in school. The teacher in school does not understand a word of Spanish so they have to depend on the bilingual students, which number is small.

These children who do not speak English will communicate only with Spanish-speaking boys or girls. This goes on all through the school year.

Some teachers would rather promote a student and give the problem to the next teacher, but the student is not better off.

Dr. Manuel Gonzalez, our education coordinator in the United Planning Organization, has supplied me with the following information on a survey done by him. But first let me read to you a letter sent to Dr. Gonzalez by Mr. Winston E. Turner, principal of the H. D. Cooke School, and I quote:

> DEAR DR. GONZALEZ: Enclosed are the results of the study that we conducted in the H. D. Cooke School of the children who came from Spanish-speaking homes.
>
> You will see that we do indeed have many Spanish-speaking children. Many of them seem to have been seriously hindered by their lack of mastery of the English language.
>
> We hope that you will be able to help us provide some help for these children and look forward to working with you.

Now, let me give you a little information on the survey done by Dr. Gonzalez.

I am going to read just a few, not all, because I have here information from 178 children, Spanish-speaking children, from two schools alone in the District. These, I know, do not include all the children in these two schools, because it happened that my two daughters go to one of these schools, and they are not included in this survey for some reason. I presume there are at least 200 Spanish-speaking pupils in the District schools.

First, Victor Larranage, from Cuba, third grade. The observation of the teacher is "child will not try to speak English."

Another one from Puerto Rico "mature but hindered by inability to speak English."

Israel Rivera, age 6: "Little progress, perhaps because of language handicap. Has language difficulty. Just beginning to progress."

I have three children here in sixth grade, and this is the observation of the teacher: "Jose is anxious to master English. Works with Mrs. Hopkins (first grade) in reading. Has a fair command of English. Comfortable in room."

Walter Toledo: "Has been here for 6 years, but has made very little progress." Six years means from first grade to sixth, and this young boy has not made any progress at all.

Miguel Zaldivar from Cuba: "Progress and adjustment has been slow. Goes to first grade for reading." This is in sixth grade.

The last one I will direct to you is Maria Rivera: "Maria does not seem to be adjusting very well. She is very shy and will not play with the other children. She makes no attempt to speak the English language."

This, Mr. Chairman, is one side of the story.

On the other side we have cases of Spanish students that have been degraded because of the lack of English.

For instance, a sixth grader had been sent to fourth grade, and an eighth grader to sixth grade. Through this simple report you may see the importance of the passing of this bill.

We strongly recommend the approval of the legislation introduced by Senator Yarborough because it comprehends these problems and acknowledges the need of taking advantage of the language spoken by its beneficiaries, in order to develop at the same time their education, with a lower pedagogic and social cost.

On the other hand, we feel that such legislation should be applied to all Spanish-speaking people living in this country, regardless of their national origin.

Thank you.

(The prepared statement of Reverend Juarbe follows:)

PREPARED STATEMENT OF REV. PURO DE JESUS JUARBE, CHAIRMAN, COORDINATING COUNCIL OF THE SPANISHING SPEAKING COMMUNITY IN THE METROPOLITAN WASHINGTON AREA

I. SPANISH-SPEAKING POPULATION IN THE WASHINGTON METROPOLITAN AREA

There are more than 5,000 Spanish-speaking people in the Metropolitan Washington Area. Concentration of this population: Washigton, D.C., especially Census Tracts—27, 28, 39. Maryland, especially the zone near the D.C., Virginia, Arlington, Alexandria, Fairfax, Falls Church, etc. Many of these Latin-Americans have become a permanent part of this Nation, sharing the same duties with the American-born and, therefore should also share equal rights.

The greatness of this Nation is being the product of a society which, for many years was setting new frontiers and enjoying the immigration from many other countries.

The Spanish-speaking Community has grown in such a manner, that it has become necessary to take it into consideration. The facts that only within two census tracts (27 and 39) there are numerous Latin American families, and in only two schools within the Cardozo Area, more than 26% of the children are Spanish-speaking, demands from the Government a special attention towards this group care of, the same way it is being done in New York, Philadelphia, Chicago and other cities of the South.

II. SOCIAL SITUATION OF THE SPANISH-SPEAKING PEOPLE IN THIS AREA

Many are the reasons that have caused the Latin-American immigration in recent years: some of them are so obvious, as in the case of Cubans, that it is not necessary to mention them. This people require a great deal of understanding and, in order to achieve this, it is necessary to get acquainted with their problems and the origins of same, which are, but those faced during their childhood and youth. Such problems have to influence, necessarily, their attitudes. In their countries they left their families, their customs so different from those of this Country. In this Country they faced several troubles: a language so different from theirs and, therefore, difficult for them to learn; dismay, homesickness, economic instability, comple of inferiority, etc.

The majority of these people are poor. No knowledge of the language, no training for any type of technical position, no social culture, keep them from getting the help necessary from the existent programs. But the problem of the children and Youngsters is even worse.

III. THE NEED TO DEVELOP AND CARRY OUT SOME PROGRAMS IN THE ELEMENTARY AND SECONDARY SCHOOLS FOR THE SPANISH-SPEAKING BOYS AND GIRLS

Our goals and philosophy.—It is not at all necessary that the teaching of Spanish speaking boys and girls in schools shall have different purposes and aims than the teaching of the boys and girls of the general English-Speaking population, but we think that as these Spanish speaking boys and girls must compete in the general society, they must be equipped for so doing.

IV. OUR SPECIFIC PROBLEMS

Many Spanish-speaking boys and girls grow up with a very limited amount of deliberate teaching given them by their parents. Parents, because of their limited education have very inadequate ability to transmit important knowledge to their offspring. As there is a lack in the familiar teaching, there is incidental learning picked up along the way.

In this new program there is need for teachers getting some knowledge of what these boys and girls are like. They must know their needs educationally and socially, and something of the culture from which they come. And basically to know the needs means to know the characteristics they possess as members of a different ethnic group. Knowing this, we have a mandate to share the content and methods of instruction in the best manner *To Absorb Teaching* offered to them.

What has the life of mobility given Spanish speaking boys and girls which other boys and girls do not have?

What do they not possess because they live apart from the mainstream of American life?

What is the effect of their particular cultural patterns upon these boys and girls?

What major consideration of our known learning patterns must be brought to bear in the education of these people?

V. LEARNING TO LIVE WITH THE GROUP

One of the very important things with Spanish-speaking boys and girls is learning to live with the group.

In a democratic society we feel that it is important for every person to be prepared to take his place in that society. Among other things, this involves the ability to think. Thinking is a process best associated with groups. By expressing ideas and concepts within the group, the individual is helped by the group to see the fallacy or the reasonableness of his ideas and concepts.

The ability to think is not developed best by man in isolation, It is necessary to participate in group processes in order to develop the capacity to think and to carry on the thinking process once the ability is developed.

The thinking ability is important to man because it allows to figure out ways of doing things. Early in the history man found that the combined thinking power of two or three people was more effective than the wits of one man alone. But for that purpose, the Spanish-speaking children and Youngsters had one big barrier: the language, and the language is most important for communication. That is the reason why the Spanish-speaking children and youngsters are poor in the capacity for group activity, and combining their skills in thinking will be one of the least of their practices.

VI. THE NEW PROGRAM AND THE PERSONNEL

In the kind of new programs that Spanish speaking boys and girls need, teachers will plan experiences that are learning situations for the development of the ability to think creatively together. This new program will act as a "Remedial School". The personnel of this program will serve this people in much the same way as the local School board serves the community schools. It can serve in a leadership capacity, helping the community people to possess attitudes.

VII. THE HEAD OF THIS PROGRAM

Cooperating wtih the community groups interested in the Spanish-speaking problems.

Helping teachers in understanding the needs of those boys and girls and how to meet these needs.

Helping teachers find *usable* materials and teaching aids suitable for use with these boys and girls.

And *active*, sincere interest on the part of the head of the program will be important to the success of this program. If enthused himself, he normally can enthuse his teachers and the community in support of the school program for the Spanish speaking.

VIII. SPECIAL TEACHERS FOR THIS PROGRAM

This new program will include frequent Teacher Meetings in which the Daily observed problems of these boys and girls can be discussed and ideas exchanged.

All who are experienced in working with the IMMIGRANTS agree that teaching them requires all the skills and understanding needed in teaching other people, but with the immigrants the demand is "more so".

IX. QUALIFICATIONS OF THE TEACHERS IN A NEW PROGRAM

The teachers for this new program concerned with the Spanish-speaking boys and girls need:

Know the language and be familiarized with the culture of these people.

Ability to teach in remedial situations.

Possess patience and understanding.

Willingness to work harder than in regular school situations.

Be willing to have lower goals than with a general population group.

Ability to avoid friction or conflict which prompts immediate and often lasting withdrawal by these boys and girls.

Possess ability, creativeness and willingness to create much material of their own because regular textbooks are not geared to accomplish many of the things these people need.

Must be filled with an abundance of love for humanity, and be able to give generously and honestly to these boys and girls.

Ability to recognize the need for social maturation and vocational skills training as well as general academic skills.

A sense of humor to cope with the apparent lethargy of many of this boys and girls and with their discouragement than often require new methods or solutions.

Knowledge and appreciation of both the culture of the immigrants and the English culture to assist in creating an ability for transition from culture to culture.

Willing to give extra time for visits to meet and know the families.

Understand the need among these boys and girls for experience learning.

Be willing to work with these boys and girls not on a comparsion basis of what is done in a regular school but with each boy or girl as an individual challenge.

These boys and girls are very affectionate and should be treated accordingly. They have a great love for pretty things.

Must understand the very close personal tie in the families of the Spanish speaking groups.

X. ENROLLING SPANISH SPEAKING BOYS AND GIRLS IN THIS NEW PROGRAM

The most important consideration in this new program which will want to serve these boys and girls, is an attitude of acceptance on the part of the community and the other students. The school will be advertised widely. Articles about the new program in the local papers and advertisements on the radio and T.V. This will help inform the local community. Planning for this warm welcome begins before the boys and girls arrive. It involves the organization of the materials to be used, the classroom environment, the daily schedule and the selection of class activities. Most of the Spanish-speaking boys and girls need a little time and privacy on the first day. Invite this people to select a book from the library table and materials in the various work-centers of the school rooms. This gives them a chance to feel their way in a new situation.

It is also to be expected that Spanish-speaking boys and girls may be at different levels in the different areas of learning. A child may be at his normal level in Arithmetic, lower by some grades in reading skills and still lower in writing skills. As a new program the principal task is to assist the child in those areas more needed.

XI. FOR THE KIND OF NEW PROGRAM THE SPANISH SPEAKING NEED

All books and materials will be selected by the teachers, and the teachers given freedom in the selection of the things they need as teaching tools.

Planning for educational activities for the class must be done as far in advance as possible. It is true that often the best planning will not be suitable for use with group assigned to the teacher. However, the preparation will always serve in some measure, and it will make materials available for use even if they are used differently than originally intended. This implies that there will be much individual attention given to each Spanish boy and girl in order that this need may be met.

We strongly recommend the approval of the legislation introduced by Senator Yarborough, because it comprehends these problems and acknowledges the need of taking advantage of the language spoken by its beneficiaries, in order to develop at the same time their education, with a lower pedagogic and social cost. On the other hand, we feel that such a legislation should be applied to all Spanish-speaking people living in this Country, regardless of their national origin.

Senator FANNIN. Well, thank you very much.

Are you in agreement with the statements made previously that the first five grades are the important grades in carrying through the program?

In other words, do you feel that if in the first five grades there is a concentration on changing the child over to be able to absorb and work with the English language you would accomplish this objective?

Mr. JUARBE. I believe that this education should be coordinated. In other words, it should try to lead the child as he comes, for instance, from second, first grade. The student should be taught in Spanish as well as in English until he gets to the point of coordinating education and this child can cope with both languages.

Senator FANNIN. Well, you have heard the previous witnesses state that in some cases, for instance, they would have the same textbook and they would study—after perhaps the second or third grade they would study in the morning with the Spanish textbook and in the afternoon with the English textbook with the same material included.

Mr. JUARBE. Well, this should be tested.

Senator FANNIN. Well, what recommendations do you have in this regard?

Mr. JUARBE. My suggestion is that the child, if he comes from a Spanish background, and if the parent cannot help him in the home,

What would you say would be the best way to achieve this objective? then he should be taught in Spanish and in certain things English as well. But there must be a time to do it.

Senator FANNIN. But you agree if they are going to compete in this society, that it will be necessary for them to acquire an ability in the English language?

Mr. JUARBE. That is right, yes.

Senator FANNIN. At the same time you recommend that they continue on with their Spanish language as far as their training is concerned.

Mr. JUARBE. That is right.

Senator FANNIN. So it is giving them the opportunity to be bilingual which will also give them greater chances to compete in the labor market.

Mr. JUARBE. That is right. I have this problem at home. My children, of course, I take time to help them in their schoolwork. But if I couldn't take that care, particular care with them, then my child will not be able to speak Spanish at all or English fluently. See?

Senator FANNIN. Yes.

Mr. JUARBE. This is the only way that we can avoid that, to coordinate both languages as they go along.

Senator FANNIN. You feel this should be done beyond fifth grade?

Now, they could still continue their work on a language, but you would not have this dual educational program beyond fifth grade?

Mr. JUARBE. Well, I do not know how far this bill will reach. I do not know if this will——

Senator FANNIN. Well, the question is do you feel that the child by the time he or she has passed through the fifth grade will have acquired the ability then to go on under normal circumstances in the classrooms that would not be specifically for a dual language purpose?

Mr. JUARBE. This has to be seen, you know, when we get to that point. I really cannot suggest anything on that point.

From the first grade to the fifth, there is quite a good chance for the bilingual student to catch up, but still—I do not have any suggestion as far as the fifth grade is concerned.

Senator FANNIN. I see. You want to build confidence in the students, motivate the students and help them acquire the ability to go into the regular classes in English at the earliest possible time and still continue with their work, if they so desire to concentrate on their second language, whichever it is—in this case their Spanish language, for their future work and for their opportunities.

Mr. JUARBE. Yes, sir.

Senator FANNIN. Well, thank you very much, Reverend Juarbe.

Mr. JUARBE. Thank you for this opportunity.

Senator FANNIN. If there is no further testimony at this time, the hearing will recess, and we will reconvene at 10 a.m. in the morning.

(Whereupon, at 1:20 p.m., the subcommittee recessed, to reconvene tomorrow, Friday, May 19, 1967, at 10 a.m.)

BILINGUAL EDUCATION

FRIDAY, MAY 19, 1967

U.S. SENATE,
SPECIAL SUBCOMMITTEE ON BILINGUAL EDUCATION OF
THE COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:20 a.m., in room 4232, New Senate Office Building, Senator Ralph Yarborough, presiding.

Present: Senators Yarborough, Kennedy of New York, Murphy, and Fannin.

Committee staff present: Gene E. Godley, counsel to the special subcommittee; Robert O. Harris, counsel to the labor subcommittee; Allan Mandel, professional staff member; and Roy H. Millenson, minority clerk.

Senator YARBOROUGH. The Special Subcommittee on Bilingual Education will come to order. We will resume the hearing on S. 428 to provide assistance for bilingual American educational programs.

I have an announcement to make: Since the hearing yesterday, Senator Murphy of California has announced that he desires to be added as a cosponsor of the bill. That occurred since yesterday's hearing. So, Senator Murphy of California has been added as a cosponsor.

There will be a slight change in the order of the witnesses, due to the fact that one of the witnesses has to leave, and, Mr. Sweetland, who was to have been first, has announced that he will defer to Dr. Carr. So the first witness will be Dr. William G. Carr, executive secretary of the National Education Association, and secretary-general of the World Confederation of Organizations of the Teaching Profession.

Dr. Carr, come around, please.

STATEMENT OF DR. WILLIAM G. CARR, EXECUTIVE SECRETARY OF THE NATIONAL EDUCATION ASSOCIATION, AND SECRETARY-GENERAL OF THE WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

Dr. CARR. Mr. Senator, good morning.

Senator YARBOROUGH. We welcome you here. You are no stranger to the full Labor and Public Welfare Committee or to the Educational Subcommittee.

This is a subcommittee with a new name but with the same actors up here. The same principals are listening to you. We welcome you back.

Dr. CARR. Thank you, Mr. Chairman.

I think I ought to say a word of appreciation to you for really heroic efforts to continue these hearings today in view of a very long and I am afraid rather tiring plane trip. Getting back here at all hours of the morning and still being willing to proceed with the hearing is a real contribution and a real sacrifice. We very much appreciate it.

Senator YARBOROUGH. Thank you, Dr. Carr, but we attempt to schedule these hearings when someone from both parties can be represented and preferably on days when we can have a good attendance. Sometimes it is a little bit difficult to fit in our schedule.

We had planned on hearings for last week, but other matters in the Senate preempted those days and we had to postpone them. But we do hope to move forward as rapidly as possible and have a full exploration of this matter before we submit our findings to the subcommittee and to the full committee.

Thank you.

Dr. CARR. Mr. Chairman, Senator Fannin, I have a brief statement here which I would like to read.

I am secretary of the National Education Association of the United States, and in that capacity I appear in vigorous support of what you are trying to do through S. 428. Teachers welcome the growing sensitivity of the Members of Congress to the special problems of the Spanish-speaking children in the schools across the Nation. This problem is particularly acute among the Mexican-American children of the Southwest and among the Puerto Rican and Cuban children, many of the latter being refugees on the eastern seaboard and the Gulf Coast.

The educational profession in the Southwestern States has taken as you perhaps know, a strong lead to arouse the whole profession across the Nation. The affiliated State education associations of California, Arizona, New Mexico, Colorado, and Texas have studied this problem, have sponsored regional meetings, have persuaded State legislatures to act, have published many articles and reports—some samples of which we have if you want to see them—and have given attention to the theme in innumerable local discussions and staff meetings.

It has been discussed at the meetings of the board of directors of the National Education Association and elsewhere.

A great deal of benefit is already accruing to Spanish-speaking children and local compensatory programs from the Elementary and Secondary Education Act of 1965. But the scope and special nature of the problems faced by these children require, we think, specific added attention. We call this presence of vast numbers of Spanish-speaking Americans a problem—but it can also be a great opportunity and a potent national asset if we will but develop it as such.

You have received, I think, impressive testimony on the problems created by enrollment in school of children whose family language is Spanish, but who come to schools which are Anglo-American in their orientation and tradition, with teachers and administrators and school boards largely drawn from our Anglo-American population, and with texts and instructional materials designed by and for the Anglo-American majority. You will hear from Mr. Sweetland and Professor Guerrero in further detail on these and other points. I would

like to say that the extent of this problem is greater than most Americans realize, both in numbers of children involved and in the shortages of educational and social programs. Failure to provide equality of educational opportunity is a tragedy in the lives of several million Americans from Spanish-speaking homes. And we are determined, as I believe you are, that this failure shall not blight another generation. The legislation which you consider here, we believe, will strengthen the ability of local school districts to deal with this problem. And, you are going to hear, I believe, how the new techniques of instructions offer promises of sound results as you assist local districts to institute and fund bilingual instruction by bilingual teachers.

In my brief testimony here I want to emphasize another point in favor of your proposals. Over the years I have had close association with the teachers organizations of Central and South America, and, I might add for that matter, of the entire world. I know the leaders of these organizations pretty well, as well as many individual teachers and officials in their ministries of education. In the light of this knowledge I can say that we have in our Spanish-speaking populations a highly valuable asset which is now largely wasted. Our European and Asian nationality groups immigrated to North America. These immigrants have, on the whole, made a distinguished record. Nations overseas look at that record and they share in the glow of success which has been attained by their sons and daughters in North America. But among the Spanish-speaking nations to the South, a region vital to our own future, we do not offer the same vision of opportunity and success. Overwhelming proportions of the Latin-American residents of the United States are below the poverty level. They lag seriously behind other immigrant groups in educational attainment. They provide a percentage of our teachers far below their proportion of the population. Yet they do possess a culture of their own, available and extensive. And the two great cultures—Spanish-American and Anglo-American—have much to learn from each other as they meet in the vast area from Texas to California. But we have not related very successfully to each other on a person-to-person or a culture-to-culture basis. This fact is known by the citizens of the countries to the south of us.

My hope is that within another generation we shall turn this so-called language problem into a great advantage. A first step and a long one can be the provision of full opportunity in American education for the sons and daughters of Hispanic America. I hope, too, that millions of Spanish-Americans will learn to read and write their own spoken language instead of suffering the functional illiteracy in both English and Spanish which is the fate of so many Spanish-Americans today.

New opportunity for Latin-Americans in the North American society can have great impact on attitudes towards the United States in Central and South America.

We could offset with these facts the propaganda of distrust and hostility planted among the students and others to the south who should be our best friends.

Thomas Jefferson wrote in a letter to one of his nephews, when this young man was a student in Europe. He gave him this advice with which I will conclude this testimony: "Bestow great attention on

Spanish and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish-America will render that language of valuable acquisition. The ancient history of that part of America, too, is written in that language. I am sending you a dictionary."

Thank you, Mr. Chairman.

Senator YARBOROUGH. Thank you, Dr. Carr.

Dr. Carr, in the position you hold as an official in this worldwide teaching profession organization and in your statement here you have briefly referred to your experiences with Latin America. Out of your experiences with Latin American educators and the ministers of education there, what is your appraisal of the present trend in their attitude toward the United States? To pinpoint what I mean by that, is their understanding of our people and our policies improving or not?

Dr. CARR. In all of Latin America, Cuba aside, of course, I believe the attitude and the understanding of American policies, appreciation of the American effort in behalf of free institutions, is improving, but it is improving against a very substantial series of resistances. And, one of these resistances which we can do something about is the image of the unsuccessful Latin American in this country.

The fact that their relatives or friends, people they know or people with Spanish names, are frequently unsuccessful in the United States because of the failure of the educational system to reach them is one of the hazards we have to overcome. But in spite of this and other hazards, some of which are deliberately provoked by other countries, I believe that it is safe to say that the attitude of the teachers of the South American countries has taken a marked turn for the better in the past 10 years.

A few years ago, for example, the magazine published by the Teachers' Syndicate of Mexico, which enrolls every teacher in the country, rarely appeared without a leading editorial bitterly critical of some aspect of U.S. action.

Senator YARBOROUGH. What publication is that now?

Dr. CARR. Well, it is called Magisterio; it is the "NEA Journal" of Mexico. It is the journal which the teachers' organization publishes for its members and for others who may be interested.

In those days the magazine never had an article that was in any way complimentary to education in the United States, not even at the technical level. For over 2 years every issue had a prominent article by a Soviet pedagog on some aspects of Soviet education, showing its excellence and the great achievements that had been made.

This, combined with the consistent hostile editorial policy, was reaching the teachers of Mexico every month.

Today Magisterio contains no articles critical of the United States. There is a little criticism of some aspects of our policy, but basically it is a fair and objective view. The consistent policy of hostility has been abandoned. Articles appear now occasionally which portray some of the good things that are being done in education in this country.

What I say about Mexico, our close neighbor, could be repeated in considerable measure for other Latin American countries. In general, the situation is improving.

Senator YARBOROUGH. Well, in working on this question here prior to the introduction of this bill I have been very much surprised to learn of the quantity of educational material and textbooks printed in the

United States for Latin American countries that are completely bilingual. One page of the text is usually in Spanish and the opposite page of the same text in English, particularly in the field of mathematics and science. They are ordering those for high schools in South America. It represents, I think, a pretty good approach to this problem; that is, the teaching with bilingual texts in their high schools—not particularly teaching English as a part of their own sciences and mathematics courses.

Are you familiar with that, Dr. Carr?

Dr. CARR. Yes; I am familiar with it, and it is a very great need and a very great asset. Another great advantage is the contribution which the teachers' organization of Puerto Rico, along with the National Education Association of the United States, has made to this improved relationship between the United States and the teachers to the south of us.

There is a very fine teachers' organization in Puerto Rico affiliated to the NEA. Of course, they are bilingual, though Spanish comes much more easily to them than English. Their loyalty to U.S. principles and ideals is remarkable, and their willingness to exert themselves to send representatives to go into their own slender means to provide spokesmen at various international conferences where large numbers of Latin American teachers are present has been very remarkable.

The Puerto Rican teachers' organization has been one of the major factors in improving the situation which you asked me about earlier.

Senator YARBOROUGH. I am very glad that you have given us this information and put this information in the record. About 3 or 4 years ago I visited some high schools in Texas where they had the foreign language labs, you know, with the individual earphones for the student. To my surprise I found a number of teachers of Spanish in the high schools that I visited in south Texas were Mexican nationals, graduates of that normal institute. I think they call it, at Monterrey.

There is a teachers' college at Monterrey, Mexico?

Dr. CARR. Yes.

Senator YARBOROUGH. They were graduates from there. They were bilingual and the Texas high schools had employed them because of their excellent ability to teach Spanish. Of course they spoke English well, too. But they have a number that have been employed there.

And, I had another experience along this line recently. I was talking to some law professors at a law school in Texas about their Spanish-speaking students or students of Mexican-American descent. They said these students are hard working. They said, "We think, except for the language barrier, that their knowledge of English is perfect." Except for the language barrier, we believe as a group they would be in the top half of their class in law school.

I think that is an interesting note to add.

Dr. CARR. Well, to be crippled in language for a lawyer is to be crippled in the most vital spot, I would believe.

Senator YARBOROUGH. It certainly is. The fact they are able to pass is quite a tribute. With my experience of 4 years on the State Board of Law Examiners of Texas I came to the conclusion in the majority of cases the papers of those who failed were deficient in English, deficient in the ability to express themselves, rather than in their ability to understand basic concepts of law.

Also, I formerly was a director of the National Association of Law School Examiners. In national meetings of our association others said

this was the basic problem in law schools all over the country. It is not the capability of the person to understand law, it is the English deficiency.

The problem of passing the bar got so bad that one of the law schools in Denver, over the objections, I think, of the academic department, set up a course in basic English. After students entered law school, they were able to enroll in a 6-month cram course in basic English. You know the dispute between the teachers. The college teachers say the high school teachers should teach basic English, and the high school teachers say the secondary teachers should teach basic English, and they say the elementary school teachers should, and the elementary school teachers say they should come to school knowing some basic English already. So, I understand after serving on this board that this dispute has been going on as to who is responsible for these graduates from universities who enter law school and couldn't handle the English language well.

I know in your great experiences in NEA over the years you are very familiar with that problem.

Dr. CARR. Yes, sir.

Senator YARBOROUGH. Senator Fannin.

Senator FANNIN. Thank you, Mr. Chairman.

Dr. Carr, were you here yesterday?

Dr. CARR. No, sir.

Senator FANNIN. There was discussion concerning the combining of the teaching of Spanish and English, especially in the first five grades of the elementary school. It would be carrying forward both the betterment of their ability with the Spanish language while teaching them the English language.

Would you favor such a program?

Dr. CARR. Yes, sir; I would. You know, we all get excited about the importance of teaching a foreign language in the elementary grades. That is the place where young people can learn rapidly. And, we have people coming to school who already have the language, at least a speaking knowledge of it, and it would seem to me that it would be very constructive to hold on to that language and then add the English to it.

Senator FANNIN. Yes, sir. And, of course, beyond the fifth grade Spanish classes would be available if they were interested, and we could encourage them to do so, in carrying forward their study of the Spanish language, not necessarily stopping at the fifth grade. But I just feel if we had combined teaching in the first 5 years, they could probably go into the regular classes as far as English is concerned and then proceed on in Spanish if they desired and have encouragement to do so with their study of the language.

Dr. CARR. Right. Spanish is a very powerful and rich language, and it has a tremendous literature. And to have young folk who speak Spanish at home, perhaps not well, but speak it at home and on the playground, who still cannot write a letter in Spanish and cannot read Cervantes, just seems to be a tragedy. It is a waste that should be avoided.

Senator FANNIN. Well, I agree. And, as far as the professional career, law or whatever may be involved, or a business career, there is a great advantage, especially in the Southwest, to be able to capably use the Spanish language. I want to digress a little, Mr. Chairman, covering what you have said regarding this country; the

position that we are in relative to our carrying on the principles of this great country of ours and, also, from the standpoint of what we are doing in comparison to what the Russians are doing.

I had the privilege of visiting in Argentina and Brazil. This was back in 1960. I was with 27 other Governors and their wives, and we were guests of those two Governments. We observed when visiting the libraries especially, but also the schools, that the Russians have provided books that were more elaborate as far as their appearance is concerned than the books from the United States. I couldn't go into the material content of the books, but it seemed that they were doing a great deal more than we were in this regard.

Do you find that to be true?

Dr. CARR. In some countries this is very true. And, I have seen it in many places all over the world. I have seen it in the Arab countries with which, to put it mildly, we don't seem to be maintaining a fine rapport at the moment. It is not unusual to go around the corner from the hotel to a nearby bookstore and see row and row of inexpensive paperback books in Arabic. You can tell what they are by the picture on the paperback cover. They are the works of Marx, the works of Lenin, the words of Mao Tse-tung, et cetera. And, if you look for the comparable ease and economy of purchase, let's say, of the great papers of the American tradition, they are not there. And, I think we are being outsmarted in some cases.

Senator FANNIN. This is their form of propagandizing, and still when you would go around the countryside in the factory areas you would see what the United States had accomplished as far as the improvement of their economy, but still that was not evident in the schools and in the libraries. I was very concerned about it and so were several of the Governors. I think it was Gov. Mennin Williams who wrote an article about his great concern.

Dr. CARR. The USIA has libraries abroad. I have visited, as you have, a great many of them, and in scores of countries. These libraries, in my experience, have been well attended, packed with people most of the time, and with a good selection of books that can be read in the library or even borrowed and taken home under some circumstances.

Although it could be improved in some respects, the libarary service is being done pretty well. But in making books available at low prices to people who want to get our literature, I do not think we are doing too well.

Senator FANNIN. Thank you, Dr. Carr.

Senator YARBOROUGH. Dr. Carr, my experience in Buenos Aires was somewhat similar to Senator Fannin's, but it was 2 years later. I was there in 1962. We came in at night from the airport, and I like to visit bookstores. I saw one with the lights on. So when we got to the hotel, I immediately got a taxi and went back there. All the others were closed. It was a Russian propaganda bookstore open at night, but it did not say that it was some kind of "USSRIA." [Laughter.]

It was run as an ordinary bookstore, and most of the books were anti-American. Shelf after shelf about American imperialism, the Eagle squeezing the life out of everybody.

Mr. CARR. Were most of them hard-cover books?

Senator YARBOROUGH. Yes. There were some paperbacks, but they had them on the shelves where the higher priced books were. The big display was anti-American books.

I thought—if I may digress a minute further, Senator Fannin—I thought one of the thrilling stories of American international education was what they told me in the Argentine.

One of their great Presidents, who was referred to by many as a kind of Abraham Lincoln of Argentina, landed in Washington as the Ambassador of Argentina to the United States the day Lincoln was assassinated. He was so moved by what he saw, the emotion of the American people, and he began to study what had made Lincoln great, which he decided was education. So he recruited a shipload of schoolteachers, mostly spinsters from the New England area, from which Senator Kennedy comes——

Senator KENNEDY of New York. Came. [Laughter.]

Senator YARBOROUGH. Thank you, Senator. I will accept the amendment.

He took that shipload of teachers, and formed the basis—the Argentines told me—of the present educational system where they have a very high rate of literacy, something over 95 percent. They have offered and said "You try to recruit schoolteachers for your Peace Corps when you have a shortage of teachers in America. We have a surplus of schoolteachers, competent, trained, and educated in Spanish. If you furnish the money, we will furnish the schoolteachers and send them out to the backward areas in South America."

I thought this was one of the great stories of inspiration of what our educational system had done a hundred years ago. They ascribed their very high rate of literacy in Argentine to that beginning from the late 1860's.

Dr. CARR. It is good to see. When the Philippines came into American possession, one of the major exports was schoolteachers. Several boatloads went over.

Senator YARBOROUGH. Yes.

Dr. Carr, Saturday night, tomorrow night, you are being honored at a banquet before you go into retirement after 15 years, and I want to congratulate you. The NEA has been most active under your leadership in initiating local and regional action on the special problems of the Spanish-speaking children in the public and private schools. One reason I came back to the early part of this hearing, I wanted to have the privilege of helping honor you tomorrow night. We are grateful for what you have done for American education.

Dr. CARR. Thank you, sir. This is probably the last committee of Congress I shall appear before as the executive secretary of the National Education Association—unless someone rustles up another hearing.

I want to say that for 39 years now I have appeared here, off and on, as a spokesman for educational causes and have been received invariably with courtesy and with sympathetic hearing. Senators and Congressmen have differed from time to time as to the way in which the faults of our school system could be remedied. But every one agreed that they should be remedied, and that the Congress had a proper role in becoming concerned with them. I believe this congressional concern over the years for improvement of education is one of the reasons for the good educational system of this country and for the continued insistence that it must become better than it is. I think the educators owe a debt of appreciation to the Members of

Congress who have taken over the years an intelligent interest in educational affairs.

Thank you very much, Senator.

Senator YARBOROUGH. In addition to your general aid to education, I want to thank you and the National Education Association for your assistance on this bill. The great support the association has given us is a vital factor and one reason that the bill was introduced and brought to this stage of the first series of hearings on bilingual education in the history of the U.S. Congress.

Thank you.

Senator KENNEDY of New York. Could I add my words of congratulations to the chairman's. I think he has performed a great service over the period of time that he has worked in this field. And I think all Members of Congress and the public owe him a great debt of gratitude for what he has done.

Dr. CARR. Thank you, sir, very kindly.

Senator KENNEDY of New York. I add my words to what the chairman just said. I think this matter is terribly important that you are testifying on today. It can make a very large difference in the lives of many of our hundreds of thousands of our fellow citizens. I congratulate the chairman in the leadership that he has provided but also the fact that you have come here to testify and lend your weight and your prestige to do something in this most important field.

Dr. CARR. Thank you. When you have your celebration party for the passage of the legislation and it is all passed and funded, I hope I will get an invitation.

Senator YARBOROUGH. Dr. Carr, thank you. You know Senator Kennedy of New York is one of the original cosponsors of this bill and one of the very strong supporters of it. We are grateful to him for the fact that he has added his knowledge and ability in helping on this legislation.

Senator KENNEDY of New York. We will expect both Spanish and English at the time of the celebration.

Dr. CARR. Todo nos, Senor.

Senator KENNEDY of New York. Gracias.

Senator YARBOROUGH. Dr. Monroe Sweetland, legislative consultant of the Western States of the west coast regional office of the National Education Association.

Mr. Sweetland.

STATEMENT OF MONROE SWEETLAND, LEGISLATIVE CONSULTANT, WESTERN STATES, WEST COAST REGIONAL OFFICE OF THE NATIONAL EDUCATION ASSOCIATION

Mr. SWEETLAND. Thank you, Mr. Chairman.

Mr. Chairman, there was good news indeed this morning that Senator Murphy has chosen to join in cosponsoring Senate bill 428.

Senator YARBOROUGH. Mr. Sweetland, would you recess a moment? We would like to stand informally at ease about 2 minutes.

(Discussion off the record.)

Senator YARBOROUGH. Gentlemen, the Senate floor advises us that they cannot grant permission to the Senators here to be counted present without going to the floor to report in. If you gentlemen will go check

in, I will hold the hearing until one of you returns. Then I will leave immediately. We will continue the hearings this way.

All right, Mr. Sweetland, you may proceed.

Mr. SWEETLAND. Thank you, Senator Yarborough——

Senator YARBOROUGH. We apologize for the recess, but it is not often that we have a witness testifying who leaves after 39 years of testimony before the Congress.

Mr. SWEETLAND. Well, this is a great occasion, and I am very pleased that you did recess and have the opportunity to get that picture of him with you. The work of Dr. Carr and his interest in this subject, his support for the staff in NEA, which has worked—and for the State association leadership which has worked in this area, has been unflagging ever since the issue began to arise in a concentrated way a few years ago.

Mr. Chairman, you are probing, for the first time, the dismal and depressing spectacle of failure of our educational process to deliver equality of opportunity to the Spanish speaking of the American populace.

Recent efforts of the Federal Government, especially through the Elementary and Secondary Education Act, the Economic Opportunity Act and the Higher Education Act, have indeed brought great benefit to the Nation's vast Spanish-speaking populations. This is because the Spanish-named segment of the population shares poverty, underemployment, and discrimination with other Americans, and the marked benefits of the new programs are shared by all of the poor. But the special disadvantage of the Spanish-speaking millions has indeed been the language barrier. Because the lingual problem is deep rooted, complex and little understood, the States and localities have moved very slowly. Because the Spanish-named Americans have been politically ineffective and inert in all but a few communities, they have not made their numbers felt in the decisive arenas of policymaking—the State governments, the school boards and the Federal Congress.

Now this is changing, and changing fast. For you, Mr. Chairman, for Senator Kuchel and Senator Montoya and a few amongst your colleagues this is not a new subject, and because you are alert to the problem you have now moved for a decision, and you have moved at a time when the educational profession and the public is ready to change our inadequate policies of the past. The fact, too, that you have presented a proposal with strong bipartisan support is a significant measure of the scope of the acceptance of this overdue legislation.

My testimony is rooted in my own area of responsibility—the organized teachers and administrators of the 13 Western States. Therefore, I will not attempt to add to the impressive statement yesterday by Joseph Monserrat relating to the plight of the Puerto Rican children. My testimony centers on the Spanish named of California, New Mexico, Arizona, Colorado and Texas.

Senator YARBOROUGH. Just a moment, please, Mr. Sweetland.

You mentioned the bipartisan nature of support. Did you hear our announcement this morning that Senator Murphy of California had asked that his name be added as a cosponsor of this bill?

Mr. SWEETLAND. Yes. We heard the wonderful news that after he heard yesterday's testimony he said he wanted to be added as a cosponsor. I think that alone illustrates the value of these hearings, when

you obtain the powerful support of the Senator from California. We are very impressed by the bipartisan support which will help us everywhere because, when a matter like this has bipartisan support, there follows a chain reaction through the States, the State legislatures and, of course, even in the local school boards where they do not then approach this as a partisan project but as a bipartisan one. This enhances and compliments your leadership, Senator Yarborough, because as Senator Fannin and others have acknowledged here, this has been a matter which bears the imprint of your own leadership very strongly. We are all aware of this.

As Dr. Carr has indicated, the organized profession is strongly urging action. We have not merely run to Congress for help without first utilizing our resources at the State and local levels. In many districts across the Southwest we have instituted programs which emphasize the problems of the Spanish-speaking children. More than half of all ESEA title I funds have gone into remedial reading programs, many of which are primarily to help the Mexican-American children. Under ESEA we have programs which assist incidentally the Spanish speaking, along with the Anglos and Negroes, by a great variety of projects, such as reducing class size in difficult districts; providing in-service training for teachers; by hiring a few Spanish-speaking aides; by installing some new equipment, texts and materials; sometimes by supplying cultural experiences, or by acquiring Spanish books and magazines for the school library; or by hiring bilingual family visitors for better communication with the families.

But all of this is not nearly enough to zero in on the special problems of the Spanish surnamed. This is why we need this act, and we need it urgently.

In previous testimony you have had an excellent overview of the major educational results which can be expected to flow from this legislation. Professor Guerrero, who has probably visited personally more of the local innovative projects across the Southwest than any single person, has especially valuable testimony for you. He will follow immediately on my conclusion. What I am going to enumerate here covers several items which cannot be expected to be adequately covered under the various titles of ESEA or of local administration only, but which can be done much better once we have your amendment.

Here follows a number of illustrations of some of the specific things which I see, after some experience in the Southwest, are needed:

(1) Teachers aides in substantial numbers are needed to support teachers in their nonteaching chores; to work with Spanish-speaking children these aides should be recruited from among the Spanish-speaking community, and they need special training.

(2) Another related activity which is paying magnificent dividends is a variety of tutorial programs, some paid and some voluntary, which provide college students or other qualified and willing persons on a one-to-one basis, usually in the child's home. But these very successful programs take organization and administration, and few local school districts have the funds or mechanism to handle them.

(3) Liaison between the Spanish-speaking family and the school is another imperative to success. This is a subject that is often neglected as we approach these new programs. While some schools employ family visitors or home social workers, these are often fully absorbed in disci-

plinary and troubleshooting operations, and their visits are likely to be more feared than welcomed. Parents will say when the school visitor appears, "Oh, what's he done now? Or, what happened?" This is the reaction of dismay which comes from the fact that these overworked home visitors or home social workers are not looked upon as supporting or as an adjunct to effective teaching, but as troubleshooters or harbingers of unwelcome news from school.

Senator YARBOROUGH. That illustrates the old Greek proverb that the bearer of bad news is always an unwelcome guest.

Mr. SWEETLAND. That is right. It is going to be a difficult operation to reverse this and to have the image of the home visitor become one of support and of cooperation, welcome in the home. But we think this can be done, must be done.

But the school experiences of a child need interpretation to parents and their support. The widely held notion that Mexican-American parents are indifferent or hostile to their children's schooling is definitely untrue, as careful observations and inquiry has uniformly shown is dispersed areas of our region. However, the school which their children attend is a strange and frightening arena. As PTA's Mrs. Irwin Hendryson of Colorado, who was raised in New Mexico and is much interested in this whole problem, and who next year will be president of the national PTA, would tell you in more detail if she were here, only a few districts have found it possible to involve effectively the Mexican-American parents in the parent-teacher activities of the schools, yet the need is so great that we must reach the parents and enlist their understanding through direct home visits—visits which are far more effective if the visitor is truly bilingual.

Fourth, our school libraries have benefited greatly from title II of the ESEA. Literally thousands of schools which have not had libraries are now establishing them. Librarian training is needed to teach teachers how to use their libraries and how to lead children to read for enjoyment as well as for knowledge.

But for the Spanish-speaking child, if we are to develop his spoken Spanish into a language he can also read and write and if later we foster appreciation of the great literature of his ancestry, we need a Spanish section in every school library where there are Spanish-speaking children, and a teacher or librarian competent to point the way for them.

Senator YARBOROUGH. Mr. Sweetland, if you will pardon me, I will be forced to leave the minute another Senator returns from the Senate floor. I want to comment on the school library.

On my visit to Peru in 1962 I was told by Americans who were teaching down there with the Peace Corps and other grants, that out in the rural schools the only schoolbook in that school would be the book the teacher had. There would not be a single child in the school that owned a schoolbook, nor did their families own a single book of any kind. They had great pride in just touching and owning a book. They said that Texas and California, under their laws they burn their textbooks. They cannot be sold when they discard them. These teachers said that these textbooks could have been given to Peru and the children. They said, true, they are English, but they have pictures and just owning and possessing books would be a matter of great pride to these children.

Well, I have discussed this with a number of people, but I have run into all kinds of roadblocks. I have not been successful with any suggestions. I want to ask your aid in this, and your position because of your broad experience.

I believe that you were the editor of an Oregon newspaper. You were a publisher for 20 years; is that correct?

Mr. SWEETLAND. That is right.

Senator YARBOROUGH. And you were chairman of the Education Committee of the Oregon State Senate when you were in the Oregon Senate.

Mr. SWEETLAND. That is right, Mr. Chairman.

Senator YARBOROUGH. You have a broad background as an elected public official and now with the NEA, as special legislative consultant for the 13 Western States. I know you have participated in most of the events that have brought action by the teachers of the Southwest, progressive action for better education, and you have been writing and speaking on this particular subject of bilingual education for years. You have been a national leader in this field, in your own State, now in the western region, internationally, and in advice to us.

It seems to me with the bilingual textbooks we have with English on one page and Spanish on the other, that we should never throw away any of those because they are old or dog-eared. There are schools and children with no books in South America, where the average per capita income is so low—I believe the per capita was $217 per annum and in Bolivia about $89. Their income does not warrant the purchase of textbooks. So I am hopeful that something can be done, more than has been done up to date.

Mr. SWEETLAND. Thank you.

Senator YARBOROUGH. I must get on the roll, so I will ask Senator Fannin to please take over and preside. I will finish your statement on the subway to the Capitol and I hope to be back before you leave.

Mr. SWEETLAND. Thank you, Mr. Chairman.

Senator YARBOROUGH. Senator Fannin.

Senator FANNIN (presiding pro tempore). Proceed.

Mr. SWEETLAND. Senator Fannin, I was just presenting some comments on the needs of the libraries and the possibilities that are implicit in the inclusion in our public school libraries where there are substantial numbers of Spanish-speaking, Spanish-surnamed children of Spanish titled, Spanish books, periodicals and other auxiliaries to the main English library which will serve the purposes which we seek in this whole area of legislation.

Senator FANNIN. It is very good to have your comments in that regard.

Mr. SWEETLAND. Fifth. Some skeptics have cited, as a reason for opposing these special programs, the acute shortage of teachers competent to handle bilingual instruction. This is a fact, this fact of a shortage, but one which can be overcome by vigorously stepping up our programs of motivation and recruitment of Spanish-surnamed teachers. The teaching profession is wide open to the Mexican-American student. Here the student NEA and the organized teachers can be a powerful stimulus to inspire, motivate and propel the Spanish-speaking youth into the teaching profession. Here our counselors in the schools can point the way through scholarships to the colleges

which train the teachers. This must be a concerted drive by the Government and the professions, buttressed by the amendment you are proposing in S. 428 to strengthen NDEA in this field.

Sixth. Research in this whole set and multiplicity of general problems is needed on almost every detail. Many themes far less practical and imperative have been favorites for doctoral dissertations and foundation largesse. One of our California authorities in this field is Dr. William Madsen of the University of California at Santa Barbara. He has written me this month a five-page letter suggesting many areas in crying need of research if we are to proceed soundly toward bilingualism and equality of educational opportunity for the Spanish-surnamed. Continual survey and evaluation of programs is needed everywhere if we are to know what results our efforts are getting, and also where we are failing.

It seems that this area of inquiry has been ignored so long that every report now being made fairly bristles with new questions needing to be studied. As just an incidental example, this week I saw for the first time a legislative report from the State of Colorado where they have nearly 200,000 Spanish-surnamed citizens, which reveals that the death rate among Spanish-named males 16 to 25 years of age is double that of Anglo-American males of that age, and that half of that death rate is due to one cause—traffic accidents. This might at first glance seem to have little to do with the problems of education. But this question has not been researched, so the causes are cloudy. Is this tragic statistic because most Mexican-Americans drop out of school before the compulsory driver-training instruction is available? Is it because they drive decrepit clunks? No one can tell us yet—and California and Texas have not even analyzed their own comparable statistics which probably will reflect the same grim report.

These are some of the reasons why education of the Spanish-surnamed child is a special problem, and why it can be met only by this legislation pointed straight at knocking down the language barrier to educational success.

I do not want to close my testimony without reporting that we in education are not blinking the basic responsibility of the State and the local school districts. Although we are impatient with the rate of progress, hundreds of school districts are taking action to the limit of their resources. In the State of California, I am pleased to report, S. 53 by State Senator Short, proposed by the California Teachers Association, has now passed both houses and is on Governor Reagan's desk this week with every indication it will be signed. [It was signed May 25.]

It may be important to your subcommittee, Senator Fannin, to know that this followed extensive hearings, and the legislature in California was slow to act until it knew that this was a soundly conceived proposal to amend the California statutes, which they have now done. The vote in the California Senate was unanimous in favor of that act. In the Assembly of California the vote, I believe, was 61 to 7, overwhelming support for the report of the education committees after they had heard the proposal in detail. And that will clear the way for your action here and other innovative instruction.

You have already heard reference to the huge conference on the Spanish-speaking child held last month under the sponsorship of the

Texas Education Agency. In Colorado, its legislature published in January 1967 a 125-page document prepared by 12 legislators and citizens entitled, "The Status of Spanish-Surnamed Citizens of Colorado," with several educational recommendations which only outside funding could implement.

I want to pledge to you and your subcommittee that the organized teaching profession will continue to do its part and more in this troublesome problem. We are very much reassured by your leadership, but now we need the special tools which only you can provide. With funds and the mandate of your amendments we can go into the urban and rural barrios of the Southwest and win this battle.

Mr. Chairman, may I just close by saying, since Senator Murphy has just come into the Chamber that, Senator Murphy, we are deeply grateful and very appreciative of the word this morning that you have jointed as a cosponsor of this important and historic legislation and I want to say as a Californian that I will go back to California Monday with good tidings of great joy for all of us who are working in this troublesome field.

Senator MURPHY. Thank you.

May I?

Senator FANNIN. Go right ahead.

Senator MURPHY. I also would like to report that as soon as I get back to the office, or I will give him time to get up and get to his office, I will call my old friend, the Governor of California, and tell him not to let this sit there too long, to get it done muy pronto.

Mr. SWEETLAND. Thank you very much.

Senator FANNIN. Mr. Sweetland, we very much appreciate your statement. Was there anything further you wanted to say?

Mr. SWEETLAND. No, Senator Fannin. I would be glad to answer any questions you might have.

Senator FANNIN. You made a very excellent statement. I am sorry I was not here to hear the complete statement, although I have read it. I am very much interested in some of the remarks you made. I am especially pleased to read the statement that you made about Professor Guerrero of Arizona. We have the same high opinion of him that you have, and we look forward to his testimony shortly.

I am interested in what you reported happened in Colorado, a very disturbing report that reveals the death rate among Spanish-named males 16 to 25 years of age is double that of Anglo males of that age. And I assume that that is the same report that you referred to that was published in January 1967, a 125-page document prepared by 12 legislators and citizens entitled "The Status of Spanish-Surnamed Citizens of Colorado." Is that right?

Mr. SWEETLAND. That is right.

And, Senator Fannin, may I suggest that your staff and your committee members—and I am sure the members from Colorado—will find that full of implications for S. 428 which you are considering. And I would strongly recommend that copies of that be obtained, if I may make this suggestion, and circulated among the committee.

Senator FANNIN. Well, I am sure my distinguished colleague from California will obtain that report, and I will recommend that the chairman have the report, and I will obtain one for my own utilization. So we do thank you for bringing this to our attention.

Mr. SWEETLAND. Mr. Chairman, I would like to mention that that was called to my attention through the Office of Congressman Aspinall of Colorado, to whom I am indebted for pointing me to that report, and I think that you will find it valuable.

Senator FANNIN. Very good.

Do you have some questions?

Senator MURPHY. I have no questions. I, like my esteemed colleague from Arizona, will read this carefully. I am certain of the contents because I know of the character and the background and fine reputation of the witness, and I thank you very much and am very pleased that you have been with the committee this morning.

Mr. SWEETLAND. Thank you, Senator Murphy.

Senator FANNIN. The next witness will be Dr. Adalberto Guerrero of the Romance Language Department of the University of Arizona; and classroom teacher, Pueblo High School, Tucson, Ariz.

We are very pleased to have you with us today, Dr. Guerrero, and it is rather unique that you are both in higher education and also in secondary education. In both programs I think you are serving well, and we are proud to have you before us. And I am proud to have you as a fellow Arizonan. So if you will proceed as you desire. If you want to read your full statement, you may, or you can comment as you deem necessary.

STATEMENT OF DR. ADALBERTO M. GUERRERO, UNIVERSITY OF ARIZONA, COLLEGE OF EDUCATION, TUCSON, ARIZ., PRESENTED FOR THE NATIONAL EDUCATION ASSOCIATION

Mr. GUERRERO. Thank you, sir.

I do not know if I can be heard. When I am teaching I tell my students to raise their hands when they cannot hear.

Mr. Chairman and your associates, friends of education, my name is Adalberto M. Guerrero. I teach at Pueblo High School and at the University of Arizona in Tucson, Ariz. I appear here in support of Senate bill 428. I am indeed grateful for the opportunity to testify today.

(Speaking in Spanish.)

Ayer se habló aquí de la posibilidad de ustedes recibir inyecciones mágicas, o de inscribirse en una clase especial que les facilitara el dominio inmediato del español.

El Senador Murphy afirmó tener un ardiente deseo por aprender el español. Se sugirió que tomara inyecciones del suero derivado de alguna persona que ya lo hablara. El Senador Fannin le recommendó que se inscribiera en el excelente Instituto A. I. F. T. en Glendale, Arizona. Puesto que los señores son tan aptos, tomo por efectuadas las recomendaciones señaladas y me dirijo a ustedes en ese idioma.

I know that possibly Senator Murphy has not had the injection that he mentioned yesterday that would permit him to learn a foreign language, and I remember that Senator Fannin suggested possibly he could attend the institute, the Thunderbird Institute of Languages in Glendale, is it?

Senator FANNIN. That is right. American Institute for Foreign Trade.

Mr. GUERRERO. I was hoping that possibly he had already done something to learn Spanish so I could say a few words in Spanish.

I could see that when I mentioned a few words in Spanish most of you were lost because you are not acquainted with Spanish. This is precisely what happens to many of our students when they enter school, and certainly you people are intelligent, as many of our students are intelligent when they enter school, but they as they proceed in school often feel that possibly they are not as intelligent as they would be because they are being measured, their intelligence is being measured by an instrument which they are not able to use.

Recently there has been much said and written about the matter which concerns us today: the instruction of our Spanish-speaking children in the public schools of the five Southwest States which includes Texas, Colorado, New Mexico, Arizona, and California. It is all part of an exciting and vital movement which is attempting to promote a more realistic education for these students of which there are an estimated 1,680,000—1966 estimate.

Numerous educational leaders such as Dr. Herschel T. Manuel, Dr. Theodore Andersson, Marcos de Leon, Maria Urquides, and Dr. Bruce Gaarder, have recognized the inadequacy of existing instructional programs for Spanish-speaking students.

The National Education Association, recognizing the dimensions of the problem and aware that individual teachers and school systems were developing more forward-looking solutions built on the basis of bilingualism, conducted by a survey in 1965–66 to gather information about what was going on and to share whatever ideas it got together.

This NEA-Tucson survey, as it was called, helped to clarify and define the thinking of many educators with regard to the education of these Spanish-speaking children. Salient among the ideas and recommendations gathered by the survey are some of the following:

In discussing Spanish-speaking children; as Dr. Herschel T. Manuel affirms, "we must ever be mindful that we are dealing with an extremely varied population and with schools that differ widely. Like other children, these children vary in native ability from feebleminded to genius, in living standards from very low to superior culture, in economic status from extreme poverty to wealth. In language, some are comfortably bilingual when they enter school, many know Spanish only, some have a limited knowledge of English, and some know English only. 'The Spanish-speaking child' turns out to be a number of different children."

I believe this is something that certainly must always be taken into consideration. In our visits to the numerous school districts we were able to see that there was no one problem, that there was no one situation; there were many, many situations.

For example, there are school districts in Texas such as San Diego, Texas, where 100 percent of the students are native speakers of Spanish, and most of them belong to migrant families, migrant workers.

Senator MURPHY. Mr. Chairman, may I ask a question?

Senator YARBOROUGH (presiding). Surely, Senator Murphy.

Senator MURPHY. Now, I know some of the situations in California, but in a school like this where you have a hundred percent Spanish-speaking children, is the instructor, the teacher of that class bilingual? He must be.

Mr. GUERRERO. Yes. Mr. Ramerez is the name of this particular teacher whom we visited. This is in San Diego, Tex.

Senator MURPHY. Yes.

Are the classes conducted in English or in Spanish?

Mr. GUERRERO. They are conducted both in English and in Spanish.

Senator MURPHY. I see. Thank you very much.

Mr. GUERRERO. There is a high school in Los Angeles for example, Belmont High School, which has approximately 65 percent Spanish-speaking students. However, this is a situation which we thought was unique in that even though, as we stated, 65 percent of the students are Spanish-speaking, the particular problem in that school is different from those problems that would be encountered in San Diego, Tex., for example, in that these students come not from Mexico nor were they born in this country from Mexican parents but come from South America. Every single country in South America was represented in this particular school. Most of the Spanish-speaking students in Belmont High School had already graduated either from elementary or secondary schools, and some of them had graduated even from preparatory schools. Obviously, these students required a very special program that would be able to expoit their knowledge of Spanish.

However, we saw that in this particular school, even though the problem was recognized, not much was being done because apparently they needed some outside help, and they did not have teachers who were trained to confront this particular problem.

As we traveled in the different school areas, we were aware that school personnel recognized that traditional education programs for students, Spanish-speaking students, had not yielded favorable results. This is indicated also by statistics such as those compiled by the 1960 U.S. census. Recently I was reading over the California Teachers Association Valuator for the spring of 1967. The Valuator states that out of a student enrollment of 26,000 only 70 are of Spanish surname. So when we say that traditional educational programs for the students have not yielded favorable results we are referring to statistics such as these.

Senator FANNIN. Mr. Chairman, I was going to ask——

Senator YARBOROUGH. Yes, Senator Fannin.

Senator FANNIN. Do you have any statistics on the University of Arizona in that regard?

Mr. GUERRERO. Currently, we are conducting a survey. We spoke to the administration and they did not have any statistics, and because of our inquiries they have begun a survey to see how many of our student population is of a Spanish surname.

Senator FANNIN. Very good. Thank you.

Mr. GUERRERO. I know that the number is increasing but is still relatively very, very small.

The Spanish-speaking population of the Southwest in general, paradoxically, because of its linguistic background, constitutes a dormant, priceless national resource.

Practical economic motives and our national interest will be served more advantageously by exploiting the potential talent of the group.

Other testimony given today has supported this.

Realistic instructional programs requisite for developing the aptitudes of the Spanish-speaking students in our schools acknowledge the importance of teaching English as a second language and the use of

Spanish as a medium of instruction. Instruction in preschools and throughout the early grades should be both in Spanish and English.

I wish it were possible for all of you to visit some of the schools which we visited. We visited one in Laredo, and if I may, I would like to say a little of what we saw in Laredo.

I think this will exemplify what we are trying to say concerning the teaching of English as a second language and the teaching or the use of Spanish as a medium of instruction. So that you will get a better picture, I will try to make this presentation somewhat informal.

We visited Nye Elementary School in Laredo, Tex. As we entered the classroom, Mrs. Earles, the instructor, met us. She explained that she was not going to describe what her program was, but that she would let us see for ourselves. If we had any questions later, we could ask her. She only indicated that her class was a first-year class and that all her students were 6 years old. They had been in school for only 3 weeks. She made us notice that approximately 50 percent were Spanish-speaking students and the other 50 percent were Anglos. She did not explain any more. She said, "I will conduct my class, and I will be asking for volunteers to recite. You may call on anyone that you wish."

She went up before the class, and she introduced us. We were very happy that she said that we were important. She explained that we were there to see what they were doing.

She spoke to the children and told them that they were going to conduct the class as they normally did every day. She pointed out that she thought it would be proper if they would start out with the Pledge of Allegiance, and she called for a volunteer. Immediately all the little hands went up. I called on the darkest little boy; he was almost as dark as I, and I told her, speaking in Spanish, "¿Por qué no le permite a ese niño?"

The little boy came up before the class, and began, "This is my left hand. I place my left hand on my side. This is my right hand. I place my right hand over my heart. I pledge allegiance to the flag of the United States"—He stuttered and he stumbled, but she helped him along, and the entire class repeated after him. I had seen this done before by Mexican students in Tucson, and I did not think it was so extraordinary. But then immediately it seemed that she interrupted my thoughts and she said, speaking in Spanish, "Ahora, necesitamos un voluntario para hacer el juramento en espanol."

Immediately all the little hands went up, and there was a beautiful doll, a little blonde girl, and I asked her, speaking in Spanish, "¿Por qué no le permite a esa niña?" Would you please call on this little girl. The little girl came up before the class, and she started out with, speaking in Spanish, "Ésta es mi mano izquierda. La pongo a mi lado. Esta es mi mano derecha. La pongo sobre mi corazón," and so on.

Now, when we saw this I immediately reacted—we knew that this was something that was somewhat different from what we had seen.

The little girl stumbled, but the teacher corrected her and thanked her, and everyone repeated after her when she spoke in Español. From there the teacher went to the blackboard, and she went over the alphabet. They all repeated, "A—apple, B—boy, C—cat," and so on. Then she said, "Do the vowel sounds ever change in English?"

The children exclaimed, "Oh, yes. Oh, yes." And she said, "Do they ever change in Español?" "Oh, no, no." She then asked what the vowel sounds are in Spanish, and proceeded to take out some large cards, on which she had the vowel sounds. She would ask in Spanish, speaking in Spanish, "¿Qué dice el abuelo cuando ve a su nieta bonita?" "What does the grandfather say when he sees his beautiful little granddaughter? He says 'Ahhh'. And what does the old man say" "¿Y qué dice el viejo cuando no puede oir?" All is Español—"What does the old man say when he cannot hear? 'Eh?' What does mommy say when she sees a mouse? 'Eeeek' "

She proceeded through the vowel sounds, doing all of them in Spanish. After this she said, "Remember yesterday we were talking about the big bad wolf?" Naturally they all remembered that they had been talking about the big bad wolf. "Remember that the big bad wolf has long what?" They answered, "He has long ears."

"Right. Why does the big bad wolf need big long ears?"

"The better to hear with."

She continued with the nose, and so forth. And then she said, "How do you say 'wolf' in Spanish?"

They said (speaking Spanish) "Se dice lobo." "¿Y qué es esto? ¡Es la nariz! ¿Y par a qué necesita la nariz? ¡Para oir mejor!"

She continued with this and we were certainly impressed. After this they sang "Are You Sleeping, Brother John?" Then they sang, in Spanish, "Fray Felipe."

She was not satisfied singing only in Spanish and in English, but she continued with "Frere Jacques." They had little games such as teensy-weensy spider that they did first in English and then in Spanish.

Throughout the morning we were treated to this presentation. She explained to us that at the very beginning when the program had been instituted there had been many complaints, particularly from the parents of Spanish-speaking students, because they felt that since their children were in an American country, that they should speak the language of the dominant group. It was felt that their children would be retarded if they postpone the learning of English. These parents who complained were invited to the classroom. When they had seen the programs for half an hour, they attempted to leave, but Mrs. Earles insisted that in order to do justice to the program they had to remain at least for half a day. They remained for half a day, and they remained for the entire day.

They had complaints, also, from the Anglo parents because they wanted their children to learn English, and they certainly did not want their children to be held back. The Anglo parents were treated in the same way. They were invited to observe the program. Later they had a committee of Mexican and Anglo parents who came and spoke to the superintendent, asking if they could not have a similar program for adults.

I failed to mention an important thing, which I think was the most important thing that we noticed.

As we came in during that morning, Mrs. Earles had us notice a young girl. It was evident that this little girl, was not as well kept as the other children in the classroom. Mrs. Earles explained that this was her first day in school, and that she was a member of a migrant family.

It was obvious that they were not well off economically. Mrs. Earles spoke to this little girl, and she told her in Spanish, "Mi hijita, puedes sentarte donde tú quieras." "Mi hijita" is an endearing term which means "My little daughter."

You may sit wherever you wish.

This little "mi hijita" was very timid, and she sat toward the corner. As the lesson proceeded during the day I remember that this little girl tried to participate. She would look over to where we were. If she felt or if she thought that we were looking at her, she would immediately withdraw. But in the afternoon when we went back, I could see that this little girl was already drawing into the group, and I could see that she could identify with the teacher because the teacher spoke in English but she also spoke in Spanish. This child was not really in an alien situation. She could identify with the teacher. The teacher knew exactly how this little girl felt, and she was able to draw this little girl into the class. I have since had correspondence with Mrs. Earles. Mrs. Earles tells me that this little girl proceeded along well, and that she was not lost for the semester nor for the entire school year. And she hoped certainly she was not lost for her entire educational life.

Mrs. Earles in her presentation stressed the idea that these students by learning these languages were becoming not only bilingual but bicultural. By so doing they were becoming two people, as she continually asked them, "How many of you would like to be two persons?"

Naturally they all wanted to be two persons. Mrs. Earles stressed the fact that they were going to be two persons and the best way of accomplishing this was through learning two languages. She stressed the fact that even though she was conducting the class first in English and then in Spanish, they should also realize that when she spoke English she spoke it exclusively. When she spoke Spanish, she spoke Spanish exclusively, also.

When we speak about realistic instructional programs, we are referring to programs such as this one in Laredo. As you can see, the Spanish-speaking students were not in an alien situation. They knew for at least half the time what was going on. They were learning fast. Mrs. Earles gave us the opportunity to speak to her students. We were permitted to speak, naturally, in either English or Spanish.

My companion spoke to them as they lined up, and I took the liberty to walk around the classroom. I remember there was a very pretty little girl in the class. I walked up to her and said "Qué bonita!"

She turned around and said, "What did he say?"

A little boy said, "He said 'You are very pretty.'"

When I got around to the other side of the classroom, I could hear "qué bonita" all around the classroom—how pretty!

An unalterable policy of all school personnel must be one which will insure gradual mastery of English by all pupils in the school. In the case of Laredo many parents feared that this might not be true. When they saw the program, they were assured that the school was working for the complete mastery of English by all the students in school.

Special instructional programs for these students are not designed to isolate them, nor are they established to make better Mexicans

of these students. These programs propose to develop a more positive self concept in these students. Therefore, measures should be taken to help these students develop a pride in their culture and language. To these programs educational opportunities will be enhanced, and they will be helped to mature, to be more worthy and more valuable citizens.

I know this is a question that always comes up: Are you trying to make better Mexicans of them? We always have to emphasize, and I am teaching special programs. I have one in Pueblo High School and also one at the University of Arizona—we always emphasize the fact that we are Americans first and that we are attempting to become better Americans by learning as much as we can about our cultural background thus having a much more profound knowledge concerning who we are.

At Pueblo High School, in 1958, I was teaching Spanish. In my Spanish classes, I had probably 50 percent of my students who were Spanish speaking. The other 50 percent were Anglos, who were beginning students in the language. At Pueblo High School, we had accepted the new theory of language learning which is the teaching of a language for communication. Therefore, what we wanted to teach our students was to use the language. Evidently a student who is new in the language has to begin with the most basic elements of the language. We started out with dialogs and pattern drills. "How are you." "Fine, thank you." "And you?" "Who is that young man over there"? "He is my friend." "What is his name?" "Juan; come over and I will introduce you."

My Mexican students in my classroom were intrigued when we started teaching the beginning students these basic sentences. But after the first day, obviously, they were bored. They already knew how to say, "Buenos días; Cómo está?" They had learned Spanish years before they entered my classroom.

In 1959 we asked permission to separate our students into special classes where Spanish would be taught to those students who already knew how to speak Spanish. The majority of these students were illiterate. They could speak the language but they made many mistakes, as anyone who had not studied his own language formally would.

In these classes, it immediately became apparent that many of these students had no idea what their cultural background was. We selected a number of literary works through which to teach Spanish. Our students, through these literary works, started gaining a more positive self-concept. Before, they had felt that they had nothing behind them. Many of them had been frustrated through their school years. Some had been told by teachers who tried to encourage them that they should be proud of their background, that they should be proud of their language. However, they really had nothing concrete about which to be proud. In these special classes, once they discovered their rich cultural background with something concrete, they developed a more positive self-concept. This more positive self-concept, transferred into other areas of the curriculum. They started having more success in their other studies.

I have mentioned that we used a number of literary works which created this positive self-concept. One of the authors in particular is

Miguel Unamuno. He is one of the foremost contemporary Spanish philosophers. He was quite concerned with the question of the existence of God. One of the reasons that we selected Miguel Unamuno was that in our class, we had a young man who had recently come from Mexico. José Freig had spoken to me concerning his studies in Mexico. Apparently he had studied in a seminary. At the time that he came to this country, he had rejected everything that was English and everything that was American.

I spoke with José Freig, and through our talks became interested in Unamuno. José suggested that possibly we could use one of Unamuno's books in class, which we did. Miguel Unamuno had written "El Sentimiento Trágico de la Vida," or "The Tragic Sentiment of Life," in which he first tries to define man. He raises the same question that many other philosophers have asked, "How are we different from animals? Are we actually animals? Are we different from them?"

Miguel Unamuno answers that, "No"; we are not the same as animals, that there is something that is within us that is different from animals. What is this something? This something he calls "El Sentimiento Trágico de la Vida," the tragic sentiment of life, which he says is this: He says that we as human beings fear dying, and that because we fear death, we have established a God; that is, our heart, our spirit tells us that we cannot die, we must not die. This desire to keep on existing has made us establish the fact that there is a God.

However, he says our mind tells us that God cannot exist. If we look around us, we will be convinced that God cannot exist. He defines this conflict between the mind and the heart as the tragic sentiment of life. This is the only thing that distinguishes us from animals; animals do not have the tragic sentiment of life.

José Freig became excited about this theme in Spanish. At that time, I had spoken to one of his teachers, his English teacher. She wanted to know how she could work with José Freig, because he rejected everything that was English and everything that was American. I mentioned to José Freig in discussing Manuel Unamuno that we had many English-speaking people who were intrigued by this theme. One of them was Mark Twain, I told him. I gave him a story by Mark Twain; the name of the story is "The Mysterious Stranger."

José Freig at first was not too excited about it. I told him again that we could not always reject the American and the English culture without knowing it first; we had to become acquainted with it. Then, when we became acquainted, we could reject it if we wished.

José Freign read "The Mysterious Stranger" and after that he went on to "Tom Sawyer," and then on to "Huckleberry Finn." José is going to graduate next year, and we are trying to get a scholarship for him at the University of Arizona.

Just as we did with Unamuno, we have many other titles that we use, using the same theme to create interest in English or American works. We have, for example, "El Color de Nuestra Piel," or "The Color of Our Skin," by Celestino Gorostiza. It concerns discrimination in Mexico. But more than with discrimination, it is concerned with a segment of Mexican society which the author is trying to analyze. The author seems to ask what it is that moves Mexican families. He portrays tragic weaknesses in an ordinary Mexican family.

It is a cosmopolitan work, very well liked by our students.

"El Color de Nuestra Piel" we compare with a play by Arthur Miller called "The Death of a Salesman." Students are able to see that themes do not have to limit themselves only to either English or Spanish, but we are working with something much more universal. In treating these themes, we help our students to analyze and to approach these works at a more academic level. Many of our students tell me how the analysis of the particular works that we studied helped them in analyzing certain literary works that they are also reading in English.

We study works such as "El Conde Lucanor," by Don Juan Manuel. El Conde Lucanor was written roughly in 1335. I do not know if you are acquainted with a short story in "El Conde Lucanor" called "Lo que aconteció a un mancebo que casó con una mujer muy brava y muy fuerte."

This story is the story upon which Shakespeare based his "Taming of the Shrew."

I am going to repeat that we are not making better Mexicans of these students. We are making them aware of the fact that they do have a very rich cultural background. Through this awareness we are giving them a more positive self-concept, a self-concept that helps them in their work in other areas in school. We have many students who have graduated from our special program at Pueblo High School who have continued their studies at the University of Arizona.

One of the outstanding examples is a young man whose name is Rafael Arvizu. He recently became the first person with a Spanish surname to be elected president of the University of Arizona student body. He is only the second independent student to be given this honor.

I am very proud of the program that we have at Pueblo, but I am also aware of the fact that it is one of very few programs that are being carried out. We know that the ultimate success of any educational program is intimately related to the aptitude, the professional preparation, and the attitude of the individual teacher. We strongly recommend that schools recruit more Spanish-speaking teachers. Mr. Sweetland mentioned that this is an area in which we are very weak. I agree, there is much work to be done in recruiting these people.

Schools and colleges and universities must conduct research in bilingual education.

They must train special teachers to meet this special challenge. They must also develop materials which will be used in the more imaginative and realistic programs for the Spanish-speaking child.

We know that many people are concerned with this, but even more people should be concerned with this important matter.

We at the University of Arizona currently are working with NDEA institutes in offering special courses to prepare teachers to work with these special students.

The Elementary and Secondary Education Act of 1965 has been most valuable in promoting better education in America. But it is not enough by itself. There are still countless districts and schools which have not yet received the help they so urgently need. The Federal Government must assume the responsibility of providing economic aid which will stimulate guided innovation and research at the State,

as well as at the local level, as recommended to and by the NEA-Tucson Survey.

I would like to close by very sincerely commending you, Senator Yarborough, and your associates, for sponsoring Senate bill 428 which will provide more equitable educational opportunities for students who for so long have been an invisible minority. Thank you for giving me the privilege and honor to testify today.

For the record, I would like to submit, "The Invisible Minority," and "Las Voces Nuevas del Sudoeste," in support of my testimony.

Senator YARBOROUGH. They will be received. They will both be received and filed—not printed in the record, but filed for the reference of the subcommittee.

(The documents referred to were made a part of the record and will be found in the files of the subcommittee.)

Senator YARBOROUGH. Each member of this subcommittee has copies of "The Invisible Minority," and this report of the symposium, "The Spanish-speaking child in the schools of the Southwest." I am not going to order them printed in the record because of the cost and space limitations.

Since we are filing documents at this time, we have requested some of the texts written by Dr. Bumpass yesterday. Unfortunately, they did not reach this hearing room yesterday, while Dr. Bumpass was here. I am going to order filed with the subcommittee—not printed—two of her texts, "We Speak English," book 1 and book 2. They are written for pupils whose mother tongue is Spanish, and who have begun to learn English. These texts are not bilingual in the sense that you have one page in English, one page in Spanish. These are for English learners, for those who have another language. These are especially written for those to whom Spanish is the mother tongue.

I also order filed with the record these two texts, truly bilingual texts, published by the Addison-Wesley Publishing Co., of Reading, Mass. This is "Superior Modern College Algebra." On each page there are two columns, one in English, one in Spanish; the same material on each page. These are used in colleges and high schools in Latin America. A number of countries have ordered these. They are published here for use there. It shows a widespread study not merely of English as another language in those schools, but the study of science and mathematics, particularly, in those schools.

Here is one of "Physical Metallurgy for Engineers," a college text, published and used in South America.

This first text on "Modern College and Algebra" is by Elbridge P. Vance of Oberlin College, with a translation of the English part by Dr. Alberto Saenger of the Universidad de Concepcion and the University of Chile, and technical revisions by Armando Armendariz of Tulane University. This is a truly bilingual text. The problems are on each page, two columns, one in English, one in Spanish. This engineer text is by Albert Guy of the University of Florida, with a translation in English by Francisco Munoz de Corral of the Institute of Madrid, and the technical revision by Gunter Joseph-Baumann of the University of Chile. There are a number of texts by this company.

This is illustrative of the type of books we have been talking about. I shall file these, not to be printed in our record, because they are too voluminous, but for the use of the subcommittee. We will have other texts to illustrate.

(The publications referred to were made a part of the files of the subcommittee.)

Senator YARBOROUGH. Thank you very much for your contribution, Dr. Guerrero. You were very active in setting up the conference at Tucson last fall that I had the privilege of visiting. I want to congratulate you on your leadership in this field. You stress the special need for training people who are competent to teach bilingually. That requires a great deal more training than people trained to teach only in one language, does it not?

Mr. GUERRERO. That is true, sir.

Senator YARBOROUGH. I realize that from my youth, having tried to teach school for 2 years in a one-teacher rural school 6 miles from a highway in my native Texas. All the pupils there spoke English only, and had never heard any other language spoken. In one room, I had classes from the primary through the eighth grade. I realize some of the problems of the teacher when the child first comes to school and cannot read and write in any language, which gives just a slight indication of the problems when you are trying to teach in two languages concurrently. I think it illustrates the importance of this bill to train teachers for that kind of work.

Senator Murphy?

Senator MURPHY. Have you any idea of the need, the shortage of qualified teachers to get this program on the road? Have you any idea how many teachers there will have to be, what the practical number is for teaching immediately?

Mr. GUERRERO. I do not know how many teachers we would need, but I do know that in every one of the areas that we visited, the teachers were aware of these problems, and they would ask us very urgently, "What can we do, how can you help us? We need special techniques."

Senator MURPHY. I was coming to that. Have there been any—I have been interested in visual education in single-concept teaching for many years. I do not know whether you know that or not. Has there been any attempt, has there been any research or any progress made?

I found, for instance, in my experience that with some of the educational films, the use of film with which I have worked for many years, I could not find any proper teaching subjects. So I had to go to England and have some made which were later bought by the Encyclopedia Britannica. Then two of the Houses are interested in that.

Now, the lady that you explained about in Laredo, she obviously is a kind of Mrs. Fritz Kreisler of the teachers, I would say. She has a special talent. Has there been any attempt to find the people with the exact and special talent, and possibly conceive of a manner by the use of visual aids, whereby all the skill of that teacher could be transferred to many classrooms?

Mr. GUERRERO. I believe that primarily most of the work that is being done is being done at the local level and not much has been done by institutes or universities.

Senator MURPHY. In your judgment, where should this be done?

There are two things concerned. First, there is no question; we think this must be done. We want it done, want it very badly.

Then, the next thing is you have to fund it, you have to get the finances.

The third thing is, in which we are very interested, to make certain that the finances, the so-called Federal dollars which are really taxpayers' dollars, are used in the most effective manner, in the most modernistic manner. I am now getting so old that I know the trouble I had in school. I was a dropout of many schools. The youngsters today have to assimilate so much more knowledge than we did. I worry sometimes that maybe the methods are not up to the capacities that are demanded. I, for instance, was a mining engineer. I have learned more engineering from Fortune magazine than I learned when I was in my university, because I can see it and I understand it and I remember it. I have had great arguments over the last 25 years with some of the top scientists, and I am just wondering how far the NEA group are progressing in this field?

Because it must happen. You cannot just say, "Let us think way ahead" and not provide the tools so that the pupil can keep up with the necessary preparation. Where would you think this should be concentrated?

Mr. GUERRERO. I was going to start out by saying that I also was a high-school dropout, and that I failed Spanish when I took Spanish in high school. So I know what you are talking about.

This work has to be done at all levels. Victor Cruz Aedo, from Laredo, is responsible for the program I described, he and Dr. Brantley. He has done much research in Mexico, trying to utilize whatever materials he would come across in Mexico, as well as in teachers' colleges in Texas. I would say that Victor Cruz Aedo is largely responsible for what is going on in Laredo, but he does have the help of Dr. Theodore Andersson of the university. It does seem apparent that local school districts are much better acquainted with their singular problems, but that they do not need help from institutions such as the University of Texas.

Dr. Uvaldo Palomares, from San Diego State University, is also working with small school districts in the San Diego area to develop materials and programs that will be competent. He is requesting an institute, an NDEA institute, which would help prepare teachers for these special programs.

At the University of Arizona, we are trying to develop a program that will better help prepare teachers who are going to be teaching Spanish-speaking students. Specifically we have contacted and are working with the Normal School in Hermosillo and with the University of Sonora, also in Hermosillo. Prospective teachers who are going to be working in our area may visit in Hermosillo for 2 weeks, attending classes at the Normal School and becoming acquainted with the philosophy——

Senator MURPHY. If you will forgive me, I have listened endlessly to research programs since I have been in Washington. I am amazed that the education department has been in existence so long and we are now at the place where we say we should teach youngsters who speak Spanish to speak English and youngsters who are going to be Anglos, who are going to be exposed in Spanish-speaking communities, to speak Spanish. I would have thought that this would have happened many years ago.

This is not unique in this experience of this particular subcommittee. I find it in many committees. I think sometimes maybe I have become too practical, in too much of a hurry as I grow older. Now, I know it is nice for the instructors and professors to visit around. I want to find out the best, the quickest, most practical way to get the job done. That is the information that I am sure my colleagues on the subcommittee would like to have from anybody, whether it be you, yourself, or your friends who would like to send a statement covering this. I am sure that the chairman would make it part of the record, and we would welcome it, because it would be invaluable in guiding us as we set up the legislative guidelines for not only the inception of the program, but possibly how the program could and should be developed.

You see, I learned a little Spanish because I was for 3 years with Desi Arnaz, and we used to say that Desi has been here 25 years, and he speaks English as though he were arriving next Wednesday. I think he does it on purpose, and unfortunately, when I was young I learned Latin and Greek. So it helps a little bit.

But now I want to thank you for a most enlightening testimony, and also my first lesson in Spanish. Now I am inspired and——

Mr. GUERRERO. I was itching yesterday to give a lesson in Spanish.

Senator MURPHY. I know that you know how to do it.

Senator YARBOROUGH. Senator Murphy and I have been having a little conference up here, wondering if we could engage you to teach us Spanish in a few days.

Mr. GUERRERO. I would be happy to.

Senator YARBOROUGH. Senator Fannin?

Senator FANNIN. I want to commend you for a very excellent statement. We have talked about the practicalities of this program. We have certain goals that we want to achieve, goals for these children to achieve.

In your statement, the fifth item of your recommendation, I know before I say this that our chairman has clarified what is referred to when we say "the second language"—that is, your refer to the bilingual teaching. But would you not say that if we used English as a primary language, then the use of Spanish as a medium of instruction would be the secondary language?

Mr. GUERRERO. Yes, I agree with you, sir, and I believe there was a misunderstanding concerning what we mean by second language.

Senator FANNIN. That is what I want to clarify.

Mr. GUERRERO. We accept the fact that English is the most important language, and that if we had a choice to make whether to teach English or Spanish, naturally there would be no doubt—English is the important language. What we mean by teaching English as a second language is that when we have a group of students who do not understand English, then we have to teach them English as we would teach them a foreign language.

Senator FANNIN. I understand that thoroughly. What I want to obtain was your thought in regard to the recommendations that you have made. You have heard the testimony before that recommended they teach Spanish through the fifth grade. Now, would you recommend that special classes include the students who need to have this instruction, but as they learn they transfer to the regular classes, would it be better for them?

In other words, in these special classes, teach Spanish perhaps the first, second, and third grades, and then have a consideration by the

Mr. GUERRERO. I do not know if I would limit the transfer to the teacher as to whether or not they should transfer over to the regular class. Would they attain more if there was a goal to encourage them to go ahead with their English instruction at the fastest rate possible? regular classes to the fifth grade. As we indicated before, the background of our students is varied, and I would say that as soon as possible, we should place——

Senator FANNIN. That is what I want to determine—as soon as possible. You are saying that maybe it would be the sixth or seventh grade before they would be capable to transfer?

Mr. GUERRERO. We would hope that by the third grade possibly they might fit into other classes.

Senator FANNIN. Good. That is what I was trying to determine, if it could not be accomplished or encouraged to be done at an earlier grade.

Mr. GUERRERO. We would be using Spanish as a bridge into English.

Senator FANNIN. Then they could go ahead with their Spanish goals if there was a desire to extend their education as far as Spanish is concerned.

Mr. GUERRERO. We would then teach Spanish as we would any other academic subject.

Senator FANNIN. I know you have vast experience in interrelated projects across the Southwest, and as I understand, in other areas. You were on a program in New York, is that correct?

Mr. GUERRERO. Yes, sir.

Senator FANNIN. Do you feel that the same type of instruction that would be recommended in these areas would be best for the Puerto Rican people involved?

Mr. GUERRERO. I would think that even though they have their peculiar problems many of the same things that we are saying here would be equally true in these other areas.

Senator FANNIN. Fine.

I talked to you earlier as to your thoughts as far as Indian education is concerned. You feel that this should be more of a specialized nature?

Mr. GUERRERO. Again, I recognize that they have a problem which is probably even bigger than our own. However, it is a problem which is peculiar, and it should be treated, I would think, separately.

Senator FANNIN. Thank you.

Senator YARBOROUGH. Doctor, we Senators do not question each other on this subcommittee, but as the distinguished Senator from California was talking about Desi Arnez, I was wondering if he had had any professional experience with Leo Carrillo. I might date myself——

Senator MURPHY. Leo is my cousin.

Senator YARBOROUGH. I might date myself if I say that Leo Carrillo used to be one of my heroes, like the Cisco Kid.

Senator MURPHY. I am glad you brought it up. Leo's cousin was a man by the name of William Jackson. That was his name in New York. He was a big stage star. His name was really Guillermo Guarda. His family occupied the few acres that were not covered, as Leo used to say, by the blood of his ancestors in California. In the beginning

Leo's territory only went to Santa Barbara. Then, as he got older, it went clear up into the San Joaquin Valley until it covered nearly the whole State. Leo was a friend of mine for nearly 40 years, and Bill Jackson was the fellow who started me in show business in New York. So I am very, very grateful to Leo and to his cousin, Guillermo.

Senator YARBOROUGH. I am going to order printed into the record the bibliography of articles on bilingual problems of the Spanish-speaking students that appear on pages 18 and 19 of "Las Voces Nuevas del Sudoeste." I order this printed in the record.

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Senator YARBOROUGH. Thank you very much, Dr. Guerrero. We appreciate your great contribution.

We will call the next witness, Dr. Fishman.

Dr. Fishman is a professor at Yeshiva University at New York. He has written a remarkable book called "Language Loyalty in the United States."

He is a recognized authority in this field.

Dr. Fishman, before asking you to begin, I want to refer to a report here that is mentioned in the testimony of Dr. Sweetland. That is the report of the Colorado Legislature in January 1967, the 125-page document on the status of Spanish-surnamed subjects in Colorado. I have directed the counsel to obtain a copy and file it for the use of the subcommittee.

(The document referred to was made a part of the files of the subcommittee.)

Senator MURPHY. Mr. Chairman, I would like to apologize to Mr. Fishman. I would love to stay and hear the testimony, but unfortunately we have a vote in about 10 minutes and then I have the great honor to go to the White House for the signing of the bill which will establish one of the most important things I think, in the water program in the Southwest, which would be the new combination atomic reactor and desalinization plant which will be off the coast of California.

So if you will forgive me, I will read your testimony carefully, but I have to be at the other place.

Senator YARBOROUGH. Senator Murphy, I congratulate you with some sadness on California getting that program instead of Texas.

Senator MURPHY. I think once we have proved it out in California, then we will probably build a better one for Texas.

Senator YARBOROUGH. Senator, I am in a similar situation. I may have to recess this hearing for 5 minutes. The Senate Appropriations Committee at 12:30 has scheduled us all to be present to constitute a quorum to vote out an appropriations bill. That is on executive session, and we will have to have a quorum there to vote that out.

I am going to declare the subcommittee recessed for about 7 minutes until I can declare a quorum at the Appropriations Committee.

(Brief recess.)

Senator YARBOROUGH. Dr. Fishman, you may proceed.

I have spoken to one or two other members of the subcommittee and some of the cosponsors of the bill. It took a little longer to get a physical majority than I had originally expected. We finally did get one and voted out an appropriations bill.

Proceed, Dr. Fishman.

STATEMENT OF DR. JOSHUA A. FISHMAN, RESEARCH PROFESSOR OF SOCIAL SCIENCES, YESHIVA UNIVERSITY, NEW YORK, N.Y.

Dr. FISHMAN. I would like to thank you, Mr. Chairman, for this opportunity to appear before you to give you some comments on the problem of bilingualism in the United States, which is a matter that I have spent some 15 years researching. It is really a dream come true to see a problem, which was for me a longstanding academic concern, become recognized as a problem which deserves treatment in the Halls of the Senate of the United States, and the House of Representatives as well.

Senator YARBOROUGH. On behalf of my colleagues, I regret that your testimony is only reached at 1 o'clock. The subcommittee, in setting this hearing up with seven witnesses, anticipated that you would be reached well before noon. But this is quite an interesting subject to the witnesses, and I am glad to see that the witnesses do not come dragged in here by the heels. They come in voluntarily. We are very glad to have you here.

I have had people who have had some considerable knowledge in this field tell me of your great leadership in it. So we are honored to have you come.

Dr. FISHMAN. I know that although other members of the committee are not here, they will have an opportunity to read the statement I have prepared.

Senator YARBOROUGH. Yes, everything is printed in the record, and each member of the subcommittee has that before him before we vote on this in the subcommittee. Then each member of the full committee has this before him to look at before he votes on it. When we go into executive sessions they look at it, particularly in a new field like this, have the staff mark it up to bring important parts to their attention.

Materials like this that are filed with the subcommittee are not necessarily seen by all members. The record is in their offices, they have it on the table when they vote, and my experience is you can feel that this is read.

I know the members of the subcommittee who are the cosponsors will read it, and that constitutes a considerable number of Senators.

Dr. FISHMAN. It is because I know that the full report will be read that I will only read part of it this afternoon. I say that, Mr. Chairman, because, as you look at it, it looks quite long, and I did not want you to think I am going to read it page by page and line by line. However, there are several parts here that I would like to read.

Senator YARBOROUGH. I think it is pretty brief. It seems long but I notice most of it is an exhibit you have attached here.

Dr. FISHMAN. No, that exhibit is actually part of the text, but I will only read part of it.

Senator YARBOROUGH. I order the entire statement filed and printed in the record as though originally read.

Dr. FISHMAN. After many generations of neglect and apathy, American speakers of non-English languages have, of late, become objects of more positive attention than has commonly been their lot in most American communities. They have not been proclaimed national heroes, nor have they been the recipients of public or private largesse. They often continue to be objects of curiosity even if their gift is no longer considered shameful. Nevertheless, the attitude toward them has changed. They are now frequently viewed as commanding a rare commodity, a skill which has come to be recognized as a valuable asset for the country. As a result, there have been a number of recent efforts to study the distribution of this commodity and to consider ways of safeguarding and augmenting it. The language resources project, which I directed from 1960 to 1964 under a grant from the USOE, was one such effort. There will doubtless be many more like Senate 428 and others, once it is fully and finally decided to pursue a consistent and effective policy of bilingual language main-

tenance, reinforcement, and development. My purpose here is to indicate some possible ingredients of such a policy, basing myself both on my findings [1] and on my opinions.

THE CURRENT STATUS OF NON-ENGLISH-LANGUAGE RESOURCES IN THE UNITED STATES

In 1960, which was the year for which I tried to gather comparable data on several groups throughout the country and on various aspects of language maintenance, the non-English-language resources of the United States were undoubtedly smaller than they had been a decade or two previously. Nevertheless, they were still huge, both in absolute terms and relative to their 20th-century high-water marks in the 1920's and 1930's.

Approximately 19 million individuals—11 percent of the entire American population—and, of course, it would be a higher percentage than that if one considered only the non-Negro population—possessed a non-English mother tongue in 1960. These mother tongues represent a very high proportion of those that have evolved to the point of becoming standard literacy languages as well as many that have not yet reached this stage of development.

The non-English press boasted over 500 periodic publications in 1960 and continued to have a circulation of approximately 5½ million, as well as a "passalong" readership estimated to be equally large. Although non-English dailies and weeklies have regularly lost circulation since 1930, monthlies have experienced circulation gains in recent decades. Non-English broadcasting also seems to be in a far better state of health in 1960 than was usually expected to be the case—with over 1,600 "stations" broadcasting more than 6,000 hours of non-English-langauge programs every week in the continental United States. However, this picture largely reflects the continued and growing strength of Spanish broadcasting, which alone accounts for two-thirds of all non-English broadcasting in the United States. Both the non-English press and non-English broadcasting, with the exception of Spanish broadcasting, are largely dependent upon the oriented toward a first-generation clientele. The latter, in turn, represent slightly less than half the claimants of almost all non-English mother tongues in the United States. Thus, although immigrant status itself is not predictive of either language maintenance or language loyalty, both of these phenomena are heavily dependent upon immigrant status—with the colonial languages—Spanish, French, and German—marking the only noteworthy exceptions to this generalization.

In 1960 there were at least 1,800, and probably a good many more, ethnic "cultural" organizations in the United States. Many, including the largest among them, serve first-, second-, and third-generation members. Nearly three-quarters of all ethnic cultural organizations favor maintenance of their non-English ethnic mother tongue. However, the very fact that ethnic organizations have been more successful than either the non-English press or non-English broadcasting in attracting second- and third-generation interest has also led most of them to exceedingly marginal and passive approaches to ethnicity and

[1] Language Loyalty in the United States. Mimeographed report for USOE, 1964; Published version, 1966.

to language maintenance. The organizations represent bulwarks of structural more than of behavioral-functional pluralism.

The most active language maintenance institution in the majority of ethnic communities in the United States is the ethnic group school. Over 2,000 such schools currently function in the United States, of which more than half offer mother tongue instruction even when there are many "nonethnics" and "other ethnics" among their pupils. On the whole, they succeed in reinforcing or developing moderate comprehension, reading, and speaking facility in their pupils.

RECOMMENDATIONS

In part, the recommendations advanced here are derived from the point of view that bilingual language-maintenance in the United States is desirable, in that the non-English language resources of American minority groups have already helped meet part of our urgent national need for speakers of various non-English languages, and that these resources can be reinforced and developed so as to do so; that is, to meet this urgent need, to a much greater extent in the future. These recommendations are also derived from an awareness that while competence in two languages can be a decided asset to those who have this command—indeed, most language learning in and out of schools is based on just such an assumption—the bilingualism of hundreds of thousands, probably millions, of Americans is viewed as a liability in their lives, and this for no reason inherent in the nature of bilingualism per se. It is our treatment of bilinguals and of bilingualism that brings this sad state of affairs into being and, therefore, it is this treatment that must be altered. Finally, in the realm of sheer practicality, it is obvious that our national resources of native non-English language competence have long been allowed—even encouraged—to languish and disappear at the very time that unprecedented efforts and sums were and are being spent to improve and increase the teaching of "foreign" languages in the Nation's schools and colleges. The recommendations that follow aim to eliminate this wasteful ambivalence.

At an even more basic—and less instrumental—level, support for bilingual language maintenance is advocated on the ground that our national genius and our national promise depend upon a more conscious and a better implemented commitment to a permanently culturally pluralistic society. Such support is crucial because neither a fondness for cultural quaintness nor a romantic interest in cultural diversity can substantially benefit bilingual language maintenance or markedly alter its prospects. Only a mobilization of sensitivity, concern, intellect, and means can accomplish this goal.

Actually, what I am trying to say at this very beginning point, Senator, is that a bill like Senate 428 has to have around it a whole climate of opinion that favors and supports bilingualism. Otherwise, it will appear to be a temporary or a political measure rather than a measure of great seriousness, which is the spirit in which I know you approach it. Therefore, to begin with, I would like to mention some things about the kind of climate of opinion that is needed so that such bills and other bills afterward can gain acceptance and continue to receive support.

Positive statements by leading American personages concerning the merits of cultural diversity and its benefits to American society have been relatively few and have hardly reached the "general public." Sentiments to this effect are directed toward minority group audiences from time to time, but are largely superfluous for such audiences. A statement by the Governor or the President directed toward Spanish-Americans or Italo-Americans on Columbus Day normally reaches only those who are already aware of their ethnic heritages. It is usually recognized for what it usually is—a politically self-serving appeal or ritual time-filler of little general or genuine significance. Such statements imply a relegation of ethnicity to a "one-day-a-year" affair commemorating the long ago and far away. They rarely seek to foster a more accepting view of ethnicity among nonethnics. What is needed, therefore, rather than statements such as these, are statements that will reach the general public with the message that cultural differences—here and now, on an everyday as well as on a "high culture" and festive level—are meaningful, desirable, and worth strengthening. They should be made before nonethnic audiences assembled to consider nonethnic problems if they are to have their greatest impact and if they are to be disseminated widely through nonethnic mass media. If a "special day" for such statements seems desirable, it might be far better to release them on the Fourth of July than to reserve them for Polish-American Day, or German-American Day, or other such isolated "heritage" days.

But statements alone are too intermittent, too fleeting, and too unreliable to bring about a major change of climate. Those of the kind that would do the most good are rare, because few leading figures in American life are concerned with the role of ethnicity and diversity. Few have thought deeply about it and, under ordinary circumstances, few can be expected to do so in the future. Many consider ethnicity to be a far more ephemeral phenomenon than it really is. It is taken to be an issue that belongs to the 19th century, that will die of its own accord, that is petty and sectarian, and therefore one that does not deserve serious attention. This view is mistaken on psychological grounds alone. Although fragments of ethnicity's "little tradition" such as foods and dances, embarrass many second- and third-generation Americans when subjected to outside scrutiny, these same individuals frequently experience a private void which a fuller but selectively synthesized ethnicity might fill. While they have lost contact with the deeper and more meaningful ethnicity, they object to being publicly characterized in terms of the quaint but isolated fragments that they have maintained. Certainly, neither their own foods and dances nor the silent-treatment on the part of "American" peers and leaders will enable them to find personal satisfaction, on the one hand, or to reinforce language maintenance, on the other. In order to accomplish either of these goals cultural and linguistic diversity must become a serious topic of public interest. A Federal "Commission on Biculturism (or Bilingualism) in American Life" might help bring this to pass. Such a Commission composed of ethnic and nonethnic leaders, social scientists, educators, and distinguished "cultural figures" would be in a position to focus interest on the meaningfulness, legitimacy, and potential creativity of cultural and linguistic diversity within American unity. Such a Commission—and the recurring national con-

ferences and reports that it might sponsor—could raise language maintenance to the level of an avowed national concern.

Senator YARBOROUGH. Pardon the interruption, Dr. Fishman. That is a rollcall vote of the Senate. I must go. They are voting on a supplementary funds bill to run some agencies of the Government for the last 30 days of the year, up until the 30th of June. I do not want to file this statement. I want to hear the rest of it. This is a beautiful statement.

If you will excuse me briefly, I will go to vote and come back again in about 15 minutes.

(Brief recess.)

Senator YARBOROUGH. The special Subcommittee on Bilingual Education will come to order.

Dr. Joshua Fishman, professor at Yeshiva University, New York City, is testifying. Dr. Fishman, will you continue, please?

Dr. FISHMAN. Thank you, Senator. We all realize that the U.S. Government has additional business today. Although we are here for this particular event, other things must claim your attention. We are grateful for all the time and interest you have shown throughout this busy day.

Senator YARBOROUGH. Well, none more interesting than this, but so very vital. The bill we just passed has a considerable amount of money for impacted school areas which is of vital interest to my State.

Dr. FISHMAN. I will return now to where I was previously, the general topic being the kind of serious attention that a favorable climate of opinion requires so that a bill of this kind, and other bills that come after it will have an informed public and an interested public to support it.

All in all, cultural and linguistic diversity must be publicly recognized, publicly discussed, and publicly supported if language maintenance is to be quickly, fully, and effectively reinforced. Appeals on behalf of such diversity can be supported by reference to American values, traditions, and history. As a possibly vital and creative force in American life, cultural diversity has all too long been ignored or given only apologetic and embarrassed glances. If language maintenance is to be seriously pursued in the future, public rehabilitation of this topic will be necessary. Bilingualism does not exist in a vacuum. Nor does it exist in a school. It exists in the context of ethnic, religious, and cultural differences. It cannot be supported on a national scale without supporting biculturism. Biculturism requires awareness of one's heritage, identification with it—at least on a selective basis—and freedom to express this identification in a natural and uninhibited manner. It can only be enriching for our country to discover that the languages which have recently been brought to our attention are inextricably related to diverse behavioral patterns and behavioral products which can be every bit as acceptable and as valuable as the languages themselves. The languages can only function in conjunction with meaningful patrimonies. Intimately meaningful patrimonies can only enrich America and the lives of its citizens.

I now have some comments on more specific support rather than on general climate of opinion approaches.

SPECIFIC SUPPORT FOR BILINGUAL LANGUAGE MAINTENANCE

As for assistance to those segments of American ethnic groups that are already engaged in language maintenance efforts, there are a host of steps that might be taken to strengthen these efforts directly. Immigrants and nonimmigrants alike require an environment that is supportive of language maintenance in the same way that other matters in the national interest are supported. In an era of unprecedented governmental assistance to American colleges and universities for the establishment and maintenance of language-and-area study centers—under the National Defense Education Act—it would seem only logical to offer assistance to the institutions of American ethnic groups whose activities are clearly related to language maintenance. In addition to supporting instruction in Chinese, Hungarian, Russian, and dozens of other "neglected" languages now taught to Americans for whom these languages are truly "foreign," it would seem also to be highly desirable to support instructional and other languages maintenance efforts directed at those Americans for whom these languages are still not entirely "foreign." Government aid to ethnic group schools engaged in formal mother tongue instruction would involve only relatively minor innovations and reformulations in current policies. Any financial relief would encourage them to continue what often has seemed a most difficult task, and to improve and intensify their current efforts. In some cases the question of public support for religiously sponsored institutions would doubtless arise. But this can easily become a false issue.

Untouched by religious complications are hundreds of elementary and secondary schools, several colleges and universities as well as hundreds of periodicals, radio broadcasts, and cultural or scholarly institutions of American ethnic groups. Whether by tax exemption, by direct support, or even by indirect facilitation and encouragement, means could be found for giving recognition and assistance to these vehicles of language maintenance. Not only has there been no studied attempt to do this but negative and exploitative steps have often been taken, or implied, of which language loyalists are painfully aware. They frequently have long memories of hostile governmental attitudes dating back to their home countries, their countries of origin. Under the best of circumstances they would tend to be suspicious of governmental "impartiality" since their own is not an impartial posture. Having concluded that language maintenance is in the public good, they frequently interpret governmental disinterest or neglect as thinly veiled opposition and, what is worse, disdain. Why should their work be considered "beneath the dignity" of attention by government, by foundations, and by the public at large? Why does an unofficial conspiracy of silence and an implication of lunacy surround their efforts? Are they not working on behalf of an intellectually, culturally, and politically valuabe goal? Why then, have they been ignored and ruled out of sputnik-inspired largesse available to others? If we, as well, grant that language maintenance is a desideratum, then there can be no argument that it is in grave need of assistance and that it has received neither the support nor the attention best calculated to foster its creative contribution to American life. Given the current status of language maintenance in most ethnic groups in our midst, nothing

would seem better calculated to strengthen it than the preparation of cadres of young and rigorously educated bilingual-bicultural cultural leaders. Ethnic group schools are in the best position to accomplish this—but are frequently unable to do so without assistance.

A final area of language maintenance support is to be found in facilities that are or could be entirely under public auspices. Chief among these are the public schools. I will skip over some matters that have already been discussed here so as not to take your time with them, but would like to mention some that I have not heard or seen in any of the bills.

A number of innovations that might prove to be of some value that have either not been tried at all or have been tried on too limited a scale are as follows: There have been a few NDEA-sponsored language institutes for the express purpose of preparing educators who are themselves of a particular ethnic background so that they might teach the standard version of their own ethnic mother tongue to pupils who are also of that background. The major undertaking of this kind is the Franco-American Institute at Bowdoin College—Brunswick, Maine—conducted by Prof. Gerard J. Brault—now of the University of Pennsylvania—during the summers of 1961, 1962, and 1963. We brought together teachers of French who were themselves of French-Canadian extraction and whose pupils were primarily of French-Canadian extraction so they could learn how better to teach French to such pupils with special methods and special materials that recognized the background and the home language that these people bring with them to school.

Since then there have been other NDEA institutes of this kind for teachers of Spanish who are themselves of Spanish-American background and teaching such pupils in Southwestern States.

These institutes serve several purposes simultaneously: (i) They remove common ethnicity between teachers and pupils from the realm of taboo and place it in the realm of an explicity acknowledged and functionally activated factor in language learning. Since teachers of religiously affiliated ethnic group—"private"—schools have been admitted to these institutes on the usual tuition-free basis, although without the weekly stipend normally offered to students at NDEA institutes, one more precedent has been established for language maintenance aid to ethnic group schools under religious sponsorship. As a result, it might be possible to organize such institutes for teachers employed by ethnic group schools and to offer instruction, here I mean instruction for teachers, in Polish, Hungarian, Ukrainian, Greek, Yiddish, and other languages rarely available in public school settings but still amply represented by hundreds and hundreds of thousands of students; (ii) they recognize the particular language learning assets and problems of children with an ethnic mother tongue and they prepare teachers to cope with these constructively; (iii) they prepare special teaching and learning materials oriented toward raising the levels of mastery of, and overcoming the deviations from, standard speech among teachers and pupils; (iv) they explicitly involve the Government, the teacher, and the pupil in a joint language maintenance venture. Certainly, such institutes should be increased in size, in number, and in the variety of languages covered. The preparation of teachers and of teaching-learning materials via such institutes will

begin to ameliorate the problem of where to recruit appropriate personnel for public school language programs that might in the future, be related to the ethnic composition of large proportions of the student bodies in many urban centers. However, this approach alone is far too limited to result in any early language maintenance gains. Additional approaches are required and only quite normal degrees of ingenuity and good will are needed to uncover them.

Another significant means of public school recognition might well be the granting of formal credit to pupils for language skills acquired outside of school auspices. Thousands of public school pupils, at the elementary as well as the secondary level of instruction, attend one or another type of ethnic group school during after-school hours. Our evidence indicates that mother tongue instruction in these schools is at least as effective as—if not more so than—foreign language instruction under public school auspices. The combination of student background factors, teacher dedication, and appreciable exposure over a number of years results in language skills that are by no means too rudimentary to deserve recognition and encouragement by public school authorities. Recognition might take one or another of several forms: Certificates of merit, advanced placement in public high school language courses, credit toward graduation, et cetera. In each case, an appropriate yet simple evaluation or review mechanism would need to be instituted. It is difficult to exaggerate the stimulus to mother tongue instruction in ethnic group schools that would result from any form of recognition by the public schools. Again and again teachers, principals, and activists affiliated with ethnic group schools offering mother tongue instruction mention the "double insult" of having their mother tongue "excluded" from the public school program while at the same time the public school refuses to recognize that their children are diligently studying another language and culture at their own expense and on their own time. "If our children were merely collecting stamps or building airplane models, they would get some encouragement from school authorities; for studying Greek they get no recognition at all." That was a quotation from one of my taped interviews.

However, much more than "recognition" or other indirect motivation may be possible in those localities where truly substantial numbers of students enter the first grade with a home-and-neighborhood tongue other than English. Under these circumstances it would be highly desirable for a few public schools to experiment with programs that provide a major part of their instruction in non-English mother tongues, until students have acquired, at the very least, adequate literacy in these languages. In such cases the mother tongue might well remain both a medium and a subject of instruction throughout the elementary school years, with the gradual and appropriate introduction of English beginning on a small scale in the first grade and increasing in each successive year of study. An experimental return to the bilingual public school that functioned in several American cities during the late 19th and the early 20th century would appear to be particularly justified in the case of Mexican-American population concentrations in the Southwest. Such attempts should be labeled frankly as experimental and as intensive language maintenance efforts so as to avoid any implications of social or cultural segregation. Where such attempts are not feasible, it might still be possible to group

bilingual children separately for early, intensive, and specially devised instruction in their mother tongue, under the guidance of teachers who are themselves fully literate and educated in it. There is recent evidence that even the high school level is not too late for effective and lasting reinforcement of language skills and attitudes among bilingual youngsters.

While the ordinary public school can certainly become a much more valuable vehicle——

Senator YARBOROUGH. One moment before you skip. You mentioned there "an experimental return to the bilingual public school that functioned in several American cities during the late 19th and early 20th century would appear to be particularly justified in the case of Mexican-American population concentrations in the Southwest." This is what this bill pending here is primarily aimed at, but do you have a table of those public schools that did have instruction bilingually?

Dr. FISHMAN. Yes. I was somewhat amused to read some material that was released earlier in the week that there had not been any prior congressional concern with bilingual schools because there are pages and pages of such testimony but you have to go back to the 1880's and 1890's to find it. But, the public schools which resulted from the testimony existed until the First World War. Some of them managed to get through the First World War but then all of them were discontinued after the First World War when, as you know, there was a revulsion against speakers of other languages in the United States. But, there were such schools and I have information on them in my book.

Senator YARBOROUGH. Is that information in your book? You have tables of those?

Dr. FISHMAN. Yes.

Senator YARBOROUGH. I will ask you for it.

Dr. FISHMAN. Many of America's largest cities had such schools.

Senator YARBOROUGH. I think there were some in my home State of Texas in German and English.

Dr. FISHMAN. Yes, and as far as German goes, there were German public schools in Cleveland, Cincinnati, Baltimore, in Detroit, in St. Louis, and also public schools in other langauges, bilingual. Up until the First World War.

Senator YARBOROUGH. I will not take time from your statement, but if you have it in your book I will check it.

Dr. FISHMAN. While the ordinary public school can certainly become a much more valuable vehicle of language maintenance, and of language instruction, then it currently is, it does have other and more central goals to pursue. The curricular demands placed upon it and the administrative and social pressures to which it is exposed effectively preclude it from becoming primarily or even significantly concerned with language maintenance. Indeed, there is no public institution in American life whose avowed primary purpose is language maintenance. No other national resource is so unprotected and "unassigned."

A Language Maintenance Section in the Department of Health, Education, and Welfare is urgently needed so that language maintenance becomes someone's full-time responsibility and concern. What is proposed here is the special recognition given to "educational media" by the separate establishment of title VII under the National Defense Education Act of 1958. Educational media research and development

might have been included under another title, for example, with the cooperative research program. However, as a result of their separate legal and budgetary status much more attention has been directed toward them than would otherwise have been the case. Although no separate title for language maintenance is being advocated here, a separate section with its own staff, budget, and program is recommended. A network of language camps for selected children and youth could be sponsored for language maintenance purposes—not unlike the 4–H clubs that are sponsored to encourage farm children to become proud and skilled farmers. Guidebooks and textbooks could be prepared for parents and teachers. Consultation services could be made available to schools and to cultural institutions. Necessary demonstration projects and research efforts could be assisted or conducted. Financial aid could be channeled. The coordination of FLES programs with the remaining non-English language islands could be attempted. Above all, the veil of embarrassed silence could be pierced and removed. This latter goal must come before all else and must be continually pursued together with all else. Its importance goes beyond language maintenance per se. Intelligent, creative, unembarrassed, unharassed, evolving ethnicity will certainly contribute to language maintenance but it will also contribute to the enrichment of millions of lives and to the authenticity of American civilization.

That is all I mapped out to read to you, Senator Yarborough. The rest of the material is there and I am sure that you and your colleagues will look at it if you consider it appropriate.

Senator YARBOROUGH. Thank you very much, Professor Fishman. I shall study your book. Also you have many stimulating statements in here. I would like to question you, but Mr. Neff is about to miss his plane if we do not let him testify.

I was interested in what you said about the influence of sputnik. "The sputnik inspired largesse." That is quite correct. This Congress had fought for educational programs for years and was unable to get the votes to pass them. After the Russians put up Sputnik I, the thought of their launching a vehicle in space prior to any American vehicle was a great contribution to American education. After Sputnik I, there was a fear that the Russians were getting ahead of us in science and engineering, and we were able to pass the National Defense Educational Act of 1958 of which I was coauthor. Of course, we introduced the bill to cover all subjects of instruction except religion and athletics but we were not able to hold it. It was cut down to subjects deemed essential to the national defense. I recall that in the Executive Committee of the Education Committee, one Senator in derision looked at some grants on a revision 2 years later—some grants had been made by the Bureau of Education for the study of Buddhism and a limitation was put in there. One Senator in derision said the idea of spending Federal money to study Buddhism was bad, and Senator Clark of Pennsylvania quite aptly said if we knew more about Buddhism we might not be in the trouble we are in in Laos today. So, we have gradually expanded the National Defense Act. While this bill is limited in scope to Spanish, Spanish is the greatest need. You have made a very, very strong case here—I know your book will make a much stronger one—for this instruction in other languages where that language is the mother tongue in addition to the national language of English.

My own personal interest in this subject arose when I worked my way to Europe on a cattle boat when I was 18. I had the wanderlust that a lot of college students have. I got a job on a French cattle boat. I was the only English-speaking person on it and I did not speak French. We were 22 days from New Orleans to Le Havre. We picked up goods along the way and we had cattle there and I was tending the cattle. I was hired because I was from Texas. My nationality helped me get a job.

I soon drifted over into Germany and stayed there 8 months until the weather thawed out in the spring and I picked up a working knowledge of German and went to school at that time. I studied every day, took courses in speaking and reading German. I became interested in this problem of foreign languages and, though I have not become bilingual in any other language, I have retained an interest in it these years. I came from an area where I never heard a word spoken in any other language but English until I was 14. In World War II a bunch of nationals from Mexico came to work on the railroads. School let out one afternoon at 3, and about a hundred of the students crowded down to this cut bank in the railroad in this little town. We stood there looking at the Mexicans, saying in English, "Say something, in Mexican." We did not know it was Spanish. We thought it was Mexican language and wanted to hear some words spoken in that language. When I went 200 miles away to Austin, to the University of Texas, news papers were published in five languages: English, German, Spanish, Swedish, and Czech. The German and Czechs are gone now but they still publish in Spanish and Swedish as well as English. So, I began to get acquainted with a bilingual society.

Dr. FISHMAN. There is in Austin a great research center for languages and their impact on that area. I am sure the University is proud of it.

Senator YARBOROUGH. Yes; they really are. You mentioned Arabic. They have quite a center there.

I have a nephew who spent 18 months in Saudi Arabia, and is now working on his doctorate in Arabic. I think they also teach Swahili.

Dr. FISHMAN. They teach a lot of Asian and African languages.

Senator YARBOROUGH. Yes. Thank you very much. I wish we could question you further but we have covered a good bit of ground.

Dr. FISHMAN. Let me only pick up my books, and as I do so, say, Senator, what I read to you today is what I wrote in 1963 when I completed this study, and I never had the faintest idea that there would come a time when people would really listen to it. It seemed to be the kind of academic exercise that academicians often find themselves involved in. They write because they feel they have discovered something that is true and needs saying, regardless of whether anyone is around to listen at the time.

It is something like a tree falling in the forest, and as it falls, and there is nobody there, is there any noise or not?

That was the spirit in which I wrote this and I am now thrilled to find that not only is there a forest but there are people listening. Being not only bilingual but quadrilingual, Spanish being one of the languages I speak, I have no objection at all, quite the contrary, only the greatest admiration for your specification of Spanish in the bill.

I only hope that there will be no approach which gets so frozen in in this connection that the whole continent of submerged languages

to which Spanish is related fails to be recognized. There are millions and millions of others that must feel that their recognition will come, too, because they are wonderful Americans trying to contribute to America, and I am sure as the recognition to our Spanish-American citizens is long overdue, that it must come, so will the recognition for all the other creative language groups in the country.

Senator YARBOROUGH. Dr. Fishman, you have now moved out of the realm of mere academician, if that is mere, into the role of an active protagonist for broad-based bilingual education in all fields. I might say to you there is a difference of opinion in this subcommittee, and the full committee, and the Congress, as to whether this bill should be limited to the Spanish-speaking, or broad-based one.

There is a great deal of pragmatism in either approach concerning which bill can we pass. You saw some reservations of the Office of Education here on this bill. An attempt I thought to tacitly say we are not against it, but cut it to pieces, just to be blunt about it. I feel that the more sympathetic attention will be given to this whole problem.

I feel that more attention will be paid to bilingualism. Your book gives us a real study on this, the full context of its applications to all languages and all minority groups who have a language other than English as a mother tongue. We run into certain objections to using mother tongue as first, and others as second languages. I have been thinking of amending my bill to speak of the "mother tongue" and the "national language" to indicate the first language and then the legal language of the country, English, which is the required language.

Dr. FISHMAN. There are several countries whose educational legislation uses exactly that nomenclature.

Senator YARBOROUGH. Mother tongue——

Dr. FISHMAN. And national language.

Senator YARBOROUGH. I didn't know that but we have been discussing it here and we were leaning toward that. I must excuse you because of Dr. Neff. He has a 3 o'clock plane and we want to hear him.

Thank you for the contribution you have made to this interesting aspect of our culture which I think has been largely overlooked in America.

Dr. FISHMAN. It has. Thank you for bringing this submerged continent out into the open.

Senator YARBOROUGH. Thank you, and your prepared statement will be printed in the record at this point.

(The prepared statement of Dr. Fishman follows:)

PREPARED STATEMENT OF DR. JOSHUA A. FISHMAN, RESEARCH PROFESSOR OF SOCIAL SCIENCES, YESHIVA UNIVERSITY, NEW YORK CITY

PLANNED REINFORCEMENT OF BILINGUAL LANGUAGE-MAINTENANCE IN THE UNITED STATES: SUGGESTIONS FOR THE CONSERVATION OF A NEGLECTED NATIONAL RESOURCE

After many generations of neglect and apathy, American speakers of non-English languages have, of late, become objects of more positive attention than has commonly been their lot in most American communities. They have not been proclaimed national heroes, nor have they been the recipients of public or private largesse. They often continue to be objects of curiosity even if their gift is no longer considered shameful. Nevertheless, the attitude toward them *has* changed. They are now more frequently viewed as commanding a rare commodity, a skill which has become to be recognized as a valuable asset for the country. As a result, there have been a number of recent efforts to study the distribution of

this commodity and to consider ways of safeguarding and augmenting it. The Language Resources Project (which I directed from 1960 to 1964 under a grant from the USOE) was one such effort. There will doubtlessly be many more once in is fully and finally decided to pursue a consistent and effective policy of bilingual language-maintenance, reinforcement, and development. My purpose here is to indicate some possible ingredients of such a policy, basing myself both on my findings [1] and on my opinions.

THE CURRENT STATUS OF NON-ENGLISH LANGUAGE RESOURCES IN THE UNITED STATES

In 1960 the non-English language resources of the United States were undoubtedly smaller than they had been a decade or two previously. Nevertheless, they were still huge, both in absolute terms and relative to their 20th century high-water marks in the 1920's and 1930's.

Approximately 19 million individuals (11 per cent of the entire American population) possessed a non-English mother tongue in 1960. These mother tongues represent a very high proportion of those that have evolved to the point of becoming standard literary languages as well as many that have not yet reached this stage of development. Relative to 1940, the quantitative position of the colonial languages—Spanish, French, and German—has remained superior to that of all but the most recently reinforced immigrant languages. However, even in the case of most of the immigrant languages that did not benefit from post-war immigration and that suffered most from internal attrition and external apathy, some subgroups still retain sufficient cultural-linguistic intactness to maintain functional bilingualism and to provide good prospects of marked gain (in either functional or cultural bilingualism) with well designed and vigorous reinforcement efforts.

The non-English press boasted over 500 periodic publications in 1960 and continued to have a circulation of approximately five and one-half millions, as well as a "pass-along" readership estimated to be equally large. Although non-English dailies and weeklies have regularly lost circulation since 1930, monthlies have experienced circulation gains in recent decades. Non-English broadcasting also seemed to be in far better state of health in 1960 than was usually expected to be the case—with over 1600 "stations" broadcasting more than 6,000 hours of non-English language programs every week in the continental United States. However, this picture largely reflects the continued strength of Spanish broadcasting, which alone accounts for two-thirds of all non-English broadcasting in the United States. Both the non-English press and non-English broadcasting (with the exception of Spanish broadcasting) are largely dependent upon and oriented toward a first-generation clientele. The latter, in turn, represent slightly less than half the claimants of almost all non-English mother tongues in the United States. Thus, although immigrant status itself is not predictive of either language maintenance or language loyalty, both of these phenomena are heavily dependent upon immigrant status—with the colonial languages marking the only noteworthy exceptions to this generalization.

In 1960 there were at least 1800 (and probably a good many more) ethnic "cultural" organizations in the United States. Many, including the largest among them, serve first-, second-, and third-generation members. Nearly three-quarters of all ethnic cultural organizations favor maintenance of their non-English ethnic mother tongue. However, the very fact that ethnic organizations have been more successful than either the non-English press or non-English broadcasting in attracting second and third generation interest has also led most of them to exceedingly marginal and passive approaches to ethnicity and to language maintenance. The organizations represent bulwarks of structural more than of behavioral-functional pluralism.

The most active language maintenance institution in the majority of ethnic communities in the United States is the ethnic group school. Over 2,000 such schools currently function in the United States, of which more than half offer mother tongue instruction even when there are many "non-ethnics" and "other-ethnics" among their pupils. On the whole, they succeed in reinforcing or developing moderate comprehension, reading, and speaking facility in their pupils. They are far less successful in implanting retentivist language attitudes which might serve to maintain language facility after their students' programs of study have been completed, approximately at the age of fourteen. Although the lan-

[1] *Language Loyalty in the United States.* Mimeographed report for USOE, 1964; Published version, 1966.

guages learned by pupils in ethnic group schools are "ethnic mother tongues", rather than true mother tongues, the levels of facility attained usually are sufficient to provide a foundation for cultural bilingualism. This foundation, however, is rarely reinforced after the completion of study in the ethnic group school.

RECOMMENDATIONS

In part, the recommendations advanced here are derived from the point of view that bilingual language-maintenance in the United States is desirable, in that the non-English language resources of American minority groups have already helped meet part of our urgent national need for speakers of various non-English languages, and that *these resources can be reinforced and developed* so as to do so to a very much greater extent in the future. These recommendations are also derived from an awareness that while competence in two languages can be a decided asset to those who have this command (indeed, most language learning in and out of schools is based on just such an assumption), the bilingualism of hundreds of thousands of Americans is viewed as a liability in their lives, and this for no reason inherent in the nature of bilingualism per se. It is our *treatment* of bilinguals and of bilingualism that brings this sad state of affairs into being and, therefore, it is this treatment that must be altered. Finally, in the realm of sheer practicality, it is obvious that our national resources of native non-English language competence have long been allowed—even encouraged—to languish and disappear at the very time that unprecedented efforts and sums were and are being spent to improve and increase the teaching of "foreign" languages in the nation's schools and colleges. The recommendations that follow aim to eliminate this wasteful ambivalence.

At an even more basic (and less instrumental) level, support for bilingual language-maintenance is advocated on the ground that our national genius and our national promise depend upon a more conscious and a better implemented commitment to a permanently culturally pluralistic society. Such support is crucial because neither a fondness for cultural quaintness nor a romantic interest in cultural diversity can substantially benefit bilingual language-maintenance or markedly alter its prospects. Only a mobilization of sensitivity, concern, intellect, and means can accomplish this goal.

ESTABLISHING A CLIMATE OF OPINION

All Americans, and speakers of non-English languages in particular, are aware of the value our society and its institutions place upon cultural and linguistic unity. The desirability of such unity is explicitly or implicitly conveyed by citizenship requirements, by voting requirements, by the common public school, by the many agencies whose task it is to "naturalize" and Americanize immigrants and our indigenous or semi-indigenous ethnic populations, by national holidays, and even by the very openness of American economic and political life which normally requires little else of ethnics than that they join with de-ethnicized Americans in advancing themselves by advancing the common good. There is a "message" which immigrants, other ethnics, and their children quickly get—that ethnicity is foreignness, that both have no value, that they are things to forget, to give up. The frequent and enduring contrast between war, disharmony, and poverty abroad, and relative peace, acceptance, and prosperity here clearly shouts this message. Governmental and private agency conferences on Americanization and on cultural enrichment for disadvantaged ethnic populations reinforce it. Social prejudice and economic competition bring the message home in hundreds of ways, both subtle and obvious, even though both are usually less intense than in most other countries. Given a general climate which constantly reinforces unity—often by assuming it to be so obviously and universally desirable that no public discussion of it is deemed necessary—it is essential that diversity, too, receive constant support at underlying philosophical and operational levels.

Positive statements by leading American personages concerning the merits of cultural diversity and its benefits to American society have been relatively few and have hardly reached the "general public". Sentiments to this effect are directed toward minority group audiences from time to time, but are largely superfluous. A statement by the Governor or the President directed toward Spanish-Americans or Italo-Americans on Columbus Day normally reaches only those who are already aware of their ethnic heritages. It is usually recognized for what it usually is—a politically self-serving appeal or ritual time-filter of little general or genuine significance. Such statements imply a relegation of ethnicity to a

"one-day-a-year" affair commemorating the long ago and the far away. They rarely seek to foster a more accepting view of ethnicity among non-ethnics. What is needed, therefore, rather than statements such as these, are statements that will reach the general public with the message that cultural differences—here and now, on an everyday as well as on a "high culture" and festive level—are meaningful, desirable, and worth strengthening. They should be made before non-ethnic audiences assembled to consider non-ethnic problems if they are to have their greatest impact and if they are to be disseminated widely through non-ethnic mass media.[2] If a "special day" for such statements seems desirable, it might be far better to release them on the Fourth of July than to reserve them for Polish-American Day, or German-American Day, or other such isolated "heritage" days.

But statements alone are too intermittent, too fleeting, and too unreliable to bring about a major change of climate. Those of the kind that would do the most good are rare, because few leading figures in American life are concerned with the role of ethnicity and diversity. Few have thought deeply about it and, under ordinary circumstances, few can be expected to do so in the future. Many consider ethnicity to be a far more ephemeral phenomenon than it really is. It is taken to be an issue that belongs to the 19th century, that will die of its own accord, that is petty and sectarian, and therefore one that does not deserve serious attention. This view is mistaken on psychological grounds alone. Although fragments of ethnicity's "little tradition," such as foods and dances, embarrass many second- and third-generation Americans when subjected to outside scrutiny, these same individuals frequently experience a private void which a fuller but selectively synthesized ethnicity might fill. While they have lost contact with the deep and more meaningful ethnicity, they object to being publicly characterized in terms of the quaint but isolated fragments that they have maintained. Certainly, neither their own foods and dances nor the silent-treatment on the part of "American" peers and leaders will enable them to find personal satisfaction, on the one hand, or to reinforce language maintenance, on the other. In order to accomplish either of these goals *cultural and linguistic diversity must become a serious topic of public interest.* A federal "Commission on Biculturism (or Bilingualism) in American Life" might help bring this to pass. Such a Commission composed of ethnic and non-ethnic leaders, social scientists, educators, and distinguished "cultural figures" would be in a position to focus interest on the meaningfulness, legitimacy, and potential creativity of cultural and linguistic diversity within American unity. Such a Commission—and the recurring national conferences and reports that it might sponsor—could raise language maintenance to the level of an avowed national concern.

All in all, cultural and linguistic diversity must be publcily recognized, publicly discussed, and publicly supported if language maintenance is to be quickly, fully, and effectively reinforced. Appeals on behalf of such diversity can be supported by reference to American values, traditions, and history. As a possibly vital and creative force in American life, cultural diversity has all too long been ignored or given only apologetic and embarrassed glances. If language maintenance is to be seriously pursued in the future, public rehabilitation of this topic will be necessary. Bilingualism does not exist in a vacuum; it exists in the context of ethnic, religious, and cultural differences. It cannot be supported on a national scale without supporting biculturism. Biculturism requires awareness of one's heritage, identification with it (at least on a selective basis), and freedom to express this identification in a natural and uninhibited manner. It

[2] *The New York Times* reported on May 2, 1963, that Dr. Calvin E. Gross, Superintendent of Schools, made the following statement to "850 teachers and supervisors attending the [New York City School] system's annual curriculum conference. Many in the audience appeared shocked. . . . Dr. Gross . . . urged that Puerto Rican children and other new arrivals to the city be enabled to develop biculturally and bilinguistically. Dr. Gross said that instead of trying to remake Puerto Rican children and telling them to forget their language, these children should be told: 'You are Puerto Rican and you have something to be proud of. Keep your culture—we'll help you develop it—but we also give you something else.' He deplored the 'melting pot' approach in which new arrivals are 'made over in our image.' " Although limited to a specialized audience this statement may be expected to have had greater impact in view of its presentation *in the context of general American educational goals* than a similar statement presented in the context of education for children of foreign backgrounds. Thus, the San Jose (California) *Mercury News* of July 14, 1963, reports a statewide conference of educators on "Teaching English as a Second Language" under the headline "Schools Fear Enrollment Hike as a Result of Bracero Cutback". At this conference, Helen Hefferman, Chief of the Bureau of Elementary Education of the California State Department of Education, declared that "children of Mexican descent are to be encouraged to retain their first language and become more skillfull in its use [as they learn English]".

can only be enriching for our country to discover that the languages which have recently been brought to our attention are inextricably related to diverse behavioral patterns and behavioral products which can be every bit as acceptable and as valuable as the languages themselves. The languages can only function in conjunction with meaningful patrimonies. Intimately meaningful patrimonies can only enrich America and the lives of its citizens.

SPECIFIC SUPPORT FOR BILINGUAL LANGUAGE-MAINTENANCE

As for assistance to those segments of American ethnic groups that are *already* engaged in language maintenance efforts, there are a host of steps that might be taken to strengthen these efforts directly. Immigrants and non-immigrants alike require an evironment that is supportive of language maintenance in the same way that other matters in the national interest are supported. In an era of unprecedented governmental assistance to American colleges and universities for the establishment and maintenance of language-and-era study centers (under the National Defense Education Act), it would seem only logical to offer assistance to the institutions of American ethnic groups whose activities are clearly related to language-maintenance. In addition to supporting instruction in Chinese, Hungarian, Russian, and dozens of other "neglected" languages now taught to Americans for whom these languages are truly "foreign", it would seem also to be highly desirable to support instructional and other languages maintenance efforts directed at those Americans for whom these languages are still not entirely "foreign". Government aid to ethnic group schools engaged in formal mother tongue instruction would involve only relatively minor innovations and reformulations in current policies. Any financial relief would encourage them to continue what often has seemed a most difficult task, and to improve and intensify their current efforts. In some cases the question of public support for religiously sponsored institutions would doubtless arise (Fishman 1959). But this can easily become a false issue. There are many effective schools to which the religious issue is not applicable at all. At any rate, support for language instruction can be kept quite separate from support for religious instruction. Certainly there is legal precedent for such a distinction and, given sufficient conviction that language maintenance is in the national interest, additional precedents can be established and maintained. Finally, the constitutional restrictions bearing upon the separation of Church and state need not hinder the great private foundations that have done so much to support and replenish the cultural and educational resources of American society. As yet, none has supported the language maintenance efforts of American ethnic groups—whether in the educational, literary, dramatic, musical, or scholarly spheres—and a change in this respect would simultaneously signify the rehabilitation of language maintenance and the social maturation of American foundations.

Untouched by religious complications are several colleges and universities[3] as well as hundreds of periodicals, radio broadcasts, and cultural or scholarly institutions of American ethnic groups. Whether by tax exemption, by direct support, or even by indirect facilitation and encouragement, means could be found for giving recognition and assistance to these vehicles of language maintenance. Not only has there been no studied attempt to do this but negative and exploitative steps have often been taken (or implied), of which language loyalists are painfully aware.[4] They frequently have long memories of hostile governmental attitudes dating back to their home countries. Under the best of circumstances they would tend to be suspicious of governmental "impartiality" since their own

[3] Given sufficient support and recognition many ethnically founded and maintained institutions of higher education could train language maintenance leaders in specific "unusual" languages. Among these are: Alliance College (Cambridge Springs, Penn.), St. Mary's College (Orchard Lake, Mich.) and Villa Maria College (Buffalo, New York), in Polish; Suomi College (Hancock, Mich.), in Finnish; Marianapolis College (Thompson, Conn.), in Lithuanian; St. Basil's College (Stamford, Conn.), in Ukrainian; St. Procopius College (Lisle, Ill.), in Czech; Luther College (Decorah, Iowa), in Norwegian; Yeshiva University (New York, N.Y.) and Brandeis University (Waltham, Mass.), in Hebrew and Yiddish. Higher education itself could contribute significantly to language maintenance by the establishment of many more chairs for ethnically infused languages and their cultures, particularly where these enjoy considerable local support. Social research on language maintenance might contribute to this goal by telling the story of the introduction of ethnically based languages into a number of "general" American high schools and colleges much more exhaustively than we have attempted to do in these pages.

[4] One example is FCC ruling 58–734–61564 referred to on p. 89, above. My attention was directed to this entire episode by language loyalists who had concluded that the decision of the Commission that a number of factors must be considered "in determining the suitability of foreign language programming" was evidence of "undercover" federal policy to discontinue such programming whenever possible.

is not an impartial posture. Having concluded that language maintenance is in the public good, they frequently interpret governmental disinterest or neglect as thinly veiled opposition and, what is worse, disdain. Why should their work be considered "beneath the dignity" of attention by government, by foundations, and by the public at large? Why does an unofficial conspiracy of silence and an implication of lunacy surround their efforts? Are they not working on behalf of an intellectually, culturally, and politically valuable goal? Why then have they been ignored and ruled out from Sputnik-inspired largesse available to others? If we, as well, grant that language maintenance is a desideratum, then there can be no argument that it is in grave need of assistance and that it has received neither the support nor the attention best calculated to foster its creative contribution to American life. Given the current status of language maintenance in most ethnic groups in our midst, nothing would seem better calculated to strengthen it than the preparation of cadres of young and rigorously educated bilingual-bicultural cultural leaders. Ethnic group schools are in the best position to accomplish this —but are frequently unable to do so without assistance.[5]

A final area of language maintenance support is to be found in facilities that are or could be entirely under public auspices. Chief among these are the public schools. While our schools are certainly more language conscious than they have been in previous years, they are not merely as inventive or as concerned as they might be and their official consciousness of language maintenance is practically nil. FLES programs are woefully limited in terms of their numbers and the languages involved, and distressingly ineffective in terms of teacher competence and pupil learning. Foreign language programs at the high school level are only slightly less remiss in each of these respects. Pitifully little is being done today to effectively and widely introduce such major world languages as Russian, Chinese, or Arabic into American public education at any level. The few exceptional schools in which these languages are taught to a few exceptional children received deserved publicity, but their impact on the total picture is meager. The fearful bureaucratic complexity of American educational enterprises is such that all the institutional characteristics tend to discourage rather than encourage either greater variation or wider coverage in language instruction. Thus, it is initially difficult to introduce additional languages because teachers are not available to teach them. It is difficult to locate suitable teachers because training programs are not available to train them. In most states even a completely bilingual individual with university training in both languages is not considered "trained" and eligible for certification as a public school teacher until he has taken a number of college courses in the field of "professional education". Furthermore, it is difficult to hire trained teachers because salaries are so low as to be noncompetitive with other sources of income available to such individuals. And it is difficult also to recruit teachers willing to accept appointments at current salaries because too few children in any one school would elect to study, say, Russian, to provide a teacher with a full program. Difficulty is thus pyramided upon difficulty and the entire structure moves ahead at a snail's pace. The final irony is that methods and materials of instruction are all geared to teaching monolinguals, with the result that foreign language teachers are least successful when they work with students who possess competence in a second language based upon their out-of-school experiences (Brault 1964).

A number of innovations that might prove to be of some value have either not been tried at all or have been tried on too limited a scale. There have been a few NDEA-sponsored Language Institutes for the express purpose of preparing educators who are themselves of a particular ethnic background so that they might teach the standard version of their own ethnic mother tongue to pupils who are also of this background.[6] These institutes serve several purposes simul-

[5] An alternative to the support of ethnic group schools—particularly where such support is rendered difficult as a result of Church-state problems—is the establishment of non-ethnic schools conducted entirely in critical non-English languages. A few private schools of this kind already exist, but these are primarily in French, limited to the "early childhood education" level, nonethnic (or antiethnic) in pupil-teacher composition, and expensive. The possibility of such schools at the college level is demonstrated by the University of the Pacific's "Spanish College", in which "all subjects (except English) are taught in Spanish as a novel step toward better Latin American relations and as a recognition of California's Spanish heritage" (*Palo Alto Times*, Sept. 19, 1963, p. 8).

[6] The major undertaking of this kind is the Franco-American Institute at Bowdoin College (Brunswick, Maine) conducted by Professor Gerard J. Brault of the University of Pennsylvania, during the summers of 1961, 1962 and 1963. In several instances, other NDEA Language Institutes not explicitly intended for teachers of particular ethnic backgrounds have, nevertheless, been largely composed of such teachers.

taneously: (i) they remove common ethnicity between teachers and pupils from the realm of taboo and place it in the realm of an explicitly acknowledged and functionally activated factor in language learning,[7] (ii) they recognize the particular language learning assets and problems of children with an ethnic mother tongue and they prepare teachers to cope with these constructively; (iii) they prepare special teaching and learning materials oriented toward raising the levels of mastery of, and overcoming the deviations from, standard speech among teachers and pupils; (iv) they explicitly involve the government, the teacher, and the pupil in a joint language maintenance venture. Certainly, such institutes should be increased in size, in number, and in the variety of languages covered. The preparation of teachers and of teaching-learning materials via such institutes will begin to ameliorate the problem of where to recruit appropriate personnel for public school languages programs, that might in the future be related to the ethnic composition of large proportions of the student bodies in many urban centers. However, this approach alone is far too limited to result in any early language maintenance gains. Additional approaches are required and only quite normal degrees of ingenuity and good will are needed to uncover them.

The MLA Foreign Language Proficiency Tests (available only for French, German, Italian, Russian, and Spanish) already utilized by the State Education Departments of New York, Pennsylvania, Delaware, and West Virginia represent a potentially important facilitative device (Starr 1962). Individuals who have reached necessary levels of language proficiency by informal means (home, neighborhood, travel)—rather than by the "normal" route of accumulating college credits—can attest to their proficiency through these examinations and obtain state-approved teaching licenses or certificates. This approach to the certification of foreign language teachers should be far more widely adopted.[8] If properly encouraged, it has the potential of providing many localities with teachers of uncommon languages. Such languages almost always have an ethnic base and their availability under public auspices greatly encourages language maintenance. Pupils studying these languages in the public schools would most frequently be of the "appropriate" ethnic background. Even if this were not the case, language maintenance would benefit if only from publicizing that an ethnic mother tongue had "broken through" the silence barrier and had received "public recognition".[9]

Another significant means of public school recognition might well be the granting of formal credit to pupils for language skills acquired outside of school auspices. Thousands of public school pupils, at the elementary as well as the secondary level of instruction, attend one or another type of ethnic group school during after-school hours. Our evidence indicates that mother tongue instruction in these schools is at least as effective as—if not more so than—foreign language instruction under public school auspices. The combination of student background factors, teacher dedication, and appreciable exposure over a number of years results in language skills that are by no means too rudimentary to deserve recognition and encouragement by public schools authorities. Recognition might take one or another of several forms: certificates of merit, advanced placement in public high school language courses, credit toward graduation, etc. In each case, an appropriate yet simple evaluation or review mechanism would need to be instituted. It is difficult to exaggerate the stimulus to mother tongue instruction in ethnic group schools that would result from any form of recognition by the public schools. Again and again teachers, principals, and activists affiliated with ethnic group schools offering mother tongue instruction mention the "double insult" of having their mother tongue "excluded" from the public school program while at the same time the public school refuses to recognize that their children

[7] Since teachers of religiously affiliated ethnic group ("private") schools have been admitted to these institutes on the usual tuition-free basis (although without the weekly stipend normally offered to students at NDEA institutes), one more precedent has been established for language maintenance aid to ethnic groups schools under religious sponsorship. As a result, it might be possible to organize such institutes for teachers employed by ethnic group schools and to offer instruction in Polish, Hungarian, Ukrainian, Greek, Yiddish, and other languages rarely available in public school settings but still amply represented in the American population.

[8] For a report of early successes with the proficiency examination approach in the foreign languages area see "Modern Foreign Language Proficiency Tests for Teacher Certification; Report of Results in 1963 Administrations". Albany, New York State Education Department, 1964.

[9] A first step in the direction of such "recognition" has, on several occasions, been the organization of after-school language clubs for students interested in various languages that are still "uncommon" to the public school curriculum. When a sufficient number of pupils have joined such a club the transition to a regularly scheduled course during the normal school day can be made more easily.

are diligently studying another language and culture at their own expense and on their own time. "If our children were merely collecting stamps or building models, they would get some encouragement from school authorities; for studying Greek they get no recognition at all!" [10]

However, much more than "recognition" or other indirect motivators may be possible in those localities where truly substantial numbers of students enter the first grade with a home-and-neighborhood tongue other than English. Under these circumstances it would be highly desirable for a few public schools to experiment with programs that provide a major part of their instruction in non-English mother tongues, until students have acquired, at the very least, adequate literacy in these languages. In such cases the mother tongue might well remain both a medium and a subject of instruction throughout the elementary school years, with the gradual and appropriate introduction of English beginning on a small scale in the first grade and increasing in each successive year of study.[11] An experimental return to the bilingual public school that functioned in several American cities during the late 19th and the early 20th century would appear to be particularly justified in the case of Mexican-American population concentrations in the Southwest. Such attempts should be labeled frankly as experimental and as intensive language maintenance efforts so as to avoid any implications of social or cultural segregation. Where such attempts are not feasible it might still be possible to group bilingual children separately for early, intensive and specially devised instruction in their mother tongue, under the guidance of teachers who are themselves fully literate and educated in it. There is recent evidence that even the high school level is not too late for effective and lasting reinforcement of language skills and attitudes among bilingual youngsters (Nance 1963).[12]

There are still other possible approaches to bolstering foreign language programs in our public schools in such a way as to directly or indirectly foster language maintenance. Approximately a thousand exchange teachers from abroad are annually appointed to public elementary and secondary schools throughout the United States. Ordinarily, a condition of such appointments is that exchange teachers possess sufficient mastery of English to teach in that language throughout the school day. Rarely has it occurred to American school authorities that these same foreign teachers might well be utilized to teach their own mother tongues—either during the regular school day or in after-school classes.[13] Indeed, rarely has it occurred to spokesmen and functionaries of foreign language instruction in American school to utilize even the best local representatives of the few languages tought in our schools. Utilization of native speakers would have more than mere pedagogic value; it would also imply the respectability of ethnicity, the mentionability of language maintenance, the "Americanness", as it were, of speaking and safeguarding languages other than English. Indeed, native speakers could well serve as "cultural representatives" beyond the confines of the school's few language courses. They could and should serve as consultants and participants in various courses dealing with the several cultures that have contributed to ours, and in which the range of creative human diversity is educatively illustrated. Such an enterprise could seek a genuinely comparative approach to the understanding of human institutions and the variability of cultures, showing

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[10] *The New York Post*, May 13, 1962, p. 22, reports a precedent of possible importance in this connection: "School districts in the state are giving credits to students for outside-of-school religious instruction with the approval of the State Education Department. . . . High school students have been granted a fourth of a unit toward their Regents credits for each year of religious instruction. . . . Such credits fall into the same category as dancing or music instruction given outside the school". Language instruction may also be credited in this fashion. Similar opportunities exist in a few other states but are seldom known or utilized. Certainly, institutions of higher education should pose no difficulty in recognizing language proficiency—however attained—for purposes of admission and placement.

[11] For several alternative suggestions concerning such programs see the section on "Basic Plans for Bilingual [Public] Schools", in Bruce A. Gaarder's "Teaching the Bilingual Child: Research, Development and Policy", *Proceedings of the Conference on Teaching the Bilingual Child* (Austin, Texas State Education Agency, 1964).

[12] For a review of recent public school efforts to conduct special Spanish programs for children of Mexican-American origin, see the *Texas Foreign Language Association Bulletin*, 5 (1963), number 3. Also note the *experimental* bilingual public School as well as the *system-wide* bilingual language arts program in Dade County, Florida, briefly described in *Modern Language Journal*, 48 (1964), 239.

[13] During the 1962–63 school year, a group of exchange teachers from Puerto Rico appointed to teach in New York City Schools set up after school classes in Spanish in a number of schools with substantial Puerto Rican enrollments. This activity was part of a larger program known as "Operation Understanding" which also sent exchange teachers from New York to Puerto Rico, so that they could become more familiar with the home language and culture of Puerto Rican students in New York schools.

they need not be "foreign" however much they are "different". This is much more than the antiseptic study of immigrant roots and the songs, dances, and games that pertain to them. It is an acknowledgment that the roots of American life are still capable of legitimate fruits of a "high tradition" to this very day.

All in all, the public school's approach to non-English languages and to non-core cultures in the United States has been that of all official levels of American life, namely, that ethnicity in America and its cultural and linguistic components deserve neither disciplined nor dignified recognition. Thus it would seem that as long as these languages and cultures are truly "foreign" our schools are comfortable with them. But as soon as they are found in our own backyards, the schools deny them. However, by denying them we not only deny a part of ourselves (a dangerous act in any democracy) but we limit the extent to which public school instruction in languages and cultures is live, real, and meaningful. Ethnicity is still so uncomfortable and guilt-laden an area for the essentially middle-class public school teacher, principal, superintendent, and curriculum expert that it is less objectionable to cut pupils off from deep understanding and appreciation than to give ethnically-based linguistic and cultural materials their due recognition.

While the public school can certainly become a much more valuable vehicle of language maintenance, and of language instruction, than it currently is, it does have other and more central goals to pursue. The curricular demands placed upon it and the administrative and social pressures to which it is exposed effectively preclude it from becoming primarily or even significantly concerned with language maintenance. Indeed, there is no public institution in American life whose avowed primary purpose is language maintenance. No other national resource is so unprotected and "unassigned." A Language Maintenance section in the Department of Health, Education, and Welfare is urgently needed so that language maintenance becomes someone's full-time responsibility and concern.[14] A network of language camps for selected children and youth could be sponsored for language maintenance purposes—not unlike the 4–H clubs that are sponsored to encourage farm children to become proud and skilled farmers. Guide books and text books could be prepared for parents and teachers.[15] Consultation services could be made available to schools and to cultural institutions. Necessary demonstration projects and research efforts could be assisted or conducted.[16] Financial aid could be channeled. The coordination of FLES programs with the remaining non-English language islands could be attempted. Above all, the veil of embarrassed silence could be pierced and removed. This latter goal must come before all else and must be continually pursued together with all else. Its importance goes beyond language maintenance per se. Intelligent, creative, unembarrassed, unharrassed, evolving ethnicity will certainly contribute to language maintenance but it will also contribute to the enrichment of millions of lives and to the authenticity of American civilization.

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[14] What is proposed here is similar to the special recognition given to "educational media" by the separate establishment of Title VII under the National Defense Education Act of 1958. Educational media research and development might have been included under another title, e.g., with the Cooperative Research Program. However, as a result of their separate legal and budgetary status much more attention has been directed toward them than would otherwise have been the case. Although no separate Title for language maintenance is being advocated here, a separate section with its own staff, budget, and program *is* recommended. Unfortunately, language maintenance does not have nearly as strong a lobby as that which the educational-media-industries (including gadgetry, electronics, radio, and T.V.) were able to marshal on behalf of Title VII.

[15] While our increased sensitivities and needs have prompted the preparation (under NDEA Title VI auspices) of dictionaries, texts, grammars, and records in many exotic languages during the last few years, an anthology of non-English *American* literature for elementary or secondary school use still does not exist. There is also a great dearth of teaching materials and pedagogic tools for teachers working with children of particular ethnic backgrounds. The recent appearance of Gerard J. Brault's "Cours de Langue Francaise Destine aux Jeunes Franco-Americains" (Phila., Univ. of Pennsylvania, 1963) may serve as a model of what is needed in scores of other languages as well, stressing as it does both language maintenance and greater fidelity to standard French and to the "high tradition" of French culture.

[16] Although further studies are indeed needed, it must be more fully understood that what is sought is more than an analysis of the current situation; it is a search for ways of transcending the present in the future. In view of the greater possibility of cultural bilingualism as compared to daily functional bilingualism, it would seem particularly desirable to initiate studies of ethnic group schools engaged in language maintenance efforts. Since the school is a meeting ground for several generations, since it represents an extended and conscious enculturating effort, and since it deals with both ethnically and ideologically elaborated language maintenance, it would seem to be an important and potentially fruitful arena for immediate inquiry.

CONCLUSIONS

It is odd indeed that a nation which prides itself on "know how," resourcefulness, and ingenuity should be so helpless with respect to deepening and strengthening its own inner life. We laugh at the taboos of "backward" peoples and pride ourselves on our own rational procedures. Yet, in the entire area of ethnicity and language maintenance we are constrained by a taboo in some ways stronger than those which govern our sexual or racial mores. Sex problems and race issues are discussed in the press, debated in Congress, studied in schools and accorded consideration by foundations. In the area of ethnicity, however, wise men react as children—with denial, with rejection, with repression. If language loyality and ethnicity had truly ceased to function in major segments of American intellectual and cultural life, if they really evoked no pained or puzzled feelings of responsibilities unmet and sensitivities undeveloped, these topics would receive far more open, more dispassionate, and more imaginative consideration.

Nevertheless, on the basis of data obtained by the Language Resources Project and on the basis of impressions gained in the pursuit and analysis of these data, it seems there are still good prospects of maintaining or attaining cultural bilingualism among many different, carefully selected ethnic subgroups in the United States. These groups can be so selected—over and above their self-selection—and so instructed that the advantage of having an ethnic mother tongue would be considerable in developing and maintaining bilingual facility. In many ways human talents are like other resources; they must be discovered and preserved if they are to be available. However, in other ways, human talents are quite unique; they can be prompted, augmented, and created by appropriate recognition, training, and reward. Within every language group studied there are subgroups consciously ready, willing, and able to benefit from a more favorable "language policy" in the United States. The adoption of such a policy would itself create additional subgroups of similar capacity, above and beyond those currently discernible.

In her fascinating volume *New Lives for Old*, Margaret Mead (1956) points out that Western interest in preserving the "quaint" customs and cultures of primitive peoples has often been no more than a thinly disguised means of excluding these peoples from independent regulation of their own affairs and from reaping the fruits of their own personal and natural resources. Certainly, every people must have the right to reject its past, to break sharply with its heritage, and to adopt a new way of life. However, just as "guided traditionalism" may be a subterfuge for exploitation and the prolongation of backwardness, so "guided acculturation" may be a subterfuge serving exactly the same ulterior purposes. Either approach can be used for the self-aggrandizement of the "powers that be." Neither approach is calculated to develop freedom of choice or creative cultural evolution.

Language maintenance in America does not require, nor would it benefit from, the forced ghettoization of linguistic groups. But neither will it benefit from the nonproductive sentimentality of ethnicity for one day a year, from the instrumentalism of "anti-communist letters to the homeland" to influence elections, or from the pollyanna-like pageantry in which little children sing and dance bedecked in partly mythical and wholly archaic folk costumes. Language maintenance will benefit only from explicit and substantial public recognition of its value and its legitimacy, and from public support for those willing and able to engage in it. The same must be said for ethnicity, with the additional emphasis that without greater recognition accorded to meaningful, evolving ethnicity, there can be no enduring language maintenance in the United States. Ethnicity in America is not an all-or-none affair. Nor is it a logical affair. It is not at all understandable or describable in Old World terms alone. For some it is composed of half-forgotten memories, unexplored longings, and intermittent preferences; for others, it is active, structured, elaborated and constant. For some it is exclusionary and isolating; for others it is an avenue toward more secure and more authentic participation in general American affairs. For some it is hidden and has negative or conflicted overtones; for others it is open, positive, and stimulating. For some it is archaic, unchanging and unalterable; for others it is evolving and creative. For some it is a badge of shame to ignore, forget, and eradicate; for others it is a source of pride, a focus of initial loyalties and integrations from which broader loyalties and wider integrations can proceed. For some it is inter-

penetrated by religion and formal organization; for others it is entirely secular and associational. Not all modes of ethnicity contribute to language maintenance, but many do. All in all, the variations and variabilities of ethnicity in America today are largely unknown. This ignorance represents a stumbling block to the American sociologist or applied linguist, whose approaches to ethnicity are usually far too simple and far too condescending. It represents a major gap in our ability to understand or facilitate language maintenance. But above all else, the absence of such knowledge represents an area of self-ignorance for all Americans—philosophers, scientists, and laymen alike. It is certainly high time that we began to know ourselves, accept ourselves, and shape ourselves in this area just as realistically and as determinedly as we have tried to do in many other areas in recent years.

"The point about the melting pot is that it did not happen. . . . The fact is that in every generation, throughout the history of the American republic, the merging of the varying streams of population differentiated from one another by origin, religion, outlook has seemed to lie just ahead—a generation, perhaps, in the future. This continual deferral of the final smelting of the different ingredients . . . suggests that we must search for some systematic and general cause for this American pattern of subnationalities . . . which structures people, whether those coming in afresh or the descendants of those who have been here for generations, into groups of different status and character." (Glazer and Moynihan 1963)

The conclusions quoted above require only minor extension from the point of view of this presentation, namely, that precisely because they are true, after two centuries of pretense to the contrary, it is time that the diversity of American linguistic and cultural existence be recognized and channeled more conscientiously into a creative force, rather than be left at worst as something shameful and to be denied, or at best something mysterious to be patronized. If we can rethink in this light our unwritten language policy and our unproclaimed ethnic philosophy, the recommendations presented here on behalf of language maintenance—or others of far greater practical and positive application—may yet be implemented.

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Senator YARBOROUGH. Dr. Neff, will you come around. You are very patient. You were called here and told you would testify before noon. We appreciate your patience very much.

STATEMENT OF DR. MONROE C. NEFF, LEGISLATIVE CHAIRMAN, NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION; NOW DIRECTOR OF CONTINUING EDUCATION FOR NEW YORK STATE

Dr. NEFF. Mr. Chairman, members of the committee, I am Monroe C. Neff, educational director of general adult education and community services, North Carolina State Board of Education, Raleigh, N.C., and I am also the chairman of the Legislative Committee of the National Association of Public School Adult Education, Wash-

ington, D.C., which is a department of the National Education Association.

I feel familiar with the problem area, Mr. Chairman, because I am from Texas, too. I grew up in Dallas and since I am also a native, my schooling was in Texas and most of it in Dallas, and at Texas A. & M. So I am familiar with the problem area.

Senator YARBOROUGH. You moved in the opposite direction from my family. They lived in North Carolina until after the Revolution, got that land scrip that was good in Tennessee, and moved over the mountains.

Dr. NEFF. You might remember a distant relative of mine who was a Governor of Texas, and president of Baylor University, Pat Neff.

Senator YARBOROUGH. Yes. Gov. Pat Neff was one of the greatest orators in Texas of the 20th century. There are not many left but he was a genuine artist.

Dr. NEFF. Mr. Chairman, this bill does not include the word "adult," and as I present my testimony I hope that the subcommittee will keep this in mind. I feel that we need to include the word "adult" and not leave it to chance.

We testify because the objectives and purposes of this bill, S. 428, are parallel with certain aims of the National Association of Public School Adult Education. We feel that its passage and funding are very important to the children and adults that would be served and, therefore, important to the Nation.

Since my profession is that of adult education, I will direct my remarks to the importance of including aspects of adult education in this bill so that we may work with parents in the bilingual educational programs.

During the period of World War I, adult education had its beginning in many States as a result of working with the foreign born. Programs were known as those of Americanization. Many States and local staffs directly concerned with adult education were first established to serve the foreign born. While it is most important to work with and educate all the children of this Nation, it is just as important to work with their parents—the adult group.

Educational programs and teachers provide the learning experiences for children; yet the parent, or adult, can negate what we teach the children in a very short time. The children of bilingual families will receive valuable instruction at school during the day and unless the parents of these children are also involved in educational programs for adults, the children will probably meet resistance at home.

We teach English to the children at school to have them return home to parents who speak nothing but Spanish. Why not bring the parents and child along together, both learning to speak English at home and at school?

With adult education included in the bilingual educational programs, the entire family can progress at a much more rapid rate.

This, I think, is what Senator Murphy mentioned, a faster way to do this thing. It is the adult, or parent, that decides what the child is allowed to do. It is necessary to approach the problem through both the coming generation and the existing parent generation.

In addition to programs of teaching English as a second language to Spanish-speaking people, it is as important to provide courses of instruction for the parents in the areas of general orientation into

American life, their own culture, our monetary systems, banking, postal services, public utilities, shopping and buying practices, employee-employer relations, traffic relations, transit facilities, social customs, social roles of men and women, community and governmental services, child care, the family and household routines, local, State, and National Government, and understanding of what their children are learning in school, and why. This might relate to the guidebooks that a previous person testified to.

This Nation provides different education programs to serve different segments of our society. Several educational programs funded by State and Federal sources are for children in elementary and secondary education, for adults that have less than an eighth-grade education and for almost any occupational area. At the present time we do not provide educational programs for the bilingual families. These adults may have too much academic education to qualify for these adult programs.

What I mean with that statement is that there would be no conflict with your bill and the Adult Basic Education Act of 1966. The adult basic education bill is concerned with adults that are of the eighth-grade-or-less educational level. There might be certain—there are many people who have more than an eighth-grade education that do need the courses I mentioned above, and this is not possible under the Basic Adult Education Act or the Adult Education Act of 1966.

Senator YARBOROUGH. Off the record.

(Whereupon, there was a short discussion off the record.)

Senator YARBOROUGH. Back on the record.

Dr. NEFF. In talking with Mr. Ralph Mock, chief consultant, division of adult education, State educational agency, Austin, Tex., I found that the city of San Antonio, Tex., has approximately 20,000 adults who are challenged with language problems. These Spanish-speaking adults have no place to turn for educational assistance. They are not eligible for other adult educational programs and funds are not available to provide such programs.

The San Antonio director of adult education feels that if funds were available to help provide educational consultants to work in the neighborhoods and homes with these parents in order to get them in instructional programs, that many municipal as well as family problems could be solved.

They have found that as the children learn and advance in their schoolwork that their Spanish-speaking parents are embarrassed for being left behind. As a result, the parent finds his image lower in the child's eyes. The parent reacts with acts against the child which might bring a deterioration of the home situation which, in turn, could lead to school problems and dropouts.

In Corpus Christi, Tex., the adult education director projects that there are 10,000 bilingual adults in the metropolitan area that cannot speak English. In pilot projects, the people in Corpus Christi have found that by working with both the child and the parent, the school dropout rate has been reduced.

They have found in Texas that if the bilingual parent can understand the culture of the American child and the school and understand what the child is learning in school in relation to this, a rapid advancement can be made. This has been demonstrated in Headstart programs

with the low socioeconomic groups. The Headstart programs can give the child all the education they want too; but if the parents are not involved in a similar program, the children of such parents often regress.

In discussing this act with Mr. James Fling, State director of adult education in Florida, he cited that in addition to funds they needed, first of all, instructional materials in Spanish; second, more bilingual counselors; and lastly, curriculum development.

I know that the Cuban population is not included in this bill but I checked with the Florida people to at least see if they had problems in this field. What I say is provided for information only.

The Miami area, Dade County, receives funds for Spanish-speaking Cubans under the Cuban refugee emergency fund, which is administered by Health, Education, and Welfare. Presently, there are 170 classes for the Cuban refugees being offered in Miami. They have 50,000 Cuban refugees in the county. Two other counties do not have funds available under the refugee emergency fund.

These are Hillsboro County, which contains Tampa, Fla., and Broward County, which contains Fort Lauderdale, Fla. These counties are seeking funds for the Spanish-speaking Cuban residents. As a result of the experience in Miami, Mr. Fling, the State director, feels that it takes approximately 1,000 hours to teach English as a second language to the Spanish-speaking Cubans. After this instruction, they proceed to occupational programs.

It has been a pleasure and a privilege for me to appear before this subcommittee for bilingual educational programs as both the State director and chairman of our national legislative committee, our professional group, and we will do everything possible to make sure that this bill becomes law. We feel that in adult education we already have the structure to do the job.

To give an example, in looking at the actual bill, line 13, as to what I am actually saying, we should broaden this and say, "imaginative elementary and secondary school for children and adults."

Senator YARBOROUGH. What page is that on?

Dr. NEFF. Page 2, line 13. We would prefer that line 13 read, "imaginative elementary and secondary school for children and adults, program designed to meet . . ."

And, again, on page 9 of the bill, line 12, well, 11 and 12, where it says "educational programs for children," I would insert "educational programs for students," rather than "children," to broaden the bill and make it possible to serve the adult.

In the material already referred to, the third conference report that was held this past fall, on page 8 there is a description of an adult education program the Governor of that State was reported as attending, and the article states that they have 150 people on the waiting list—this is the adult population—for high school programs, and that they are having to wait to get in class.

Incidentally, Dr. Ruby Leighton, who is our State director of education in Arizona, is on the President's Committee for Adult Education, and she is also very much concerned with this problem, and she is doing things in adult education with the people of bilingual families in that State.

I thank you for listening.

Senator YARBOROUGH. Thank you, Dr. Neff. And thank you for patiently waiting. I think we are getting you out in time to catch your plane at National Airport if your hotel is not too far from here.

I want to thank you for this statement. It is receiving very careful consideration by me. I want to instruct the staff to confer with the Office of Education, because adult education has been pulled out of the poverty program. I had some qualms about that, for fear if it got over under institutionalized education it would be downgraded.

I instruct the staff to study this with a view to giving adult education more visibility in this bill.

That brings up the pragmatic problem of passage, but I am sympathetic toward it.

There is also a problem of Cubans in Florida that has been brought to our attention by the Florida Senators. We are considering language for Spanish-speaking people that would include both the original Mexican-Americans of the Southwest and the Spanish-Americans of the Southwest, or the "Latinos." I understand these people specifically want to be called Spanish in New Mexico but not in California. They want to be called Mexicans. They still hark back to the revolution against Spain, so the terminology varies, but Spanish-speaking will cover all, including those of Cuban descent in Florida.

Dr. NEFF. Mr. Chairman, I know of your enthusiasm and support of adult education. We appreciate it and the statements that you have read into the Congressional Record; our need in adult education for the $68 million for this Nation this current year, we appreciate that.

Senator YARBOROUGH. Thank you very much for your help. Off the record.

(Whereupon, there was a short discussion off the record.)

Senator YARBOROUGH. Thank you, Dr. Neff. In addition to knowing your cousin, Pat Neff, I served as assistant attorney general with his son, your cousin, Pat Neff, Jr., who was a lawyer. He and I were assistant attorneys general under former attorney general, Governor, and then Federal judge, James V. Aldred, of Texas. I knew your cousin quite well. I congratulate you for the contributions you have made to education.

The next witness is Mr. Córdova.

Mr. Córdova, you very generously waived your place to let Dr. Neff testify in order that he might catch his plane back to Raleigh, N.C. I assume that your testimony, having been ripened by these delays, will be even more stimulating and interesting.

I think the day gets better as we go on.

STATEMENT OF ALFRED G. CÓRDOVA, CLASSROOM TEACHER AND MEMBER OF THE NATIONAL EDUCATION ASSOCIATION EXECUTIVE COMMITTEE

Mr. CÓRDOVA. Senator Yarborough, I appreciate this opportunity to appear here today, and I am sorry that the distinguished Senator from New Mexico, Joseph Montoya, is not here so I could express the appreciation that we have for the work that he has done in the interests of education generally and particularly with the emphasis that this bill is trying to bring about.

Now——

Senator YARBOROUGH. You refer to Senator Joseph Montoya. I had the privilege of being with him at this symposium in Tucson last fall. He was a very active participant. We work with him very closely on many matters.

Mr. CÓRDOVA. That is where I first met you.

Senator YARBOROUGH. I believe that was.

Mr. CÓRDOVA. In Tucson.

Senator YARBOROUGH. Off the record.

(Whereupon, there was a short discussion off the record.)

Mr. CÓRDOVA. I begin my humble contribution here with an apology. First, there is a correction to be made on page 3, where I refer to Senator Murphy as the Senator from New York. Yesterday, I was sitting over there, not paying very close attention, and, while they were bantering around on some of their discussion, I took him to say he was from New York.

Then I thought there was a course in Yiddish that he wanted and, no, it is Spanish.

Senator YARBOROUGH. You mean the Senator from California and "Spanish." You want to change "Yiddish" to "Spanish."

Mr. CÓRDOVA. That is right.

Senator YARBOROUGH. And you want to change—instead of naming the Senator, you leave "Murphy" but put in "California."

Mr. CÓRDOVA. That is right.

The natives who inhabited the Southwest when this territory was acquired by the United States consisted mainly of various Indian tribes, Spanish, and Mexicans.

Here I go back to the discussion you made a while ago.

I use the term of "Mexican" to mean a general term commonly used for identification of the people living in this area, as distinguished from true identification of national origin. In other words, if they speak Spanish, they are Mexicans, and I found it is easier to join them than to fight them on this because you don't prove anything anyhow.

Senator YARBOROUGH. Down in Texas we use "Latino" so that it will cover both Spanish and Mexican.

Mr. CÓRDOVA. If inverted on progression to the 11th power, I believe you run into something like a thousand people, and when you consider a thousand people and you try to divide them into generations, you go back about 175 years, and if you go back 175 years, the records and the literacy of the general population begin to diminish, so really the light ones we call Spanish, the dark ones Mexican, and when we want to be in a safe place, we call them Spanish Americans.

In fact, Senator Dennis Chavez, when he campaigned in New Mexico, used to have an expression where he said that when a native from New Mexico is called to fight in the Armed Forces, he is known as a red-blooded American. When he is seeking public office, he is a Spanish American. But when he comes for a job, he is nothing but a damned Mexican. [Laughter.]

Senator YARBOROUGH. By the way, I was just making a rapid calculation here. It might not be accurate but you said 175 years. If we considered 25 years a generation there, as an average, that each child was——

Mr. CÓRDOVA. I was taking 17 years——

Senator YARBOROUGH. Yes; I think 17 would probably be closer than 25, but if you took 25 years, that would be seven generations. A person now would have had in the Southwest 128 different ancestors in 175 years.

Mr. CÓRDOVA. So when one says I am pure this, or pure that, you have to take it con gran de sal—with a grain of salt. The people who live in this area were a conquered people. The Senator pointed that out yesterday.

When these territories were admitted into the Union, and later, when the territories became States, the U.S. Government tried by law and agency to educate, train, and assimilate the Indian, but the Mexican was left to the States for acculturation into the "Yankee culture."

Up until the 1930's, the Mexican people eked out a living in an area whose economic structure was dominated by the remaining vestiges of the "patrón system." The large landholders kept the peasants occupied tilling the land, caring for the herds, and maintaining a largely agrarian economy. Schools were few, ill equipped, or nonexistent. Also, too often, when the boy was old enough to work, he was sent to care for el atajo, or herd of patrón, or to till the farms of the landowner. The Southwest was an area far removed from the East with its English orientation.

With the migration of the Anglo-Saxon to the Southwest, with the improvement of roads and means of communications, the territory underwent many changes. The easterner brought his talents, his money, and his culture. Gradually this newcomer imposed his culture, his means, and his "Yankee" methods, as he increased his sphere of influence in this vast area.

"Gringos" by the thousands spread into this southwestern part of the United States. Their language, their culture, their education, and their means were established. For a while, like the distinguished Senator Kuchel from California stated in the Congressional Record of March 23, 1967, laws were written in both English and Spanish in States in the Southwest. In New Mexico, laws are still written in both languages, but the benefit of these bilingual publications of legislation is limited to the educated Mexican; many of the forgotten people in the lower economic rung are illiterate in both languages.

Senator YARBOROUGH. Mr. Córdova, along that line, from in my own State, there was a great migration of Germans into Texas in the 1840's following the collapse of the liberal revolution in central Europe in the 1840's. Beginning about 1850 the laws in Texas were published in three languages—English, Spanish, and German—continuing up until about the 1880's, when the German and Spanish were dropped. We had laws printed in three languages in my State.

Laws were printed in Louisiana in French and English. I don't know of any other States that printed laws in three different languages.

Mr. CÓRDOVA. As the territories were admitted into the Union, they established their own system of schools. The population continued to increase and the Anglos, who immigrated to these Western States, were educated and/or talented in one of the trades. They began to

demand better schools for their children and better conditions in which to live.

From all of this, the natives profited. With improved educational systems and compulsory school-attendance laws, the conditions for the "natives" improved. I have that in quotes because when we are trying to identify the racial origin and we can't quite put our fingers on it, we call ourselves "natives," and that solves a lot of problems.

Senator YARBOROUGH. The Indians could kind of argue with you about this, if the Indians argue.

Mr. CÓRDOVA. That title itself is open to a great deal of interpolations. That is why we pick it.

After World War I and II, more and more people settled in the West, until now California is the most populous State in the Union.

Millions of Mexicans in the Southwest are now caught in a dilemma, trying to live in an Anglo-oriented society, while they try to find personal identity in a Spanish-oriented familial unit. The ambivalence of a bicultural orientation causes this American citizen, and his descendants, problems which hinder his progress of social adjustment. He has been raised at home, where he speaks, lives, and thinks Spanish, yet the minute he enters school, the moment he alights in the community shopping center, he must perform in an Anglo society.

Since education is a service provided by local, State, and the Federal Governments to help each citizen understand and adjust in the world about him, the educational system needs to be focused to meet the needs of the Spanished-surnamed citizen, who lives in a dominant Anglo culture. I use the word "dominant" to indicate prevalence or major group, not to indicate superior or imposing, because that always gets you in trouble, too.

Senator YARBOROUGH. Such as first or second language.

Mr. CÓRDOVA. I want to get to the language, later on, but one culture being superior to another or being dominant, and then they say, well, it is not superior. English is a wonderful language for expression of vague concepts.

The Spanish-surnamed person in the Southwest finds himself cut off from the intellectual fountain of Spanish culture. He is a continent removed from Spain, and a nation apart from Mexico. The Spanish he speaks has been handed down by parents, who were illiterate, poorly educated, or at best, able to read and write only basic Spanish.

Since he is cut off from Spanish educational centers, and since his daily affairs find him competing in an English-centered society, his Spanish withers away; yet, because of his background and orientation, he is unable to swing over completely to English. Here we find an American citizen saddled between the two horns of the dilemma, trying to adjust to the bicultural society in which he lives.

Surprise was expressed here yesterday at teachers who continuously bay at pupils for using Spanish in school, yet the poor child is merely using the tools of his bicultural environment for which he is not responsible. Senator Yarborough yesterday pointed to the fact that his capable staff is unable to translate letters and documents written in Spanish, although they speak the language. In this day of specializa-

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tion, what the Senator needs is a specialist in the language, a translator. It is like asking his Anglo secretary to interpret the intent of a document written in English. She can understand it, she can speak the language, but can she give the intent? No. What he needs is an attorney.

I added those comments——

Senator YARBOROUGH. Every secretary in my office has to learn to be an attorney. They really are. I mean, they do work that lawyers would do in what we call the private sector of the economy.

Mr. CÓRDOVA. And that is practicing law without a license.

Senator YARBOROUGH. The majority of my staff are somewhat practicing law without a license.

Mr. CÓRDOVA. If the broad purposes of this act are to assist and enhance a citizen's acculturation——

Senator YARBOROUGH. One of my staff here who is a lawyer says I should have an addendum that any lawyer in my office has to learn to be a secretary, too. [Laughter.]

Mr. CÓRDOVA. Now, we could go into the pay, but that is something else.

If the broad purposes of this act are to assist and enhance a citizen's acculturation into the American society, then we need to consider the teaching of language, whether it be English to Spanish-speaking, or Spanish to English-speaking. Our "Yankee" concept of teaching and studying language is one of attaining a vicarious, and largely "ornamental," contact with another language. Whenever you ask anyone, "Do you speak Spanish?" he replies, "I took 3 hours in college." "Do you speak French?" "I have taken 7 hours," or "I took it in high school." He never says that he can't speak it; he just merely tells you how much he has had in school. That is what I mean by the ornamental contact with languages.

Senator YARBOROUGH. Are you familiar with the Government form 57 that every applicant for a job must fill out?

Mr. CÓRDOVA. I worked 10 years for the Veterans' Administration and I started preparing those way back in 1945.

Senator YARBOROUGH. On that form there is a place for "Other languages, can you read or write, or are you proficient, have a working knowledge?" I find that most people's interpretation of their capabilities is rather flexible.

Mr. CÓRDOVA. You will answer "Yes" if you can tell how much Spanish you have had in school, but if they give you a test, that is something else.

S. 428, on the other hand, views language as a vehicle necessary to bridge the gap between two cultures. That is the way it is projected in your bill.

We are not concerned with just another quick way to teach the distinguished Senator Murphy from California a means of mastering Spanish. The English mastery, which we seek for the people of the Southwest, involves total commitment. This citizen needs to master the language, and internalize the social values of the society in which he lives.

In the language improvement program for Appalachia, we expect them not only to give up their linguistic idiosyncrasies, we want them

to internalize the values of a higher order, which will lead them to a more promising future.

By the use of the linguistic approach to improve the conditions of a large minority in the Southwest, we are not concerned with bilingual approach to learning basic materials in and of themselves. We are interested in approaching the problem of a person in a bilingual society and his orientation to the dominant culture where he lives.

English, as a second language, refers to the linguistic orientation of the particular person, not to English as the spoken language in the American society in which he lives. To achieve intellectual adroitness in two languages calls for what I would call a duolingual approach. You are taught and educated in two separate languages. This differs from bilingualism where mastery of two languages is achieved, but there is intellectual transference from one language to the other.

In closing, I would like to encourage legislation which fosters the preparation and development of teachers with Spanish surnames. The thing that motivated me to continue my education and pursue teaching as my life's profession was that in New Mexico I could point with pride to teachers with Spanish surnames. We need to develop peers if this ambitious program is to attain its goal and effect.

Senator YARBOROUGH. Mr. Córdova, you made a notable contribution here to the understanding of this measure and what is sought by this bill. I went to El Paso, Tex., as a young lawyer in 1927 and lived there for three and a half years. I saw this problem—I don't mean that I understood it, but I observed it there.

When you talk about the conditions in the Southwest in the 1930's, you have described what existed in the 1930's in the most cogent terms. In less than four pages you have a beautiful, accurate description of exactly what I saw in the Southwest from 1927 up to 1931, until I went to Austin as assistant attorney general.

I congratulate you on not only your knowledge but your ability to describe. You have showed by this statement that you have lived through this era and——

Mr. CÓRDOVA. I am the second to the last witness to appear here during the hearings on this bill and I can say that I have stood amidst giants, because those who have preceded me have stated so eloquently many of the facets of the bilingual problem that we need to overcome.

I take my hat off to the person who preceded me immediately, Dr. Fishman. The way he made his scholarly presentation, his just application, his verification of data, his planning of programs for the future, his suggestion of specific approaches, and how he pointed out some of the dilemmas that we need to overcome. He did an outstanding job. I felt my voice weakening at times when he presented certain words, because those were more than mere expressions of English. I could feel the difference. I could feel the politician speaking to the Mexican—"Señoras y caballeros"—they would start off, "Ladies and gentlemen" to draw the attention of the voter. But their interest ended there. Now, we will have a presentation of the "Mexican Hat Dance" and they would present that and that was the end of the cultural interest. We knew what they were after.

But here, Senator Yarborough, you and your colleagues sponsoring this bill have something in mind that gets to the bottom of this. The

acculturation of this minority group I am talking of, the Spanish, the group that lives within the shadow of an affluent society, yet cannot become a part of it.

That is all.

Senator YARBOROUGH. Thank you very much.

Mr. Córdova, speaking of politicians, when you heard a Spanish-speaking politician call on Sangre de Raza, that made a pretty strong imprint in the Southwest in the Spanish-speaking area, didn't it?

Mr. CÓRDOVA. Well, if I talk of the early days when I was just a child and I would go to a political meeting with my dad and see when the Anglo was a mighty poor public speaker, he would get a native who could really sound the gong and when there was a native running for office who couldn't speak English, he would get a strong Gringo who could do his job for him.

I always remember Senator Dennis Chavez when he was campaigning and how he would illustrate these incidents.

That is all, Senator.

Senator YARBOROUGH. Thank you very much.

Thank you very much for your contribution here. We have had these great scholars who have studied these questions, but you have lived through it. You are what the lawyers would call, in the vernacular, an eyeball witness.

Mr. CÓRDOVA. It is difficult to interpret vicarious experiences unless you have lived part of it.

Senator YARBOROUGH. Thank you very much. You have made a very wonderful contribution here by your understanding, from the standpoint of the people directly involved, of this problem as it affects them. I also thought Dr. Neff made a good point. He talked about the orientation from another life. I have stood in post offices and have seen people with limited use of English attempt to buy money orders or transmit money. This is one way people of limited means often transmit money since they don't have a checking account.

Mr. CÓRDOVA. How often I have seen them standing——

Senator YARBOROUGH. If the postal clerk is not bilingual, there is great difficulty in understanding how to transmit money. Public utilities, shopping, and buying practices, employee-employer relations—all of these are very vital. We have labor unions in the southern part of my State where 80 percent of the members are Spanish speaking, maybe more.

Mr. CÓRDOVA. But Mr. Neff had one point that I want to emphasize. Those things are very important and having a job and operating and all that, but the thing of it is when the parent is informed, when the adult is educated, or when he has internalized American cultural values, and he can appreciate his child's efforts for what he is doing, not that he can help him with reading—my parents could not do any of those things for me, but they had one thing. My mother and dad, both, wanted me to go to college because they couldn't go.

Senator YARBOROUGH. Well, Mr. Neff pointed out the very great danger of alienation between the child and parent unless the parent, too, has an opportunity to learn——

Mr. CÓRDOVA. Yes.

Senator YARBOROUGH (continuing). And learn what the child is learning.

Mr. CÓRDOVA. Where they hadn't internalized the cultural values, the value became, "Go out and herd sheep," in the old days.

Senator YARBOROUGH. You are right. The great point in Mr. Neff's statement is this point about the danger of the parents beginning to resent the child. In fact, if the child comes home and is drifting away from the parents, and doesn't have enough——

Mr. CÓRDOVA. Exactly.

Senator YARBOROUGH (continuing). Respect for the parents, because they feel that they know more than the parents.

Mr. CÓRDOVA. And yet when they have internalized the values, they encourage that. They encourage education. They advance it. They sacrifice for it.

Senator YARBOROUGH. Thank you very much for this contribution.

Mr. Córdova, I believe that you are the first Spanish-Mexican-American to be elected to the NEA's 11-member executive committee. You were elected by the 8,000 delegates at the 1966 national convention in New York; is that right?

Mr. CÓRDOVA. Right.

Senator YARBOROUGH. You are one of the 11-person board that runs that great organization. And I am told that you were born of a Spanish-speaking family and you encountered English the first time when you were enrolled in school at the age of 6.

Mr. CÓRDOVA. That is right. John Marshall School in Albuquerque. It was actually at the age of 7 that we started at that time, and I was one of seven in a family, and four of us are college graduates, but five went to college.

Senator YARBOROUGH. Congratulations. A wonderful record.

Mr. CÓRDOVA. That was the reason when I referred to my parents internalizing the American value, neither one of them had any education in either Spanish or—well, let's face it, in 1895, what kind of schools did you have? You can't make a lot of to-do about the education of ancestors, because there weren't any schools. When dad came to Albuquerque to work for the railroad, we lived in a largely Mexican community there.

He was involved in the process of trying to raise a family of six. He couldn't read or write English, and very little Spanish. But he had the idea that he wanted his children to do the things that he had to go down to his other friends to perform for him. These are the things that stand out. One of the reasons why I advocate this bill at a lower level for the educational needs is to get to the child when he is in the elementary school level, preferably in the first two or three grades where he needs the assistance.

Senator YARBOROUGH. Well, thank you very much for this contribution. That is a very remarkable record for your family and if we had the "Mother of the Year" or "Father of the Year" at an earlier period, no doubt your parents would have been included among those.

Mr. CÓRDOVA. Thank you.

Senator YARBOROUGH. But you speak of the schools. I am glad you made this point. You shouldn't be critical of what people did in 1895.

There were few schools. Even in my boyhood before World War II, the average school in Texas in connection with the railroads had 3 months of school a year, even as late as 1915 and 1916.

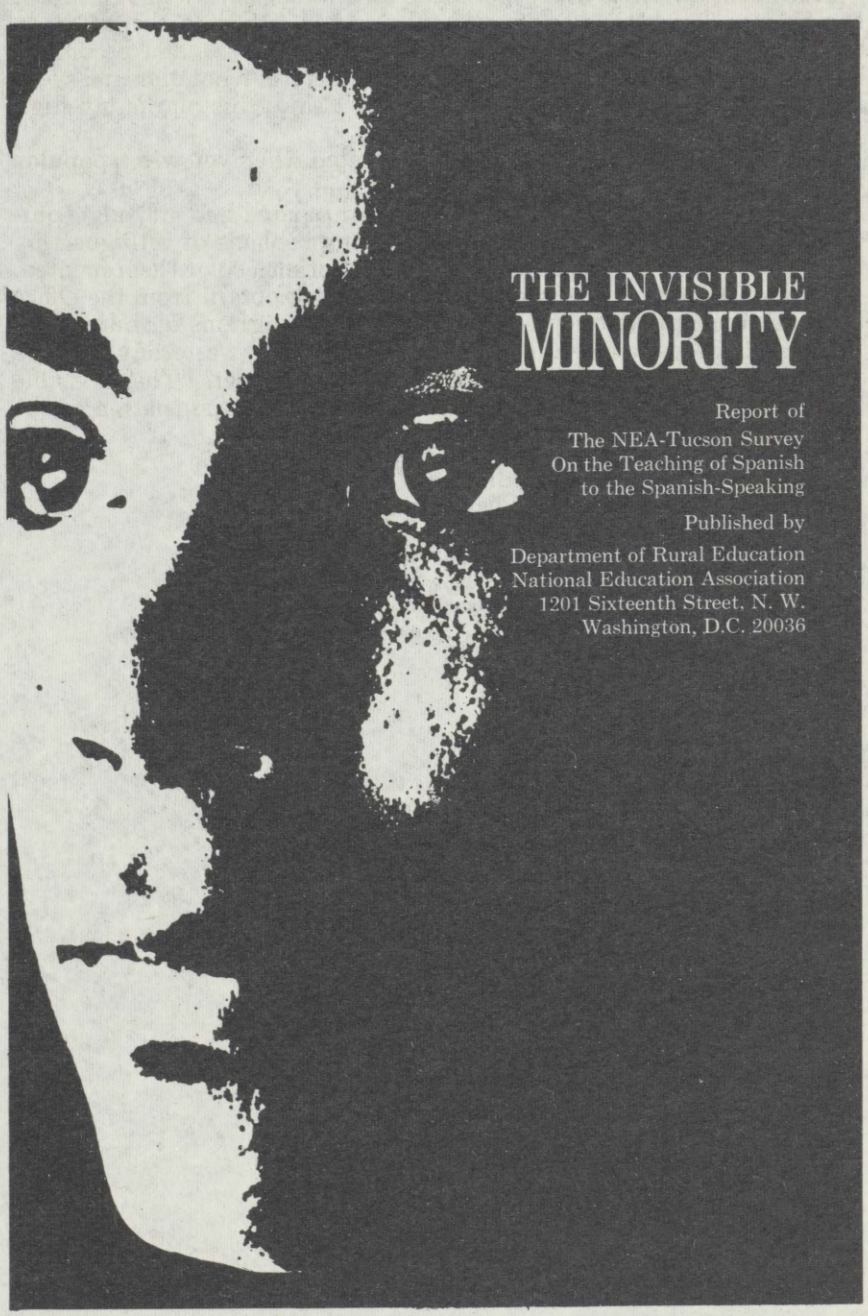
Mr. CÓRDOVA. I repeatedly used the term "acculturation." In Madison Square Garden I ran for the office which I won in the NEA, to personally test, to see how completely acculturated I had become. I spent $37.50 in a campaign against four other very popular and well-known candidates, I emerged victor, and I said, this marks my high point.

Senator YARBOROUGH. You are acculturated when you win a popular election in America on $37.50. [Laughter.]

Mr. CÓRDOVA. One of the brochures I had printed had a typographical error in it, but I let it go as one of the problems of bilingualism, because it could have cost me $17 to have another 500 of them printed.

Senator YARBOROUGH. The staff is directed to obtain from the Office of Economic Opportunity a summary of their programs for bilinguals. Just as HEW gave those in Mr. Howe's testimony yesterday. We are going to order printed in the record this pamphlet, "The Invisible Minority," copyrighted by the National Education Association of the United States, 1966.

(The pamphlet referred to follows:)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On the Teaching of Spanish
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"Bestow great attention on Spanish and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America will render that language of valuable acquisition. The ancient history of that part of America, too, is written in that language. I am sending you a dictionary."

—Thomas Jefferson, in a letter to his nephew, Peter Carr, in 1787.

FOREWORD

The most acute educational problem in the Southwest is that which involves Mexican-American children. In the elementary and secondary schools of five states in that region—Arizona, California, Colorado, New Mexico and Texas—there are approximately 1.75 million children with Spanish surnames. Many of these young people experience academic failure in school. At best, they have limited success. A large percentage become school dropouts.

Little headway is being made against the problem. While teachers and administrators are and have been deeply concerned about it, they are also for the most part perplexed as to just what to do. The traditional approach has been simply to ignore the unique circumstances of children from Spanish-speaking homes, to assume that even with little or no experience in speaking English they would somehow learn as easily as their English-speaking classmates. Obviously, this did not happen. As a result, some schools have attacked the problem directly by grouping all their Mexican-American children in a pre-first grade where they would spend a year learning English and laying a foundation for regular school experiences. Such a procedure has the built-in disadvantage of creating an over-age group of students who must then go all the way through school a jump behind their peers.

More recently some experimental approaches using new materials and new techniques have been tried. Non-English-speaking children have been integrated with English-speaking children in the early grades. Pre-school experiences have been provided to help the non-English-speaking child get ready for school at the normal age. The approach appears to have much promise.

Teachers with insight into the problems of Spanish-speaking children have come to realize that two separate but parallel purposes need to be pursued. One is to help the Mexican-American student adjust to the dominant "Anglo" culture. The other is to foster in him a pride in his Spanish-speaking culture and Mexican origin. These teachers have chosen to recognize the Spanish-speaking ability of Mexican-American students as a distinct asset and to build on it rather than to root it out. They have found that Spanish properly used can be a bridge to the learning of English instead of an obstacle and that Mexican-American students can become truly bilingual and bicultural.

The National Education Association, recognizing the dimensions of the problem and aware that some teachers and some school systems were developing forward-looking solutions built on this base of bilingualism, set about early in 1965 to pull together as much information as could be obtained. It was the NEA's belief that a survey of the bilingual programs currently under way would (1) call attention to some of the constructive approaches to the problems of the Spanish-speaking children, and (2) make possible a sharing of the ideas, methods and materials which apply to a bilingual system of teaching.

Accordingly the NEA approached a group of Tucson teachers who were interested in the problem and who for many years had been building bilingual "bridges" of their own. Most of these teachers were Spanish-speaking and of Mexican ancestry. The NEA asked them to serve as a team to survey what was being done in the five-state area of the Southwest—an area which in the 1960 census enumeration contained nearly 3.5 million people of Spanish surname. The project became known as the "NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking." This bulletin is a report of the findings of the survey team.

More than a year of thought and effort have gone into the project. Numerous meetings were held and detailed plans developed before the specific activities of the Survey could actually get under way. A schedule for visits to school districts where promising and innovative programs for Spanish-speaking children were reported to be in operation was organized. Singly and in pairs, the Survey group visited these schools, observed student groups in action, talked with teachers and administrators and prepared detailed written reports of their visitation experience.

Excerpts from only a few of the visitation reports are included in this bulletin. To include them all would be redundant. Some of the programs observed were clearly superior, even inspiring. The description selected for incorporation in the text of this report are regarded by the Survey team as something of a cross-section of the better programs observed. They are included in the hope that they will provide guidance and inspiration to others.

The NEA-Tucson Survey has not been a research project in a formal sense. Studies related to the school adjustment problems of non-English-speaking children have been done and undoubtedly more will be undertaken in the future. But the need is for action—now!

It is hoped by all associated with the Survey that this report might stimulate action in the form of programs developed to more appropriately serve Mexican-American children. The suggestion is underlined by the fact that financial help is now available to help school systems move ahead. The provisions of recent federal

and state compensatory education legislation make it possible for schools to develop programs for the Spanish-speaking which previously might well have been beyond their financial reach. For example, opportunities for developing such programs are entirely within the scope of either Title I or Title III of the Elementary and Secondary Education Act of 1965 (P.L. 89-10).

To meet the problem fully, however, further legislation and substantially increased appropriations are needed. A more intensive effort to recruit additional teachers from among the Spanish-speaking is another imperative. Additional research, especially of a demonstration nature, is yet another. An extended series of needs could be listed. But the urgent need is for action and innovation in local school districts almost everywhere.

Members of the NEA-Tucson Survey Committee are indebted to many people and organizations for their cooperation and assistance with this project:

- To the Board of Education and the administration of Tucson School District No. 1 for permitting members of the Survey team the time to travel as was required by the visitations to other school systems and for providing substitute teachers.

- To the National Education Association and particularly Monroe Sweetland, NEA West Coast Legislative Consultant, who served as Survey consultant; Robert M. Isenberg, Executive Secretary of NEA's Department of Rural Education which financed the project; and Richard B. Kennan, Executive Secretary of the NEA Commission on Professional Rights and Responsibilities for organizing a symposium held at the University of Arizona as a sequel to their study.

- To the teachers and administrators in the schools visited for their hospitality and the time they gave from busy schedules to make the visits meaningful. A full list of all the schools visited is included as an Appendix to this report.

Nea Tucson Survey on the Teaching of Spanish to the Spanish-speaking

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The NEA-Tucson Survey On the Teaching of Spanish to the Spanish-Speaking

"I am a Mexican"

WHILE a majority of the Spanish-speaking people in the Southwest were born in this country and are citizens of the United States, they tend to be regarded both by themselves and others as Mexicans. The term Mexican-American would be more nearly accurate. More important than technicalities, however, is how they feel . . . how they regard themselves.

ME

To begin with, I am a Mexican. That sentence has a scent of bitterness as it is written. I feel that if it weren't for my nationality I would accomplish more. My being a Mexican has brought about my lack of initiative. No matter what I attempt to do, my dark skin always makes me feel that I will fail. Another thing that "gripes" me is that I am such a coward. I absolutely will not fight for something even if I know I'm right. I do not have the vocabulary that it would take to express myself strongly enough.

Many people, including most of my teachers, have tried to tell me I'm a leader. Well, I know better! Just because I may get better grades than most of my fellow Mexicans doesn't mean a thing. I could no more get an original idea in my head than be President of the United States. I don't know how to think for myself.

I want to go to college, sure, but what do I want to be? Even worse, where do I want to go? These questions are only a few that trouble me. I'd like to prove to my parents that I can do something. Just because I don't have the gumption to go out and get a job doesn't mean that I can't become something they'll be proud of. But if I find that I can't bring myself to go to college, I'll get married and they'll still get rid of me.

After reading this, you'll probably be surprised. This is the way I feel about myself, and nobody can change me. Believe me, many have tried and have failed. If God wants me to reach all my goals, I will. No parents, teachers, or priest will change the course that my life is to follow. Don't try.

This was a paper turned in by a 13-year old girl for an English assignment in the eighth grade of a school in one of the

Southwestern states. The assignment was to write about "Me." The Melancholy tone of the essay would suggest that the youngster was a "loner"—obscure, unattractive, not very popular. But no. She was attractive, articulate, an honor student, member of the band, outstanding in girls' athletics, popular among her fellow students, admired by her teachers. "She never *seemed* to be a child with a problem," remarked one of the teachers, in some puzzlement, after reading "Me."

The problem can be stated plainly and simply: The young girl who wrote that essay was Mexican-American. If she, with all her advantages, felt that her lot inevitably would be failure, how must thousands of other Mexican-American children—many of them less endowed physically and intellectually—view their own prospects?

357 Years of History

To understand the problem fully, we must understand how it came about. The first white people to migrate into what is now the American Southwest were Spanish-speaking. They came by way of Mexico during the period of Spain's colonial expansion and settled portions of the Southwest even before the founding of the Plymouth Colony. Plymouth was established in 1620, but the first Spaniards settled at Santa Fe, New Mexico, a full 11 years before that—in 1609. By 1680 there were some 2,500 Spanish-speaking settlers in what we now call New Mexico. By 1790 there were an estimated 23,000 Spanish-speaking people in the five Southwestern states covered by this study area. Indeed, the white population of the Southwest—what there was of it—was practically all Spanish. New Mexico had the largest concentration.

But soon after the 13 colonies gained their independence from England, the migration of English-speaking Americans into the Southwest began. Mexico, its own independence newly-won from Spain, encouraged such migration. This vast Southwestern area, stretching from the western border of Louisiana to the Pacific, belonged to Mexico. She was anxious to see it settled and developed, and few Mexican colonists were moving there. So the government of Mexico granted large blocks of land to contractors who would bring in colonists. The response was large and prompt. By 1835 there were 25,000 to 35,000 American farmers, planters and traders in Texas, and more were on the way.

The deluge dismayed Mexico, and she tried to check it. Land grants were cancelled. The Texans became irked, and in 1836 they revolted against Mexican over-lordship and won their independence. Shortly afterward Texas was admitted to the Union. A dispute broke out between the U. S. and Mexico over the southwestern boundary of Texas. The result was the Mexican War and the

loss by Mexico of nearly all that remained of her Northernmost empire. To the U. S. were ceded much of New Mexico, most of Arizona, the future states of California, Nevada and Utah, and parts of Colorado and Wyoming. Five years later the Gadsden Purchase added a strip of land between the Gila River and the present southern boundary of Arizona and New Mexico, completing the American acquisition of what is now the Southwest.

Alien and Alienated

Thus, by one of history's ironies, the majority became a minority. Spanish-speaking people who had been the first whites to settle the Southwest became, if not an alien group, an alienated group. They were Americans, yes, but with a language and culture different from the language and culture of the region in which they found themselves. On both sides feelings had been exacerbated by the war.

Nationalistic passions have long since cooled. Mexico and the United States live side by side in peace. But in the Southwest a cultural and linguistic gulf still exists between Mexican-Americans—the "invisible minority," as they have been called—and Anglo-Americans. "Unlike the immigrant from Europe," says John M. Sharp, Professor of Modern Languages at Texas Western College, El Paso, "(the Mexican-American) is by no means willing to abandon his ancient cultural and linguistic heritage, in which he takes—however inarticulately—traditional pride, to accept the cultural pattern common to native speakers of English in our nation. His position may, perhaps, be compared to that of the Greeks in Sicily, who, though citizens of a Latin-speaking area, have maintained their language and mores for some 23 centuries." Thus the strong assimilationist impulses of other immigrant groups—Jewish, Irish, Italian, etc.—are not so conspicuous among the Mexican-Ameircans. Nor are all Mexican-Americans possessed of the strong materialistic drive—the "individual success psychology," as one authority has put it—of so many Anglo-Americans.

The Legacy of Poverty

There is another factor which makes the gulf difficult to bridge—which to a considerable extent keeps the Mexican-American an "outsider" in his own land. It is the fact that so many immigrants from Mexico were well down on the economic scale when they came to this country. They were, in the main, unskilled and semi-skilled laborers, dissatisfied with conditions in Mexico, hoping that in the North they would be able to improve their lot. And, as is so often the case, first-generation immigrants tended to bequeath their poverty to the generations that come after them.

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Thus we find poverty far more prevalent among Mexican-Americans than among Anglo-Americans. In all five Southwestern states, the average income of white people with Spanish surnames is well below that of the general population, as the following table illustrates:

Frequency of Low and High Family Incomes in the Southwest
(Census of 1960)

	Families with Incomes under $1000		Families with Incomes under $3000		Families with Incomes of $10,000 or more	
	General Population	White-Spanish Surname Population	General Population	White-Spanish Surname Population	General Population	White-Spanish Surname Population
Arizona	5.9%	7.2%	21.3%	30.8%	14.4%	4.6%
California	3.3	4.5	14.1	19.1	21.8	10.8
Colorado	3.5	6.4	18.3	35.0	14.6	4.8
New Mexico	6.9	11.3	24.4	41.5	14.3	4.5
Texas	7.6	13.6	32.5	51.6	11.8	2.7
Southwest	4.9	8.8	21.0	34.8	17.6	6.6

Low Achievers . . . Dropouts

An almost inevitable concomitant of poverty is low educational achievement. Herschel T. Manuel, in his definitive book, *Spanish-Speaking Children of the Southwest: Their Education and the Public Welfare (University of Texas Press, Austin, Texas)*, reports that one-sixth of the school-age population of the five Southwestern states is Spanish-speaking. Yet, he notes, the proportion of school dropouts among the Spanish-speaking is far higher than one-sixth. California made a study of the educational disparity between the Mexican-American and his fellow citizens as of 1960. It found that the level of education reached by that part of the population bearing Spanish surnames was well below the level of the total population and even below that of the non-white population. More than half of the males and nearly half of the females 14 years old and over had not gone beyond the eighth grade. By contrast, only 27.9 percent of the males and 25 percent of the females over 14 in the total popula-

tion had not gone beyond the eighth grade. A little over 72 percent of the males in the total population and 75 percent of the females had completed one or more years of high school, but only 48.5 percent of the males and 52 percent of the females of Spanish surnames had done so. In the total population, 23.4 percent of the males and 19.4 percent of the females had completed one or more years of college. But no more than 8.8 percent of the Spanish-surnamed males and 6.2 percent of the females had reached that educational eminence.

Why does the Mexican-American youngster drop out of school in such large numbers? For an answer, we need to look at his performance while he is still in school. Again California supplies us with some vital clues. An analysis of achievement tests was made in the Lindsay Unified School District of Lindsay, California, a city of 5,500 located about midway between Fresno and Bakersfield. It is an agricultural community with a high proportion of Mexican-Americans. The analysis showed that in all the educational fundamentals—reading, arithmetic and language—Mexican-American children lagged far behind the Anglo-Americans, as measured by the California Achievement Tests.[1] In reading, 63.9 percent of the Mexican-American children were below grade level compared to 27.3 percent of the Anglo-Americans. In arithmetic, 38.7 percent of the Mexican-Americans were below grade level, compared to 20.8 percent of the Anglo-Americans. In language, the comparative percentages were 55.5 and 30.6. Total battery: 53.4 percent of the Mexican-Americans below grade level; 28.1 percent of the others.

Said the Lindsay report: ". . . These children (Mexican-Americans) start school with a decided handicap, fall behind their classmates in the first grade, and each passing year finds them farther behind. They are conditioned to failure in the early years of their schooling and each passing year only serves to reinforce their feelings of failure and frustration. Is it any wonder that as soon as they are 16 or can pass for 16, they begin dropping out of school?"

A Form of Masochism

That question having been asked, we need then to ask another and more significant question: Is there something inherent in our system of public schooling that impedes the education of the Mexican-American child—that, indeed, drives him to drop out? And the answer, unhappily, must be yes. A. Bruce Gaarder, Specialist in Foreign Languages with the U. S. Office of Education, stated it well in a report which he presented at the second

[1] The test result analysis for Lindsay, California, was compiled by John Bishop, 6th grade teacher.

annual conference of the Southwest Council of Foreign Language Teachers, November 13, 1965, at El Paso, Texas: ". . . The greatest barrier to the Mexican-American child's scholastic achievement . . . is that the schools, reflecting the dominant view of the dominant culture, want that child to grow up as another Anglo. This he cannot do except by denying himself and his family and his forebears, a form of masochism which no society should demand of its children." Dr. Manuel puts it another way: "Ironically the child who enters school with a language deficiency and the cultural deprivation of long-continued poverty is often made unbearably aware of his disadvantages. School is supposed to help him solve these problems; instead it convinces him that they are beyond solution."

The Spanish-Speaking Home

Let us see what happens to the average Mexican-American child when he starts school. He comes to school speaking Spanish. He knows some English but has used it infrequently. The language of his home, the language of his childhood, his first years, is Spanish. His environment, his experiences, his very personality have been shaped by it.

To understand how totally Spanish the background of such a child may be, consider the results of a study made in 1965 in San Antonio, Texas, and reported to the El Paso conference of foreign language teachers. Six hundred Mexican-American adults were interviewed in San Antonio, and it was found that 71 percent of husbands and wives spoke only Spanish to each other. Among the grandparents, 94 percent spoke only Spanish to their children and 89 percent spoke only Spanish to their grandchildren.

Understandably, therefore, the child from this Spanish-saturated environment, once embarked on his school career, finds himself in a strange and even threatening situation. The language of instruction is English. Yet English, as John M. Sharp expressed it at the El Paso conference, may be "no less a foreign language to him than it would be to a child from Argentina or Columbia. He suddenly finds himself not only with the pressing need to master an (to him) alien tongue, but, also at the same time, to make immediate use of it in order to function as a pupil. His parents, to whom he has always looked for protection and aid, can be of no help at all to him in his perplexity. Moreover, as a result of cultural and economic differences between the English-speaking and Spanish-speaking segments of his community, many of the objects, social relationships and cultural attitudes presented to him in his lessons, though perfectly familiar to an Anglo youngster, lie without the Latin American's home experience. Accordingly, the problem of learning English

is, for him, enormously increased by his unfamiliarity with what objects and situations the no less unfamiliar words and phrases stand for."

Barriers and Bastions

Even in schools with an almost totally Spanish-American enrollment—schools which are for all practical purposes *de facto* segregated—textbooks and curricula used are often the same as in schools with a large Anglo-American majority. As Professor Sharp tells us: "The three R's are taught in English from the first grade up, and *no classes specifically with English as a foreign language are offered.* Operating under such unrealistic conditions (which appear to have been devised by people who seemed to believe that if they paid no attention to the problem it would go away), conscientious teachers and administrators have done the best they could for their students. Subject matter is watered down and used as a means to teach English. During the two or three years of primary school while the pupil is acquiring a minimal knowledge of English, he falls seriously behind his English-speaking contemporaries in other phases of the curriculum. This loss in subject-knowledge is seldom made up by the time he enters high school, where he finds himself unable to compete scholastically with his Anglo-American schoolmates."

The Mexican-American child encounters not only linguistic barriers but psychological barriers. One of the working committee reports developed at the El Paso conference described them in these words: ". . . A sudden immersion in English at six years of age, especially in an environment which lacks the plasticity and warmth of human relationships found in the home, occurring at the same time that new demands of work and discipline are made, may create psychological barriers almost instantaneously which will not disappear in a lifetime. The teacher may sense the presence of these barriers and may react by putting up barriers of his own, unconsciously attempting to compensate thereby for his sense of inadequacy in dealing with the child. The result may be that the Spanish language becomes a refuge into which the child retreats at every opportunity, and the Spanish-speaking community a bastion of defense against the outside world."

The Laws of the Anglos

In most states, the schools are actually mandated by law to make English the language of instruction. An appropriate comment on this type of law was forthcoming recently from Charles Olstad, Assistant Professor of Romance Languages at the University of Arizona: "I had always thought such a law archaic, a carry-over from early days of benighted ethnocentrism, a distorted form of super-patriotism which saw anything non-English

as a threat to the nation." In some schools the speaking of Spanish is forbidden both in classrooms and on the playground, except, of course, in classes where Spanish is taught. Not infrequently students have been punished for lapsing into Spanish. This has even extended to corporal punishment. A member of our Survey team tells of one school at which such punishment was dealt out to children who lapsed into Spanish despite the fact that 99 percent of the school's enrollment was Mexican-American! The obvious theory is that a child will learn English if he is required to speak English and nothing but English, at least during those hours of the day when he is in school. "If you want to be American, speak American," he is admonished over and again.

Fitting the Stereotype

Nor is it only a different language that the newly-arrived Mexican-American child encounters. He also encounters a strange and different set of cultural patterns, an accelerated tempo of living and, more often than not, teachers who, though sympathetic and sincere, have little understanding of the Spanish-speaking people, their customs, beliefs and sensitivities. He is given an intelligence test in which language and cultural and socio-economic background are depressing factors. He may have fully as much intellectual potential as his Anglo-American classmates, but he shows up on the test as a "low achiever." He tends thus to become stereotyped in the eyes of the adults whose lives impinge on his. All of them—teachers, administrators, even parents—expect little of him, and he usually measures up (or down) to their expectations.

If he knows little or no English, he may be placed in a special class with other non-English-speaking children for a year and then "promoted" to the first grade the following year. But that means he must go through school a year behind other children of his age, and this embarrasses him.

Even if he speaks both English and Spanish, he may be only nominally bilingual—not truly so. He may have, as he often does, a low level of literacy in both languages. He watches television at home, as do his Anglo-American schoolmates. He listens to the radio. Soon he is speaking a language which is neither Spanish nor English but a mixture of the two—a kind of linguistic hybrid. He doesn't speak English correctly and he doesn't speak Spanish correctly.

There is something sadly paradoxical about the schools' well-meaning effort to make the Mexican-American child "talk American"—to eradicate his Spanish. For they are at the same time working strenuously to teach Spanish to the Anglo-American student, acclaiming the advantages of being able to communicate

fluently in a language other than one's own. The National Defense Education Act is providing funds to schools to strengthen the teaching of modern foreign languages as well as mathematics, science, and other subjects. And so, while they strive to make the monolingual student bilingual, they are making—or trying to make—the bilingual student monolingual.

Compulsion Breeds Withdrawal

The prohibition against speaking Spanish leads to some curious situations. For one thing, the school cannot enforce it. Or, rather, it cannot accomplish what the rule is intended to accomplish, which is the universal speaking of English. "Obviously," says James Burton, who teaches English and speech to Mexican-American students at Jefferson High School in El Paso, Texas, "it is impossible to make a person speak a language. Any teacher in control of his classroom can prevent his students from speaking Spanish, but the result is likely to be a thundering silence; it is certainly no guarantee that fluent, idiomatic English will gush forth like the water from the biblical rock. Arrogance or even thoughtlessness in enforcing such a regulation is easily self-defeating. If the student is somehow left with the feeling that the person doing the enforcing is belittling him in an alien language for his normal use of his own language, bitter resentment is sure to ensue. Punitive measures in this case are only too likely to prove ineffectual under most circumstances. After all, few students speak Spanish as a deliberate act of defiance."

John M. Sharp of Texas Western remarks, too, on the absurdity of a dictum that says a teacher facing a class of Spanish-speaking youngsters may never use an occasional word of Spanish to clarify a point. Yet it may be perfectly clear, he observes, "that the point being made is not 'getting across' in English." And he adds, "It should be noted here, to the credit of teachers, that conscientious instructors frequently violate this prohibition."

The Damaged Self-Image

The harm done the Mexican-American child linguistically is paralleled—perhaps even exceeded—by the harm done to him as a person. In telling him that he must not speak his native language, we are saying to him by implication that Spanish and the culture which it represents are of no worth. Therefore (it follows) the people who speak Spanish are of no worth. Therefore (it follows again) this particular child is of no worth. It should come as no surprise to us, then, that he develops a negative self-concept—an inferiority complex. If he is no good, how can he succeed? And if he can't succeed, why try? Suddenly the full import of the essay about "Me"—the poignant outcry of the Mexican-American girl who "never *seemed* to be a child with a problem"—becomes crystal clear.

"Somewhere along the way," says Marcos de Leon, School-Community Coordinator of the Los Angeles Public Schools and member of the board of the Latin-American Civic Association and the board of the Council for Mexican Affairs of Los Angeles, "the Mexican-American must make a stand and recognize the fact that if there is to be progress against those barriers which prevent and obstruct a more functional citizenship, he must above all things retrieve his dignity and worth as a person with a specific ethnic heritage, possessing a positive contribution to civilization. No man can find a true expression for living, or much less think right, who is ashamed of himself or his people."

At a Mexican-American seminar held in Phoenix in 1963, Daniel Schreiber, then Director of the NEA's Project Dropout, spoke of the need of young people to "achieve confident self-identity." "The youngster," he said, "whose school experience begins and ends in failure—and those of minority children too often do—having discovered that he is good *at* nothing, stands a strong chance of becoming good *for* nothing. And far too many young lives, with all the potentials and real talents and capabilities they embody, are being wasted and crushed. The challenge is to redeem them, through inventiveness and energy and dedication."

This is the challenge that the public schools face in the education of tens of thousands of Mexican-American children in the five Southwestern states. It is a challenge which, with an appropriate approach and sound techniques, can be fully and triumphantly met. We believe these techniques are at hand.

What Is Being Done: Some Specifics

ENCOURAGING and exciting programs directed specifically to a more appropriate educational accommodation of children in bi-cultural communities have been developed in some places. The following reports are illustrative of the wide variety of innovative practice the NEA-Tucson Survey Committee observed in the schools selected for visitation. While more lengthy reports of observations were prepared, the excerpts included here briefly describe the type of program that these specific communities have developed.

LAREDO, TEXAS

Laredo is a Texas border community of some 65,000 population, located on the Rio Grande, just opposite its Mexican counterpart, Neuvo Laredo. Its economic sustenance derives in good part from the pursuits of agriculture and a busy Air Force base.

Two school districts serve the metropolitan area of Laredo. The larger of the two in population is the Laredo Independent School District, serving the city of Laredo proper. Far larger in area is the United Consolidated Independent School District. It is larger, in fact, than Rhode Island, taking in no less than 2440 square miles and entirely surrounding the Laredo Independent School District on three sides, with the Rio Grande constituting the fourth side. Located within the far-flung boundaries of the United Consolidated Independent School District are the suburban homes of some of Laredo's Air Force families and ranches and farms where many Mexican-American families live.

The district operates three elementary schools and a unique high school, much of which has been built underground. This school was built underground to provide fallout protection in case of a nuclear attack on Laredo Air Force Base, to shut out the disrupting screams of jet planes, and for economy's sake. An underground school uses less land, is more economical to air condition, requires no shades or blinds or window cleaning and offers no tempting midnight target for vandals with air rifles.

The educational program of United Consolidated Independent School District has one strong common denominator: Bilingualism. Students, Anglo-American as well as Mexican-American, are encouraged to become truly bilingual—speaking, reading and writing fluently in both English and Spanish. English instruction and Spanish instruction go on side by side.

A Bilingual Dialogue

Two members of our Survey team visited a first grade class at Nye Elementary School—one of the three in the district. It was early fall. School had been under way only three weeks. There were 26 students in the class. Half were Mexican-American (some having been born in Mexico); half were Anglo-American. None of the Anglo-American children knew any Spanish when school began. Few of the Mexican-American children knew any English.

The teacher was a trim, attractive woman, Mrs. Dolores Earles, herself a Mexican-American, born in Monterey, Mexico and married to an "Anglo." As the bell signalled the beginning of the school day, Mrs. Earles greeted her class first in English, then in Spanish. She asked for a volunteer to lead the pledge of allegiance. Everybody volunteered and a Mexican-American child was chosen to lead the pledge in English: "This is my left hand. I place my left hand on my side. This is my right hand. I place my right hand over my heart. I pledge allegiance to the flag . . ." Then a blond "Anglo" child was chosen to lead the pledge in Spanish: "Esta es mi mano izquierda. Pongo mi mano izquierda a mi lado. Esta es mi mano derecha; la pongo sobre mi corazón. . . ."

Mrs. Earles praised the children and continued: "Yesterday we listened to the story of the big bad wolf. Remember? And the big bad wolf had a big nose, and a big mouth, and big eyes, and big ears." She touched her eyes, "What are these?"

"The eyes," chorused the class.

"Why does the big bad wolf need them?"

"To see better!"

She did the same with ears, nose and mouth. Then:

"¿Cómo se dice 'wolf' en español? Se dice lobo."

"Lobo."

"¿Qué son éstos?"—touching her eyes.

"¡Son los ojos!"

"¿Para qué necesita el lobo los ojos?"

"¡Para ver mejor!"

How Can We Be Two Persons?

There was some work with vowels and consonants in English and in Spanish. A song, "Teensy Weensy Spider" was sung first in English, then in Spanish. And then Mrs. Earles asked: "Wouldn't it be fun if we could each be two persons? How many of you think you would like to be two persons?"

Everybody did.

"How can we be two persons? That's right—by speaking two languages. But remember—we have to be careful to speak only one language at a time. Does your teacher mix the two languages?"

"No!" responded the children and she shook her head in affirmation.

"We must always be careful to learn each language well so that we don't have to mix the two. If we learn both languages, we can help each other better. Right now I need your help. Can you children help me? I lost my dog and I can't find him."

All volunteered to help. She asked three "Anglo" children to go before the class and sing, "Oh, where, oh, where, has my little dog gone?" When they were done, Mrs. Earles said, "Thank you. But I'm sorry I forgot to say that I didn't lose him here. I lost him in Mexico. Could someone help me find him there?" Again all volunteered, and three Mexican-American children joined the three "Anglo" children to sing: "¿A dónde, a dónde se fue mi perrito . . .?"

And so it went through the day . . . an involved, absorbed, enthusiastic group of children . . . a talented, empathetic teacher. The children were gaining skills in both English and Spanish. But, more than that, they were taking a long step toward full understanding of the people and the cultures of the two countries whose common border lay there at Laredo. The Mexican-American children, instead of going to school to confront a strange and threatening environment, found one that was friendly and familiar. They found a teacher who was not only bilingual but bi-cultural, one who recognized the need among both Anglo-American and Mexican-American children for assurance and affection and was able to offer these things to them in a language and manner meaningful to both.

The Essential Ingredient

There are other teachers at Nye fully as capable as Mrs. Earles, other classes fully as committed and enthusiastic. There are other schools in the Southwest with fine programs. We have turned the spotlight on Nye Elementary School and Mrs. Earles and her students because they are a kind of symbol. They typify what our Survey Committee believes to be an absolute essential

to success in the education of the Mexican-American children of the Southwest. That is bilingualism.

Significantly, the district tried it the other way. It tried outlawing Spanish—educating the Spanish-speaking children in English. The result was frustration and failure, a heavy proportion of dropouts among Mexican-Americans, tension between the Anglo- and Mexican-American communities. Then a concerned and conscientious school board sought administrative leadership which would build a staff believing in bilingualism. The goal of the district has been to build a program along such lines.

In September, 1964, under the direction of Victor Cruz-Aedo, elementary supervisor, and supported by Superintendent Harold C. Brantley and the board of education, there thus began what the district described as "an experimental biliteracy program."

Its objectives were several-fold:

—To enable English-speaking and Spanish-speaking children to attain maximum skills in understanding, speaking, reading and writing both English and Spanish.

—To provide all pupils with a better understanding of the nature of language in general and of the differences between first language (mother tongue) and second.

—To cultivate in each pupil a pride in his mother tongue and the culture it represents and, too, a respect for the second language and the culture *it* represents.

—To help all pupils—through the cultivation of both mother tongue and second language—to achieve a more complete and liberal education.

—To reduce dropouts.

One Year at a Time

Federal funds had not yet become available for the Laredo "biliteracy" program (as they were subsequently to become available under the Elementary-Secondary Education Act of 1965.) The United Consolidated Independent School District had to finance the program itself. And so it started the first year with only the first grade. The next year it expanded to the second grade. It was bilingualism not merely for the Mexican-American child but for both Mexican-American and Anglo-American—for all children. (NOTE: A set of slides and a tape describing the United Consolidated Bilingual Program at Laredo may be obtained by writing Harold C. Brantley, Superintendent, United Consolidated Public Schools, P. O. Box 826, Del Mar Hills, Laredo, Texas 78041).

Eventually bilingualism will extend through all the grades, including high school. Yet even now the high school reflects the beneficial effects of the bilingual-bicultural revolution taking place. Picturesquely displayed at the high school's main entrance, on equal terms, are the proud symbols of the two neighbor nations—the American eagle and the Mexican eagle. They are vividly colored, stylized cutouts made by students and suspended from wire supports. Student art work is displayed all through the school, and there is stress throughout on the worthiness of each of the two cultures. An unmistakable *esprit de corps* prevails among the students. They walk proudly. They dress neatly—all of them. (NOTE: On the day our Survey team visited the high school, the football team was leaving on a game trip. Every member wore dress shirt and tie. The superintendent solemnly swore that it was their idea!)

Bilingualism: A Valid Objective

The Laredo program and other similar programs that we observed in our Survey—plus our own experiences and independent studies—have persuaded us beyond any doubt of the validity of bilingualism. Unhappily a large majority of Southwestern school districts have no bilingual programs. In a few instances, such programs exist but they are conducted inadequately. Most school districts have yet to discover that bilingualism can be a tool. It can be a tool—indeed the most important tool—with which to educate and motivate the Mexican-American child. It can be the means by which he achieves an affirmative self-concept—by which he comes to know who and what he is, takes pride in his heritage and culture, and develops a sense of his own worth. It can be an invaluable asset to him as an adult, economically, intellectually and socially.

One of the proofs of the validity of this approach, it seems to us, is the fact that children born and receiving their early schooling in Mexico or some other Spanish-speaking country generally do better in our schools than Mexican-Americans born here.

Recommendations for Desirable Programs

This, then, might be the time to make some recommendations that the NEA-Tucson Survey Committee believes to be basic in the education of native speakers of Spanish:

1. Instruction in pre-school and throughout the early grades should be in both Spanish and English.
2. English should be taught as a second language.

3. Contemporaneously there should be emphasis on the reading, writing and speaking of good Spanish, since Mexican-American children are so often illiterate in it.
4. A well-articulated program of instruction in the mother tongue should be continued from pre-school through the high school years.
5. All possible measures should be taken to help Mexican-American children gain a pride in their ancestral culture and language.
6. Schools should recruit Spanish-speaking teachers and teachers' aides. Beyond that, a special effort should be made to encourage promising young Mexican-Americans in high school and college to consider education as a career.
7. Schools, colleges and universities should conduct research in bilingual education, train or retrain bilingual teachers, create appropriate materials and, in general, establish a strong tradition of bilingual education. (For this suggestion we are indebted to Theodore Andersson of the University of Texas who incorporated it into a memorandum directed to the Office of Economic Opportunity in Washington, D. C.)
8. School districts desiring to develop good bilingual programs but lacking funds should look to the possibility of financing them under new federal programs and in some cases state compensatory education programs.
9. State laws which specify English as the language of instruction and thus, by implication at least, outlaw the speaking of Spanish except in Spanish classes should be repealed.

We might set forth a tenth recommendation--that no two programs of Spanish for the Spanish-speaking need to be, nor are they likely to be, alike. Each school district has its own special problems. Each requires its own unique solution. The Laredo program is one approach. There are others, and what follows is a series of capsule reports on some of them, as seen by members of our Survey team in their investigatory travels through the five Southwestern states. We are intentionally omitting descriptions of other good programs in order to achieve brevity and avoid repetition. We have selected for description those programs which we consider to be representative—programs which, by their example may offer ideas and inspiration to schools contemplating entry into the area of Spanish-for-the-Spanish-speaking.

ALBUQUERQUE, NEW MEXICO

We visited two high schools here—Albuquerque High, in the center of the city, with about 70 percent of its students Spanish-

speaking, and Rio Grande High, with some 50 percent Spanish-speaking. Because New Mexico was ruled by Spain long before it came under the stewardship of Mexico, many of its Spanish-speaking citizens regard their heritage as being Spanish instead of Mexican. Thus the Spanish-speaking person is called an "Hispano" here rather than a "Mexican-American." Hispanos realize that their children are not true bilinguals in most instances, that they speak flawed Spanish, and that a good Spanish program in the schools can both enhance their Spanish-speaking skills and foster greater pride in their own culture.

The Albuquerque school system gives a placement test in grades 6 through 11 to Spanish-speaking students who have never studied Spanish formally. This test is used to determine the competency of each student in Spanish so that he might begin his study of the language at an appropriate level rather than to suffer through material which he will find much too elementary. The test, 55 minutes long, is on tape and is beamed to the classrooms via the Albuquerque Public Schools' FM radio station KANW. It consists of eleven short stories in Spanish. After hearing each story, the student answers multiple-choice questions presented in booklet form. The test has recently undergone revision as a result of item analyses made by a professional testing service.

It is important to indicate that schools do not rely solely on the results of the Spanish placement test. They are used along with students' scores on standardized tests, I.Q. scores, aptitude test results, teachers' grades in all subjects and students' study habits and attitudes toward learning.

The textbooks used in the Spanish "S" (for native speakers) classes at Rio Grande High School are as follows:

First Year: *A-LM I* and *Lecturas escogidas.* (The letters A-LM stand for Audio-Lingual Materials. This series of textbooks was first produced under the guidance of NDEA committees and is now published by Harcourt, Brace.)

Second Year: *A-LM II.*

Third Year: *A-LM III, Frijolito saltón* and *Lecturas modernas.*

Fourth Year: *Lecturas amenas.* (NOTE: Outstanding Spanish students other than native speakers are placed in fourth-year Spanish "S" classes also.)

Fifth Year: *Literatura y geografía de la América Latina.*

The Spanish-speaking program in the Albuquerque school system is well established, has strong administrative support and is thoroughly accepted by the community. (NOTE: Copies of Albu-

querque's *Guideline for Teaching Spanish to Spanish-Speaking Students* and *Spanish Placement Test* may be obtained by sending 25 cents for the former and 50 cents for the latter to: Miss Ann Komadina, Foreign Language Consultant, Albuquerque Public Schools, P. O. Box 1719, Albuquerque, New Mexico. You may also obtain the entire test-on-tape—two seven-inch reels and the booklet—for $25.00. The test may be used indefinitely by the school system purchasing it.)

PECOS, NEW MEXICO

Pecos, a small community 80 miles northeast of Albuquerque on the Pecos River, is supported mainly by lumbering and farming. Its population of just over 1000 people is almost entirely "Hispano" and few of its citizens are very high on the economic ladder.

Recognizing the need for a radical departure from the standard curriculum for educating the bilingual child, the New Mexico Department of Education presented a proposal to the Ford Foundation for pilot projects for the teaching of English as a second language and the teaching of Spanish as a mother tongue. The proposal was accepted, and under the Western States Small Schools Project Pecos was selected for the pilot project on the teaching of Spanish. Mrs. Olivia Pincheira, a native of Chile, was selected to teach language arts in Spanish to all children in grades 1-6 at Pecos Elementary. Materials designed for the teaching of the basic skills of understanding, speaking, reading, and writing and specifically prepared for native speakers of Spanish had been selected. These, complemented by teacher-prepared materials, offered the basis for an effective program.

The children at Pecos have been started on a program of literacy in Spanish. The classroom where they are taught the basic skills of literacy speaks clearly of their cultural heritage and of their mother tongue. It is a classroom like any found in Spanish-America. The teaching materials, decorations, activities, and the language are Spanish.

Although the Spanish language arts class was limited to thirty minutes daily for each class, it was evident to the observers that something exciting and tremendously significant had been added to the curriculum at Pecos. This was instruction in the mother tongue—instruction that points to a future of functional bilingualism.

MERCED, CALIFORNIA

Merced is a predominantly agricultural community situated 117 miles southeast of Sacramento, in California's verdant San

Joaquin Valley. Like so many other California farming towns, it has attracted a large number of Spanish-speaking people. In 1963, under provisions of California's McAteer Act, the Merced Elementary School District became one of 32 districts developing pilot projects in compensatory education. The aim of the projects was to discover methods by which culturally disadvantaged children might be encouraged and assisted to remain in school until they graduated. The state agreed to pay up to two-thirds of the cost of the program or $24 per pupil, whichever was smaller. Nearly $650,000 was appropriated for two school years, and now these projects are being expanded with funds available under new federal programs.

Bilingual programs were set in motion in the Merced schools with the aid of the above mentioned McAteer Act funds. Mexican-American students were taught Spanish in homogeneous classes, grouped according to their ability to read, write and speak the language. There was extensive use of audio-visual materials, including films, tapes, records and teaching machines. The students were tested at the end of the first year. A majority showed marked improvement in all skills—reading, writing and speaking. Overall, the average gain in Spanish proficiency was 50 percent. Moreover, significant improvement had taken place in the children's general attitudes and self-concepts.

Two members of our Survey team visited Tenaya Junior High School which includes the fifth, sixth and seventh grades and has a student body of about 700 pupils. They found an enthusiastic faculty and a principal furnishing strong, enlightened leadership. In their study of Hispanic culture, the Merced schools "adopted" a sister city with a similar name in South America—the city of Mercedes, Uruguay. A telephone call was made to Mercedes, and the conversation was heard by the entire student body of Tenaya Junior High plus members of the city council and representatives of the Chamber of Commerce via loudspeaker in the school auditorium.

PUEBLO, COLORADO

"I didn't realize how much self-hate the students had." The words are those of the principal of Minnequa Elementary School in this iron-and-steel city of southeastern Colorado. She was exclaiming over the results of a newly instituted program of Spanish for the 85 percent of Minnequa's 460 students who were Spanish-speaking. Ernest Roybal, himself a native speaker, taught Spanish for a half-hour three times a week to all fifth and sixth graders. He told the visiting member of our Survey team that he felt inadequate because his preparation for teaching did not include specialized training in the teaching of Spanish.

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His misgivings were not shared, however, by his principal, Miss Julia Braun. She was delighted with the progress already evident. Student attitudes and behavior had noticeably improved. The Mexican-American children carried themselves a bit more proudly. They got along better together. There was little or none of the name-calling that had been so prevalent before—calling which, though engaged in by Mexican-American children, was anti-Mexican in nature. And parents of the native speakers had reacted with enthusiasm to the new Spanish classes and the new spirit developing at Minnequa School. The last PTA function, a sort of Mexican fiesta, had been attended by more parents than ever before, and there had been more parental cooperation in its planning and arranging.

TUCSON, ARIZONA

The Spanish roots of Tucson, this one-time walled pueblo, go very deep. Having been a bit of Spain even before it became an outpost of Mexico, Tucson traces its Spanish beginnings as far back as 1700, when Father Kino began building the historic mission of San Xavier del Bac. Appropriately, therefore, modern-day Tucson counts a substantially higher proportion of Mexican-Americans among its population than Phoenix. This accounts for the fact that fully 48 percent of the student body of one of Tucson's high schools—Pueblo High which serves the southwest part of the city—is Mexican-American.

Pueblo High's program of Spanish for the Spanish-speaking began in 1959. The faculty and administration realized that the Spanish-speaking students were bored with the Spanish classes and materials to which they then were being exposed. It was understandable. The program had been designed for beginning students without previous experience with the language. Much of the content seemed elementary. Yet at the same time, in what must have seemed a paradox to some, a number of native speakers were receiving failing grades in Spanish.

And so an experimental program was developed. At first it was made available only to students fluent in Spanish and highly motivated. Admission to the class was considered an honor. Along with the linguistic content, the course included emphasis on the cultural heritage of Spain and Mexico to help students develop a positive sense of identity.

At the end of the first year the students petitioned for a continuation of the program. Their interest was met and during the second year they were introduced to Mexican and Spanish literature. Compositions which they wrote were based primarily on literary works read in and out of class. There was also a unit of commercial correspondence.

At the end of the second year, the students again asked for more. In the third year, they explored Spanish and Mexican literature more deeply and read several of the masterpieces such as the Spanish play *Don Juan Tenorio* by José Zorrilla.

Meanwhile, the enthusiasm of the pilot group spread through the student body. New classes were organized, including some for students whose ability was average and even below-average. Today the program at Pueblo High includes eight first-year classes, three second-year classes, two in the third year and one in the fourth year. Over this four-year span, attention is given to the basic skills of speaking, reading and writing. Equal if not even greater emphasis is given to helping the student develop a more positive self-concept through the study of his rich Spanish and Mexican cultural heritage.

Students at Pueblo High who enroll in the native speakers' classes are required to pay a $3.50 fee per year. This money has been used to buy class sets of literary pieces. (NOTE: A list of recommended texts and supplementary readings for a four-year program may be obtained by writing to Henry Oyama, Chairman, Foreign Language Department, Pueblo High School, 3500 S. 12th Street, Tucson, Arizona.)

The program has generated enthusiasm among all concerned—students, faculty, administration and parents. And it was a major factor in the designation of Pueblo High in 1965 as a "Pacemaker School"—one of 45 nationwide—by the NEA and *Parade* magazine. In the near future, Pueblo plans to enlarge the program with a commercial Spanish course at the third and or fourth-year level for terminal students.

A program of Spanish for the Spanish-speaking also has been instituted at Sunnyside High School, in a separate school district serving the southernmost area of Tucson and an area beyond the city limits. Nearly 45 percent of that student body is Spanish-speaking. A special Spanish class was organized in 1961, and the program has expanded to two first-year classes and one each for the second, third and fourth years. During the first and second years, emphasis is given to correcting common grammatical mistakes.

The instructor at Sunnyside, L. Louis Labiaux, has traveled extensively in Spanish-speaking countries. Dissatisfied with available materials for the first year students, he has developed materials that he considers more appropriate. *Gramática española de repaso* by Francisco Ugarte is used in the second year. The third year stresses Spanish-American history and culture, the basic text being *Historia de México* by Wigberto Jiménez Moreno, José Miranda and María Teresa Fernández. The fourth year's work revolves around the history and culture of Spain, for which the basic textbook is *Panorama de la civilización española* by Francisco Ugarte.

Anxious to build more parental interest, Mr. Labiaux has appeared on local TV to explain the program. He also has worked to interest other groups in the problems of the Spanish-speaking at Sunnyside High School.

EL PASO, TEXAS

El Paso is located just across the Rio Grande from the busy Mexican city of Juárez. Of the many similar "border twins" (Brownsville-Matamoros, Douglas-Agua Prieta, Nogales-Nogales, Laredo-Nuevo Laredo, Calexio-Mexicali, etc.) these are the largest and most vibrant. Tourists and trade flow in quantity back and forth across the bridge that separates El Paso from Juárez.

One might thus expect that bilingualism would be a logical part of El Paso's educational program, and it is, at least in the high schools. The program has been carried on for many years. A majority of the teachers are native speakers of Spanish. Nor does the bilingual program stop with classes in Spanish for the Spanish-speaking. A member of our Survey team visited a uniquely effective class at Jefferson High School which was designed exclusively to help Spanish-speaking students cope with problems encountered in English pronunciation. The instructor was James Burton, whom the reader may remember from the very germane observations attributed to him in earlier portions of this report. The class, comprising seniors considered by the school to be potential college material, was conducted in English. But Mr. Burton often switched to Spanish to point out contrasts in pronunciation in both languages. He wrote sentences on the chalk board, then wrote the phonetic symbols. The students were instructed to repeat after him, then read in chorus. Finally individuals were asked to read. During the exercise, Mr. Burton moved quietly and quickly about the room, listening to individual students, giving help where necessary.

PHOENIX, ARIZONA

Phoenix Union High School was the city's first high school and now one of the nation's largest with 4400 students—about half of them Spanish-speaking. The majority of these Spanish-speaking students are second- and third-generation Mexican-Americans although some have come recently from Mexico and other Latin countries. Very few have had formal schooling in Spanish. Many speak the mixed Spanish-English patois so prevalent in this part of the Southwest.

In 1960 Phoenix Union began offering special classes in Spanish. Although at the start there was but one class, today its program of Spanish-for-the-Spanish-speaking includes eight first-year classes, four in the second year and one each in third and fourth

years. Mrs. María L. Vega, who initiated the program, is a native of Mexico. Two other teachers are also native speakers.

The first two years of the program, reports Mrs. Vega, are devoted to teaching basic skills in reading and writing. The work also includes many cultural items. Students make maps of Spanish-speaking countries and write reports on cultural topics. Stories and short novels are read orally by the teacher and class discussion and written exercises follow.

Books used in the first and second year include Pittaro and Green's *Primer curso para todos* and *Segundo curso, progresando, Cuentecitos,* edited by Wilkins and Oller; *Aquí se habla español* by Margarita López; *Nuevas lecturas* by Carlos García-Prado and William E. Wilson, and *Pensativa* by Jesús Goytorúa.

Third- and fourth-year classes stress the history and literature of Spain and the Spanish-American countries. Students do class reports using Spanish language newspapers and magazines and the *Enciclopedia Barsa.*

Mrs. Vega believes the results of Phoenix Union's program for the Spanish speaking have been good. Not the least of them is a noticeably emerging pride on the part of Mexican-American students in their cultural heritage.

Suggestions and Conclusions

As the capsule reports in the foregoing section may already have made clear, different schools present different problems, *vis a vis* the native speakers of Spanish, and thus tend to require somewhat different solutions. We earnestly urge administrators and teachers in schools having a sizable Mexican-American enrollment—especially at secondary school level—to examine their problems closely and define their objectives clearly. Does the school have a large concentration of students who have had previous academic training in Spanish-speaking countries (as is the case at the Belmont High School in Los Angeles and in various schools in the Imperial Valley of California)? Or is the school more like those of Colorado, where students generally have had no formal instruction in Spanish and little or no direct contact with Spain, Mexico or any other Latin country? In the first instance, there is little need of instilling in the students a pride in their Latin heritage. Theirs is already a very fierce pride. In the second instance, this affirmative self-concept may be a need no less pressing than that of helping the student toward literacy in both languages. Then, too, the first group is likely to be literate in Spanish. And so the objectives for these native speakers may be somewhat more elevated than for the other group. In the latter case, instruction probably will have to be begun early at the elementary school level.

We saw, in the course of our observations, a need for a more systematic process for selection and placement of native speakers in special Spanish classes in high school. There is need for an evaluation and modification for local use of such materials as those developed at Tenaya Junior High School at Merced, California. These include oral and written examinations to test attitudes, comprehension, fluency and academic achievement in Spanish. With the help of the kind of information thus obtained, a school is enabled to place students in somewhat more homogeneous groups in which their special problems are more likely to be dealt with effectively.

Programs should relate very closely to the needs, interests and abilities of the students for whom they are designed. El Paso, Texas, is a good example. The juxtaposition of El Paso to Juárez produces a vigorous commercial intercourse between the two, which has moved the El Paso Technical High School to offer a course in which typing, shorthand and business letter-writing are taught in Spanish. Pueblo High School in Tucson also offers a unit in commercial correspondence. (NOTE: For models of commercial correspondence write to Mr. Oyama at Pueblo High School, Tucson. For address, see "NOTE" on page 23.)

The Value of Literature

We strongly advocate advanced literature courses specifically designed for native speakers. Brawley Union High School at Brawley, California, offers a course in which literary masterpieces such as *La vida es sueño* are studied. Tucson's Pueblo High provides classes in the literature and theater of Spain and Latin America as well. Tucson's Sunnyside High offers a course in literary history in which the various literary movements, periods and manifestations are studied.

There are many challenging programs that can be offered the native speaker. Here is one suggested course on the tenth or eleventh grade level in which Mexican history and culture would be studied, using as a basis the following plays and literary pieces:

1. *Historia verdadera de la Conquista de la Nueva España* by Bernal Díaz del Castillo: A history in which a soldier with Hernán Cortés describes the conquest of Mexico.
2. *La Malinche* by Celestino Gorostiza: A play in which is given a sympathetic perspective of La Malinche, Aztec princess, slave and mistress of Cortés, who was instrumental in Cortés' conquest of Mexico. La Malinche foresees the character of the future Mexico and its inhabitants.
3. *El Periquillo Sarniento* by Fernández Lizardi: A picturesque novel which details Mexican society during the first years of the 19th century.
4. *Corona de sombra* by Rodolfo Usigli: One of the most outstanding of contemporary plays. It deals with events which led to the French intervention in Mexico and the establishment of Maximillian and Carlota as Emperor and Empress of Mexico. The author has succeeded in portraying an empress worthy of compassion and pity.
5. *La Navidad en las montañas* by Manuel Altamirano: An idealistic novel which portrays Mexico immediately after the religious conflict which ended in 1861. Several comments are offered concerning the ideal priest.

6. *Los de abajo* by Mariano Azuela: The classical novel of the Mexican Revolution which started in 1910, setting forth some of the causes of that uprising. The war is seen from the point of view of the poor, ignorant Indian peasant.
7. *El gesticulador* by Rodolfo Usigli: A play which illustrates some aspects of the political situation in Mexico since the end of the Revolution.
8. *El color de nuestra piel* by Celestino Gorostiza: A play about discrimination in Mexico, where dark persons are regarded as inferior to persons who are fair. Many phases of the Mexican self-concept are explored.
9. *Los desarraigados* by Humberto Robles: A play which purports to portray the "pocho" in the United States, the "pocho" being that Mexican-American who is trying to lose his ethnic identity and become part of the dominant "Anglo" culture. The play, which deals with a confused family of Mexican origin living in this country, exaggerates the negative characteristics of the "pocho."

This is only one suggested program. Obviously it could be varied in many ways, depending upon the preparation, interests and abilities of the students.

A Variety of Courses

Success in advanced courses depends on a logical and coordinated program starting in the elementary school and going through high school. In high school students should be offered alternative courses in Spanish literature, Spanish theater, Spanish-American prose, Spanish-American theater, Mexican literature, Mexican theater, history of Spanish-America, commercial correspondence, typing and shorthand. These courses should be available after completion of the basic courses required of all students.

Students in the advanced Spanish classes should not be limited to discussing literary pieces in an elementary manner based simply on questions and answers about what happened. Rather a system or systems for elementary analysis and criticism must be afforded them from the beginning. A basic system which might be used would discuss such elements as the following:

1. *El título*—en general su función es dar una indicación de lo que tratará la obra. (Específicamente, ¿qué función tiene el título en *El color de nuestra piel?*)
2. *La introducción* presenta a los personajes y la situación. No se limita a nombrar a los personajes sino que muestra ciertas características esenciales de la personalidad de los personajes. También señala dónde y cuándo se efectua la acción, y lo que ha sucedido antes de iniciarse la acción. (¿Quiénes y

cómo son los personajes en *El color de nuestra piel?* ¿Dónde está la acción?)

3. *El enredo*—introduce el conflicto o el problema que se les presenta a los personajes en la obra. ¿Qué problema se presenta en *El color de nuestra piel?*
4. *El punto culminante:* Es la parte más emocionante de la obra. Es donde hace crisis la acción. Es el punto decisivo de la obra. Los personajes solucionan el conflicto, o el conflicto los destruye. (¿Cuál es el punto culminante en *El color de nuestra piel?*)
5. *El desenlace* viene casi siempre con el punto culminante o inmediatamente después. Es la solución del conflicto o el punto en la obra en que deja de existir la tensión que la agudeza del conflicto ha creado. (¿Dónde se senala el desenlace en *El color de nuestra piel?*)

This is a very simple type of analysis which may be used from the beginning. As students progress, more profound and detailed analyses concerned with stylistic peculiarities should be employed.

Language consultants and/or coordinators at the district and state levels should be available to help organize, establish and coordinate the special programs. Consultants and coordinators would acquaint schools and teachers with materials and teaching techniques most adequate for each level of instruction. All materials should be carefully evaluated to insure that their objectives coincide with those designated for the particular group of native speakers in the Spanish class.

Teacher Selection and Preparation

THE success of any educational program rests ultimately on the competency and performance of each individual teacher. Conscientious teachers have long recognized the special problems which the Spanish-speaking children in their Spanish classes are likely to have. Recently many have attempted to adapt existing programs and materials to these special situations. And their efforts have tended to achieve some degree of success in spite of numerous handicaps such as lack of funds for needed materials and at times even the lack of proper support from school administrators.

Too often, however, recognition of the special problems of the native speaker in the Spanish class has not resulted in program adjustment. Schools have been thwarted in their desire to offer a more adequate program because of their inability to secure teachers who measure up to the need. And "measuring up" involves not only professional preparation but the proper cultural and linguistic background.

Concerning qualifications in general for teachers of Spanish-speaking children, Herschel T. Manuel, in his book, *Spanish-Speaking Children of the Southwest* (University of Texas Press, Austin, Texas) says this: "There are three general areas in which qualifications of teachers should be carefully considered. The first is that of the teacher as a person. The teacher is himself a pattern which will be imitated and which will stimulate one kind of response or another. That is not the whole story. The kind of person a teacher is helps to determine the direction and intensity of his professional service. His ability, his interests, his ideals, and his patterns of actions have an immediate influence upon his work . . . teaching is strongly influenced by the underlying motive of wanting to help people and to make the world a better place in which to live . . . there is need for selection of persons who have the ideals and zeal which are characteristic of great teachers.

"The second area in which the qualifications of teachers should be examined is sometimes called the subject-matter area. Obviously teachers should themselves be well prepared in the knowledge and skills which they are to teach."

"The third area is sometimes called, but somewhat incorrectly, professional preparation. This includes: (1) Knowledge of the nature of children and society, of the educational system of techniques of teaching, and (2) skill in the process of teaching. Actually professional preparation includes attention to the subject to be taught as well as to the person to be taught and the social structure in which the teaching is to be done."

Bilinguals to Teach Bilinguals

In the report on the El Paso conference on bilinguals held in November, 1965 (previously referred to in this report), James Burton of El Paso's Jefferson High School outlined certain qualities desirable for the teachers of Spanish-speaking students. Among them are: "(1) Knowledge and appreciation of the environment in which the student lives, the many aspects of his problems in addition to his linguistic one . . .; and (2) A basic knowledge of linguistics."

In the same report, Charles Olstad of the University of Arizona said: "The teacher of bilinguals should be himself bilingual. Ideally he should handle both English and Spanish with cultured correctness, but he should also be familiar with the local colloquial. He should feel no shame for his own heritage, and no scorn for the Anglo monolingual. If the teacher is not himself bilingual, he must certainly be thoroughly competent in Spanish as a learned language, but neither defensive nor hypercorrective. Above all, he must be familiar with the local colloquial. He, therefore, can understand what is said to him in the language he professes to teach, and will avoid correcting what may actually be an acceptable substitute for the structure he has learned.

"The teacher of Spanish to the Spanish speaker may be hampered by his own limited knowledge of Spanish; he may not recognize the 'acceptability' of locally used forms; he may know only literary Castilian, for example, or Buenos Aires colloquial; he may disallow variants or substitutes; he may not accept certain apparent Anglicisms which are actually legitimate. He may also be hampered by a broader but rigid knowledge; he may have an arbitrary notion of correctness, that of the Academy, for example, which he will impose."

Needed—Native Speakers

Selection of and special training for teachers of Spanish for native speakers would recognize and concentrate on such areas.

This Survey has substantiated the validity of the above assertions. It strongly recommends that Spanish teachers for native speakers of Spanish be themselves native speakers of Spanish. As much as is possible, these persons should have a background similar to that of the students whom they are to teach.

Special training for the teacher should include work in anthropology and sociology which will further his knowledge and understanding of the intercultural problems to be encountered. Practical field studies should afford him intimate acquaintance with special neighborhood projects such as the "Head Start" programs now part of the "War on Poverty" and others having particular promise which may be developed.

Thorough training in Spanish for prospective Spanish teachers of native speakers should include the following as minimum required courses:

1. History of the Spanish language
2. Spanish phonetics
3. Advanced Spanish grammar
4. Comparative linguistics
5. Mexican and Southwestern U. S. dialects
6. Literature
   a. Survey of Spanish literature
   b. Contemporary Spanish prose
   c. Contemporary Spanish theater
   d. Survey of Spanish-American literature
   e. Contemporary Spanish-American prose
   f. Mexican literature
   g. Contemporary Spanish-American theater
7. Cultural Studies
   a. Spanish
   b. Spanish-American
   c. Mexican

Requirements for the "third area" (as Dr. Manuel calls it), professional preparation, would be met by a program designated by the college of education. The emphases of this phase of the preparation should be concerned (1) with special curriculum problems and the development of special materials for special students with special problems, (2) educational psychology as related to the abnormal child including effective evaluation and the testing of attitudes, and (3) special teaching methods.

Traditional Methods Are Not Enough

The special methods emphasis of the teacher preparation program should include but not be limited to a survey of traditional

methods of teaching a second language and the mastery of the audio-lingual approach in foreign language teaching. Particularly this phase of preparation should be concerned with defining the special problems confronting the native speaker in the Spanish class and suggesting techniques and materials to be used in these classes. Teaching reading and children's literature should be an extremely important element in the methods course. A course *per se* in "Spanish literature for children" would be a valuable contribution to these teachers' preparation.

Prospective teachers of native Spanish-speakers should be required to include, as part of their apprentice teaching program, the teaching of regular Spanish classes for "Anglos" as well as teaching Spanish classes for native speakers.

Colleges and universities should be prepared to train prospective teachers of Spanish for these special programs. To train these teachers more effectively, exchange programs with Mexico should be instituted or expanded. Such an exchange program has been instituted by the University of Arizona. At that institution selected students in their final semester of studies are placed with Mexican families in Hermosillo, Sonora, to teach English as a second language in Hermosillo's public schools. This program serves as partial fulfillment of the apprentice-teaching requirements. Many more special NDEA-type institutes for those who teach Spanish-speaking students such as that conducted at the University of Arizona during the summer of 1965 should be offered. These institutes should be regional in character and should deal only with problems that affect teachers in their respective regions. Even more profit would result from institutes held in foreign countries, particularly in Mexico.

While such a preparation program would yield a supply of competent beginning teachers, the needs of teachers already in the field will probably need to be met by providing special in-service training programs and workshops in accessible centers. Much needs to be done in this area and major responsibility will probably need to be accepted by school systems working cooperatively with state departments of education, colleges and universities, and other organizations and groups interested in working with such programs.

Opportunities for Teacher Education

VARIOUS scholarships are available to Spanish-speaking students. We append a partial list hereinbelow in the hope that teachers and administrators will make these opportunties known to promising students interested in careers as teachers of Spanish to the Spanish-speaking. By this means the schools of the Southwest may begin to build a corps of teachers specially equipped by background and training to meet the needs of thousands of Mexican-American children.

We call attention to the fact that scholarships and loans are provided under several federal education programs. Among them are the National Defense Education Act and the Higher Education Act of 1965. It should be noted that scholarships offered under the Higher Education Act are based on financial need and not restricted to any top percentum of a graduating class. This is relevant because Mexican-American students, beset as they are with cultural, linguistic and very possibly economic handicaps, may not often be found among that elite group. The language of the Higher Education Act, in those portions dealing with scholarships, speak only of students of "ability," and this is as it should be. The important thing at this point is the motivation of native speakers of Spanish so they will take advantage of the opportunities available.

We call attention also to the fact Congress recently extended the G.I. Bill of Rights to cover those who have served in the armed forces since January 31, 1955, except the six-months' enlistees. By thus making the G.I. Bill retroactive to the date when the old G.I. Bill expired, Congress has opened the door of opportunity to thousands of young people, including, hopefully, Mexican Americans interested in teaching careers. And, again, there are no prohibitive academic restrictions.

Scholarships available to Spanish-speaking students at particular colleges and universities include the following:

UNIVERSITY OF ARIZONA
Tucson

ARIZONA STATE UNIVERSITY
Tempe

Vesta Club Scholarships: Four-year $1,000 scholarships awarded annually to Spanish-speaking high school graduates of Arizona. Payable at the rate of $125 per semester. Character, financial need, scholastic ability and promise of future success are considered.

ARIZONA STATE UNIVERSITY
Tempe

Los Conquistadores Scholarship: A $200 scholarship payable at the rate of $50 per semester for four semesters. Awarded to a worthy Spanish-speaking student of Arizona on the basis of need, scholarship, character and promise of future success.

BARNARD COLLEGE
Columbia University
New York, N. Y.

Irving Berlin Scholarship: Annually to one or more girls of foreign-born parentage.
Amelia Agostini del Río Scholarship: To student from Puerto Rico meeting academic requirements of Barnard and having need of assistance; if no eligible applicant from Puerto Rico, scholarship may be awarded to deserving student majoring in Spanish.

UNIVERSITY OF CHATTANOOGA
Chattanooga, Tennessee

Two scholarships (maintenance and tuition) available to French- or Spanish-speaking students for study in liberal arts, science, or commerce, in return for teaching service in undergraduate conversation classes.

CONGREGATIONAL CHRISTIAN CHURCHES
New York, N. Y.

Scholarships ($150-$730 each) to young people of Spanish-speaking background; on non-sectarian basis; usable at college of choice; four to Spanish-speaking men, two to Spanish-speaking women.

MIAMI UNIVERSITY
Oxford, Ohio

Among other awards, three assistantships ($500 plus maintenance and tuition) for one academic year, in return for services in language department. Open to French- and Spanish-speaking students, for study in various fields.

ST. LAWRENCE UNIVERSITY
Canton, N. Y.

Two scholarships ($350 each plus maintenance, tuition and books) for French- and Spanish-speaking women students in return for language-teaching services.

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Six assistantships ($110 per month plus tuition) open to French-German- and Spanish-speaking students to help in language conversation classes. Preferred age about 25.

URSULINE COLLEGE OF PAOLA
Paola, Kansas

One $500 scholarship for a Spanish-speaking woman.

WESTERN COLLEGE FOR WOMEN
Oxford, Ohio

Assistantships with a $1,300 stipend available to French- German- and Spanish-speaking students interested in language-teaching services to be performed in return for award.

AMERICAN MISSIONARY ASSOCIATION SCHOLARSHIPS
New York, N. Y.

Scholarships available to Mexican-American and American Indian students. Awarded on the basis of character and financial need.

Appendix

THOSE responsible for the conduct of any study that is dependent on the involvement and participation of others quickly learn to appreciate the value of cooperation. Listed below are the individual schools and school systems visited by members of the Survey team during the course of this project. The list falls short of identifying by name the hundreds of teachers, administrators and students who were as willing to share their ideas, concerns and enthusiasm as they were to extend hospitality to those who were their guests. But each could be assured that we salute their pioneering efforts in developing a program for teaching Spanish to the Spanish-speaking children enrolled in their schools and extend our sincere thanks for their interest in and cooperation with our study.

ARIZONA

Douglas: Douglas High School District No. 50
Douglas High School

Phoenix: Phoenix Union High School District No. 23
Phoenix Union High School
South Mountain High School

Sahuarita: Sahuarita Districts No. 30 and No. 55
Sahuarita Elementary and High School

CALIFORNIA

Brawley: Brawley Union High School District
Brawley Union High School

Calexico: Calexico Elementary School District
De Anza Intermediate School

El Centro: Central Union High School District
Central High School

Fresno: Fresno City Unified School District
Edison High School

Imperial: Imperial Unified School District
Frank M. Wright Elementary School

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Los Angeles: Los Angeles City Unified School District
Belmont Senior High School
Lincoln Senior High School
Nightingale Junior High School
Roosevelt Senior High School
Wilson Senior High School

Merced: Merced City Elementary School District
Migrant Elementary School
Tenaya Intermediate School

San Diego: San Diego City Unified School District
Lowell Elementary School

COLORADO

Denver: Denver City School District No. 1
Baker Junior High School
West High School

Pueblo: Pueblo City School District No. 60
Central High School
James H. Risley Junior High School
Minnequa Elementary School

NEW MEXICO

Albuquerque: Albuquerque Public Schools
Albuquerque High School
Rio Grande High School

Pecos: Pecos Public Schools
Pecos Elementary School

TEXAS

Brownsville: Brownsville Independent School District
Brownsville High School

Edinburg: Edinburg Independent School District
Edinburg High School

El Paso: El Paso Independent School District
Bowie High School
Jefferson High Shcool
Zavala Elementary School

Laredo: United Consolidated School District
Nye Elementary School

Pharr: Pharr-San Juan-Alamo Independent School District
Jefferson Junior High School

San Antonio: San Antonio Independent School District
Highlands High School
Mann Junior High School
Rhodes Junior High School

Senator YARBOROUGH. The next witness is Dr. Dorothy Goodman, president of the International Bilingual Primary Schools, Washington, D.C.

Dr. Goodman, you have been here patiently most of the day.

STATEMENT OF DR. DOROTHY GOODMAN, FOUNDER-DIRECTOR, THE INTERNATIONAL BILINGUAL PRIMARY SCHOOL, WASHINGTON, D.C.

Dr. GOODMAN. The pleasure has been mine, Senator Yarborough. It has been a fascinating series of testimonies, and I am very much honored to be in this company.

Senator YARBOROUGH. You are welcome here and we thank you for being so patient and for staying with us until the end of the day.

Dr. GOODMAN. I will skip liberally, if I may, through my printed testimony here, and pick up perhaps some points.

Senator YARBOROUGH. The entire statement is ordered filed and printed in the record.

Dr. GOODMAN. Points have come up in the course of the day which I would like to tie together. I would like to say first, apropos of my own background, I studied Russian at the Russian Institute at Columbia University away back in 1947.

Taking up many points of Dr. Fishman's testimony, there were in my class a number of students whose parents were Russian-born but these students could not speak one word of Russian themselves, and they were having to start from absolute scratch, the way I was, and it seemed even then a most enormous waste of resources of Columbia University, the teacher, and even all the rest of us in class, that these people who had the opportunity in their background to acquire, to retain a language, a very, very important one, goodness knows, had not done so.

Senator YARBOROUGH. May we go off the record a minute?

(Whereupon, there was a short discussion off the record.)

Senator YARBOROUGH. Back on the record now.

Dr. GOODMAN. I want to express the regrets of our school's counsel, Mr. Robert Zimmer, that he couldn't stay and be with us.

I am here today to testify in favor of S. 428 and to suggest amendments which we believe will provide it with more effective provisions to accomplish its purpose. Perhaps we are the first independent school to take up before the Congress the challenge of Commissioner Howe in early March in a speech to the Annual Conference of the National Association of Independent Schools.

Commissioner Howe said:

> I would like to hear the voice of the independent schools more frequently at the national level, particularly in the Halls of Congress. The Congress is in some ways becoming our national school board; I am confident that its interest in our educational system and its concerns about the quality of what we teach in that system will continue to grow * * *. Only rarely have the independent schools engaged in the debates before Congress about how we are going to achieve a superior educational system in every community of this country. As a result of this reticence, the Nation is less informed than it should be about ways and means in education. (Page 11.)

The independent school tradition is, of course, an old one, but we in the International Bilingual Primary School are very new, having

incorporated only a year ago this month as a nonprofit educational institution.

Taking up another one of Dr. Fishman's points, I would like to mention that we ran a French day camp for very Anglo-Americans last June in the back yard of somebody's house in Cleveland Park, where we tried to teach them as much French as we could within those 3 weeks of camp activity. It was moderately successful, but more and more of this sort of thing should be done for straight Anglo-Americans, if I may use that expression, who want to acquire properly another language, and this I think is perhaps going to be the burden of my testimony today.

We talk still about another group who believe that, as Dr. Robert Penfield of McGill has so often said, to be well educated is by definition, multilingual. We are not affiliated with any religious or church group. Our autumn term began with 17 children and now in May we have over 50 ranging in age from 3 to 7½, with parents coming from 23 countries. Our seven teachers are from France, Chile, England, the Netherlands, and the United States.

We have established this school essentially for the international civil servants of Washington, the international community, more broadly, and any citizens of the local community who wanted to attend because they pay, alas, the modest fees we have to charge, or because we can get them there on scholarships, and we hope to have more of those.

One of the recent witnesses mentioned—Mr. Neff, I believe—the problem between parents and child. Now, this is perhaps on a very different social level, but one of the problems of international civil servants who come from, say, Germany, France, Italy, India, to work for their World Bank, for the International Monetary Fund and other international agencies, which are proliferating at a great rate in town, is that they, too, find that they become divorced from their children who usually go to ordinary American schools and become completely absorbed in the American scene.

This to them is a disadvantage and it is just as human a problem on this kind of a level as it is in impoverished areas, that part of the country.

We believe that a multinational curriculum, certain elements in other national systems, and multilingual instruction, are vital to calling ourselves an international school in the Washington context. An essential part of academic excellence is learning to study in at least two languages. This has always been believed throughout history.

There is hardly a society that one can study which hasn't actually believed this.

Our immediate purpose is to get the language into the children when it is easy, in the first decade of life, to quote Dr. Penfield again, the uncommitted cortex of the very young child, before he becomes 10 years of age, is able to absorb different language patterns presumably almost without number providing they are taught simply as a mother or a nursemaid instructs the child by talking to the baby in whatever the language happens to be.

Given the character of Washington's population, everybody wanted to study English and, obviously, for this international group to which we are catering, and then the languages next in demand were French

and Spanish. About two-thirds of our children are working in English and French. The others are working in English and Spanish.

The majority of the children come to us with some knowledge of English, a few with French only, a few with Spanish only, and a few with two or three working languages of the school, and some with none of them. Almost 60 percent of our children are English-speaking so we have our Spanish-speaking problem in reverse.

Here we are essentially an English-speaking school with English-speaking environment around us, and we want to overcome that environment and get the children academically competent in either French or Spanish as well as in English.

I thought, as I listened to some of the earlier testimony if only we could bring in some of those Southwest pupils from Texas and Arizona, New Mexico, by supersonic jet to increase the numbers of the Spanish-speaking children in our school, we would be very happy, and conversely, perhaps we could send the jets back with teachers from the very wealthy community of Washington—wealthy in terms of talent.

There are many, many Spanish teachers here from Spanish-speaking countries all over the world, particularly Latin America and Spain itself, and we can't possibly employ all of them. In order that each child could become academically competent in two languages, we are teaching French, Spanish, and English each as a foreign language.

We are also attempting to create an environment around the children—in arts and crafts, in dancing and music, on the playground—in which each child can become saturated with his two languages.

To date we have had no mechanical aids except the occasional phonograph record, and that is because we don't have any money. If we had a little bit of money we would buy all kinds of mechanical aids in order to become a real pilot school for language instruction of the very young.

We propose to add higher classes each year and eventually to reach university entrance because, again, referring to the problems of the international community and, indeed, to the wishes, the desires of many Americans, we want to make it possible to go into other school systems at higher levels, and even to universities in other countries.

Let me develop a bit our problems as an independent school under present Federal statutes providing for programs in which private schools may participate. Under the programs administered by the Office of Education, a bilingual private school can obtain only research money to evaluate and demonstrate the effectiveness of its teaching.

However, such evaluation and demonstration does not readily fall into the category of objective research. Indeed, it is virtually impossible to be completely scientific about the bilingual or any other education of these very young children.

There is a general consensus in the academic community that the younger second and third languages are begun, the better, and here I again point to the evidence of not only Dr. Penfield and the growing number of neurologists and psychologists who are working on this point, but also to the fact that as Dr. Gaarder mentioned yesterday, that people who have been able to give whatever education they

wanted throughout history to their children have always given them other languages at a very young age.

It seems a pity to us that, is it a billion dollars that is spent annually in this country to teach high school and college students, and post-graduate students, other languages, and this is at a time when neurologically it is very, very difficult to learn these languages. The easy time is before the age of 10.

That billion dollars could be so much efficiently spent just from the economic standpoint on all our children within the first decade of life, all our children in the whole country, I mean.

Commissioner Howe told us to be controversial when we get out in front, so I am trying to do so.

Given an early start, children can certainly function in two languages, doing their regular subjects—reading, writing, arithmetic, geography, history and science—in both. But there is great divergence of opinion as to the methods of injection.

I think that this is perhaps where we can be of most help in future years to this committee and to other efforts for the large populations of disadvantaged and impoverished children who need to be brought into the mainstream of American life. We can experiment under controlled conditions. We can change the mix, in the jargon, if we have five Spanish-speaking children here and five English-speaking children in the same room and find that really we would rather have seven Spanish-speaking children and three English-speaking, in order to help the English-speaking ones acquire more effective Spanish. We can do this and you can't with large public school populations.

Should languages be injected by human beings or by audiovisual materials, or both? By structured teaching, trying to encourage even the very young children to learn the language consciously? Or by saturating the surroundings so that it is absorbed unconsciously? Entirely orally, or by teaching reading first in the language which is more foreign to the child, or the environment? By teaching reading in two languages at once?

Washington is, for instance, different from New York. The United Nations School in New York has quite different problems from ours because in the Washington suburban American community in which most of our children's families live it is very easy to acquire English. This is not true in New York where everybody lives much more, tends to live in much more, restricted circles of his own national or linguistic group. At least he often does.

Do we teach reading in two languages at once? This is done in bilingual schools all over Latin America without any apparent psychological damage to the children. In Coral Way in Miami, however, a very interesting Cuban-American school, there is a 6-month lag between the familiar and the unfamiliar language. How important is it that the child—the language in which the child learns first to read is a very phonetic language.

We have heard some testimony in these hearings about it being much easier to learn in Spanish. This is perfectly true because it is a very phonetic and very consistent language.

I was interested in Dr. Gaarder's testimony about that, about the Indian language yesterday. I don't know enough about those lan-

guages to comment intelligently about it, but I would assume they, too, were very phonetic languages or it wouldn't have been successful to teach the Indian children to read the Indian language—to read in the Indian language first, rather than in Spanish first.

Senator YARBOROUGH. Have you ever made any study of the Cherokee alphabet invented by Sequoia?

Dr. GOODMAN. I haven't. Is it a very phonetic alphabet?

Senator YARBOROUGH. Yes, and the characters look somewhat like the Russian letters. Sequoia is the only human being in the history of the human race, I believe the scholars will say, who ever invented an alphabet, one man in one lifetime. He could take adult Cherokees and teach them to read and write in 6 weeks, and he printed newspapers in Cherokee in Georgia.

Dr. GOODMAN. I am sure this would be possible. We have just about the most difficult language in the world to teach children to read and write in, I mean English.

How subjective is a child learning to read in any language? Maybe one kind of mixture of audiovisual materials——

Senator YARBOROUGH. I will just say this. Sequoia was so great that when the Congress admitted Oklahoma, they considered naming that State Sequoia. They did not because Washington was the only American honored by having a State named for him and they decided that that honor should be exclusively for the Father of our Country. So the State was named Oklahoma.

Dr. GOODMAN. How subjective is a child learning to read, anyway? Would one combination of audiovisual materials work with certain kinds of children and another combination with another kind? These are question to which I think nobody has the answer. We would even be so radical, I think, as to suggest that perhaps one should turn this whole thing on its head and perhaps some American public schools in advantaged neighborhoods should try teaching their children to read in French or Spanish before English, and see how this works.

I propose this seriously, actually. There was one public school—there may be others—who actually contemplated here, right in Montgomery County—Mr. Arsinoe, the superintendent of foreign languages——

Senator YARBOROUGH. Don't some psychologists say that it confuses the child's thinking processes as well as his language and you may cause psychological damage that they never get over?

Dr. GOODMAN. This is true, but it is also true that there is evidence on the other side, particularly what Lambert and Peel—now Mrs. Ainsfield—in Montreal, have done. The Lambert and Peel study which indicates, on the contrary, that working in two languages, rather than confusing the child, actually makes it mentally better able to think and do his academic work, but I admit it is debatable.

Senator YARBOROUGH. Some psychologists say it causes a child to stutter and have language impediments.

Dr. GOODMAN. The neurologists say it is the other way around. In any event, there are a number of new bilingual schools on this continent, independent schools, who are doing this. It hasn't gotten off the ground in Montgomery County, because they have got all sorts of problems there in their educational system, but Mr. Arsinoe still dreams about it and I think he will get it through one day, copying the Coral Way in Miami and teaching from kindergarten French or Spanish.

What is the relation of the IQ to all these considerations, if any?

I should like to go back, and let me finish that point while I am at it, about the independent schools. The Ecole Française in New York, which I have footnoted in my testimony, is a school now of 500 American children. It shouldn't be called the Ecole Française but the French-American Bilingual School, really. These are all what can only be described as upper middle-class American children.

They take them in at 3½ or 4 and teach them their letters first in French in the nursery, and then in kindergarten at age 5, to read in French, with the Montessori method. They learn to read, really fluently, in French by the first grade. By the second grade they are reading in English as well. They work rapidly.

There is no confusion. They have acquired another language and another culture. This is going on in Boston. It has just started in San Francisco.

There was a new school I heard about only the other day in Los Angeles. I don't know anything about it. And there is a group trying to found one in Chicago.

This is quite without any political impetus. This is just an interest on the part of middle-class Anglo-Americans in giving their children another language when it is easy, when they are very young.

Senator YARBOROUGH. I am not asking these questions from a political context, but from the things that I have heard stated by people who work with children.

I seek information. I don't know. That is the reason I asked you. What age do you take pupils?

Dr. GOODMAN. Well, we have got some under 3, but technically, we don't take them until 3½ because we find that you can't work with them in groups at all, really, before 3½ to 4. But we want to experiment with all these things because if Dr. Penfield is right—by the way, he is an American by birth, born in Wisconsin, but has had most of his professional career in Canada. He was a Rhodes scholar at one stage.

If he is right, then you should get them, not just the second day of life, but the first day of life. The delivery room should be in French, he said in one of his articles.

Senator YARBOROUGH. Of course, people tend to seek facts to sustain their theory, don't they?

Dr. GOODMAN. Well——

Senator YARBOROUGH. I have a bill here and I am seeking evidence to support my bill. I am not seeking evidence to destroy my bill. Whatever discipline a person works in, if they have an opinion, they seek to support that opinion.

You do find that among psychologists, too, don't you?

Dr. GOODMAN. Dr. Penfield is a neurologist, and I think most of his opinions come from his work over 4 years operating on the human brain, and those parts of the brain which are able to—I guess in the right-handed person—I hope I am quoting him correctly, because I am not a neurologist—the speech mechanism is usually on the left.

If that left side of the brain receives a terrible blow and the speech mechanism is destroyed, the young child under the age of 10 or 12 gradually acquires another center on the other side of the brain, the uncommitted cortex.

If this happens with an adult or even a 15- or 16-year-old, the damage is never repaired because the right side of the brain is already full of judgments and perceptions which by that time cannot be erased.

I don't think this is—it is a new premise admittedly, but I think it is most fascinating, a most fascinating one, and probably is going to be proven to be valid.

In any event, we don't know what the relationship of the IQ is to the learning of languages. There is some evidence from the French School in Toronto. As I said, there is a political reason there for getting English-speaking children to learn French. There is some evidence if you get them under 5 you can make them really bilingual and really competent academically. After that the IQ has to be higher. So this would suggest the importance in your bill and other efforts of this kind for the nursery to kindergarten and Headstart programs.

Commissioner Howe mentioned that again yesterday in the educational opportunity survey. Those children of another mother tongue than English who had had kindergarten experience only were a couple of points below the school of the English-speaking pupils, whereas the ones who hadn't had kindergarten were 12 or 14 points below.

To answer these questions and more, bilingual schools need flexibility. Our school and other independent bilingual schools in other cities are accepting children at 3½ without special testing so that in terms of IQ we aren't all that different, we assume, from the large public school population. Of course, in terms of the cultural background and parental push we are. If our work can demonstrate conclusively that certain methods are more effective than others, these methods can be transferred to a large public school population. But this approach is not normally classified as research even in the somewhat broad definition used in the social sciences.

As Commissioner Howe said yesterday, Federal aid programs should be designed to encourage flexibility. We must be careful not to inhibit creative thinking with narrowly structured programs.

Another problem is the training of teachers. We are not at all sure from our experience in our little international school here in Washington which we hope one day will be a big one that we want really bilingual teachers. We find with our really bilingual teachers that they often, brilliant as they may be as teachers, don't know which language they are teaching. You really need to have somebody who, although he understands or she understands the other language, the balance is heavily tipped in the direction of the language in which she is teaching the children.

We find that we need to do special teacher training work to combine the techniques of the language teacher with those of the classroom teacher.

My testimony amplifies that at considerable length and I won't take your time with it now.

But the point is that independent schools who have the flexibility to, as Senator Murphy suggested, try out these different forms of teaching languages don't have the economic resources to do it. Education is just a terribly expensive endeavor. Our poor teachers are only getting paid the minimum wage. They are working because they are so fascinated with the ideas in this project.

Economically it is a very poor show indeed.

There are a number of schools which, if they were given Federal support to try out different kinds of teaching languages, I think would

contribute enormously to public programs. There is going to be a big conference on bilingualism in Canada next month at the University of Moncton in New Brunswick. I hope, Senator Yarborough, your staff knows about this, because I think all this psychological and neurological evidence is going to be aired there.

Senator YARBOROUGH. I am glad to learn of it. I hadn't personally learned that. How many days will it run?

Dr. GOODMAN. From June 6 to June 14.

Senator YARBOROUGH. And you think they will publish these proceedings?

Dr. GOODMAN. I am sure they will. I am sure they would be fascinated and delighted to have someone from your staff there to talk to them in terms of implementation of their ideas in the Spanish-speaking as well as the other areas of native languages, not English. It is a very academic conference. It is not a conference concerning——

Senator YARBOROUGH. We would like to be represented if we can spare a staff member. We do not have very many French-speaking people in Texas, though we do have a spillover from Louisiana in the southeastern corner of Texas. People of French-speaking descent have moved into there to work in the oil refineries.

Dr. GOODMAN. How many French-speaking people are there, approximately? Have you any idea?

Senator YARBOROUGH. I don't know.

Dr. GOODMAN. Last month we held a meeting of some of the new bilingual schools here in Washington at the time of the Northeast Conference which brought thousands literally of language teachers from high schools all over the country to Washington. All of the school heads who were present at that meeting agreed that we had to have these continuing seminars for ourselves and for our teachers, but we simply don't have the extra, the surplus funds to do it. About all we can do is pay the staff and the rent and buy what minimal supplies are absolutely essential to us. We believe the Federal Government should authorize the Commissioner of Education to provide funds directly to these nonprofit and nonchurch affiliated independent schools which are developing techniques for the bilingual instruction of preprimary and primary school children. We contemplate that complete reports would be made by the grantee schools and used by the Office of Education for its public school programs. Unfettered by the restrictions of a grant for pure research, the independent schools would test alternative methods for reaching public goals in bilingual education.

Commissioner Howe encourages this. He said:

> I think you can contribute a most important element to the national search for superior education through a more effective use of your independence. By this I mean the use of your fredoem from external control to get out in front, to get into areas of controversy, if necessary, in behalf of new or better course offerings and new or better ways of teaching them.

Therefore, we respectfully request that you report S. 428 with amendments allowing nonprofit independent schools to participate directly in Federal bilingual education programs. In addition, S. 428 authority for such direct grants should not depend upon the use of Spanish alone as a medium of instruction, but should also include other languages as well as Spanish. And I might say to conclude, in English, too.

I am grateful for the opportunity to appear before you and hope you will allow us to take up Commissioner Howe's challenge to help

formulate public educational policy. We hope you will enable us to become, and other like us, really effective private schools.

Thank you very much, Senator Yarborough, for being so patient. I hope this isn't too far out in front to be of at least some use, but I really do think we can do things in techniques that will help in large school populations.

Senator YARBOROUGH. Well, I am hopeful since you have now received your charter as a nonprofit educational organization that it will encourage grants and gifts to your school so that you may do this experimental work. I fear that if the suggestion that you make on page 8, to amend this bill so that the International Bilingual Primary School could receive money directly from the Federal Government—we might have more difficulty in passing the bill. We do have a provision in the bill for experimentation.

Dr. GOODMAN. I, of course, didn't mean us specifically, you understand. I meant the principle.

Senator YARBOROUGH. Experimentation will be provided under the bill.

Dr. GOODMAN. Thank you so much, Senator Yarborough.

Senator YARBOROUGH. Thank you for your contribution. We are glad to learn of your school and what is being done and of the approach that you are teaching.

Dr. GOODMAN. I hope someday we will have Russian and Chinese, too.

Senator YARBOROUGH. Thank you. Congratulations and the best of good fortune to you in your school.

Dr. GOODMAN. Thank you so much, Senator Yarborough. We appreciate that.

(The prepared statement of Dr. Goodman follows:)

PREPARED STATEMENT OF DR. DOROTHY BRUCHHOLZ GOODMAN, FOUNDER-DIRECTOR, INTERNATIONAL BILINGUAL PRIMARY SCHOOL, WASHINGTON, D.C.

My name is Dorothy Bruchholz Goodman. I am the Founder-Director of the International Bilingual Primary School, which is located in Washington, D.C. I am accompanied by our school's counsel, Mr. Robert C. Zimmer, of the firm of Cleary, Gottlieb, Steen & Hamilton. I completed my Ph.D., with the help of two Fulbright grants and thus thanks to the generosity of an earlier Congress, at the University of London. Before devoting full time to the international school project, I taught history at Howard and American Universities.

I am here today to testify in favor of S. 428 and to suggest amendments which we believe will provide it with more effective provisions to accomplish its purpose. Perhaps we are the first independent school to take up before the Congress the challenge of Commissioner Howe in early March in a speech to the Annual Conference of the National Association of Independent Schools. Commissioner Howe said:

> "I would like to hear the voice of the independent schools more frequently at the national level, particularly in the halls of Congress. The Congress is in some ways becoming our national school board; I am confident that its interest in our educational system and its concerns about the quality of what we teach in that system will continue to grow . . . Only rarely have the independent schools engaged in the debates before Congress about how we are going to achieve a superior educational system in every community of this country. As a result of this reticence, the Nation is less informed than it should be about ways and means in education." (page 11.)

Although independent schools have been in business longer than any other educational institutions in the country except Harvard (the Collegiate School of New York was founded in 1638), the International Bilingual Primary School itself is new. It opened in January 1966 with three children and three teachers in the basement of a private house in Northwest Washington. In May 1966 the school was incorporated in the District of Columbia as a non-profit educational

institution and in August was ruled a tax-exempt organization (contributions to which are tax-deductible) by the U.S. Internal Revenue Service. In September of last year, the school moved to 3211 Volta Place, N.W. We are not affiliated with any church or religious group. Our autumn term began with seventeen children. Now, in May 1967, the school has an enrollment of over fifty children, ranging in age from three to seven and one-half, with parents coming from twenty-three countries. Our seven teachers come from France, Chile, England, the Netherlands, and the United States.

The school was organized to provide a genuinely international school for metropolitan Washington—not merely a national school with an international clientele, but a school with a multinational curriculum, and multilingual instruction. As the distinguished neurologist, Dr. Wilder Penfield, says, "By definition, well-educated people are multilingual." [1]

An essential part of academic excellence is, we believe, learning to study in at least two languages. Our immediate purpose for the primary level is to provide basic academic instruction while experimenting with the teaching of languages to very small children of different national and linguistic backgrounds under Washington conditions. Given the character of Washington's population, the languages most in demand as media of instruction after English are French and Spanish. Two-thirds of the school's children are working in English and French, the remaining third in English and Spanish. The majority of the children come to us with at least some knowledge of English, a few with French only, a few with Spanish only, a few with two of the three working languages of the school and some with none of them. Reproducing in microcosm what we hope to have one day in macrocosm, we are trying to maintain some kind of balance among the languages with which the children come to us.

In order that each child become academically competent in two languages, we are teaching French, Spanish and English each as a "foreign" language. We are also attempting to create an environment around the children—in arts and crafts, in dancing and music, on the playground—in which each child can become "saturated" with his two languages. To date we have had no mechanical aids, except the occasional phonograph record. We have been using bilingually the new scientific materials prepared for elementary schools by the American Association for the Advancement of Science. Looking toward the establishment of a school library, we have begun to compile bibliographies of children's classics in English, French and Spanish.

We propose to add higher classes each year and eventually to reach university entrance. We are following closely the work of the United Nations School in New York, the International School in Geneva, and the Atlantic Colleges with headquarters in London, who, with foundation help, are developing an "international baccalaureat", a single set of examinations which will admit young students to universities in France, England, the United States and other countries.

The roots of our school go back a number of years to the time when a group of citizens first banded together to investigate the problems and the possibilities of establishing an international school in Washington, which would eventually extend from the pre-primary to university entrance. In fact, one child who was *in utero* at the time we were first discussing the project can now read *Winnie the Pooh* in the original if not in its Latin or Russian translations. If, however, he were going to school in England, there is a good chance that he would begin to learn to read Latin at age eight, whereas in France this process would not begin until ten or eleven and in the United States not until twelve or fourteen. The differences among the major national systems are as illogical as they are fascinating. Our school's job is to take these differences into account in building our curriculum.

Let me develop a bit our problems as an independent school under present federal statutes providing for programs in which private schools may participate. Under the programs administered by the Office of Education, a bilingual private school can obtain only "research" money to evaluate and demonstrate the effectiveness of its teaching. However, such evaluation and demonstration does not readily fall into the category of objective research. Indeed, it is virtually impossible to be completely scientific about the bilingual or any other education of very young children.

There is a general consensus in the academic community that the younger second and third languages are begun the better. Given an early start, children

[1] *Atlantic Monthly*, July 1964.

can function academically in two languages, doing their regular subjects—reading, writing, arithmetic, geography, history and science—in both. But there is great divergence of opinion as to the methods of "injection." Should languages be injected by human beings or by audiovisual materials, or both?[2] By "structured" teaching, trying to encourage even the very young children to learn the language consciously? Or by saturating the surroundings so that it is absorbed unconsciously? Entirely orally or by teaching reading first in the language which is more foreign to the child or the environment?[3] By teaching reading in two languages at once?[4]

Finally, what is the relation of the IQ to all these considerations, if any? There is some evidence from other bilingual schools, particularly the French School in Toronto, that a language can be easily acquired by children of five and under even when the IQ is comparatively low, but from the age of six upward the IQ must be 115–120 or higher. Does this mean a real relationship between chronological age and ease in learning other languages within the school, or is it merely that from the age of six general academic work becomes demanding and it is difficult for the less able child to catch up in the language as well as to keep up with his arithmetic and his history?

With older children, through which subjects does one teach languages most effectively? The descriptive subjects such as history, geography, biology, in which the vocabulary is rich and varied, or the analytical ones such as mathematics and physics in which vocabulary is minimal and concepts comparatively more important?

To answer all these questions and more, bilingual schools need complete flexibility. S. 428 should be amended so that the International Bilingual Primary School and similar non-profit private schools could receive money directly from the federal government to determine what methods are most effective in bilingual teaching. Our own school and those in other cities are admitting children without special testing at the ages of three and one-half to five so that the kinds of children with which they are working are not so different, at least in IQ, from those of a large public school population. Of course they are different in cultural background, and in parental "push." But let us tackle one problem at a time. If our work can demonstrate conclusively that certain methods are more effective than others, these methods can be transferred to a large school population. But this approach is not normally classified as "research" even in the somewhat broad definition used in the social sciences.

Another problem is the training of teachers. We have found that neither language teachers nor classroom teachers provide the complete answer to teaching small children in languages other than their own. For instance, a Spanish language teacher may tend to think of teaching Spanish as a subject in itself and may be reluctant to plunge into teaching six and seven-year-olds addition and subtraction in Spanish. Nor is the language teacher used to controlling the children for more than thirty to forty-five minutes at a time, with the classroom other hand, the classroom teacher—the teacher who is used to teaching four-teaching having set the stage and sometimes even remaining in the room. On the year-olds all morning long—has perhaps never been confronted with a large group of children who do not know her language.[5]

Our teachers need to combine these two attributes. They need to be able to conduct a regular academic program suitable for the particular age group while at the same time successfully instilling the language. We need funds for seminars at the beginning of each academic year and for released time during the year in which teachers can draw upon the experiences of one another, and can, under the stimulus of outside lecturers in eoch academic discipline, plan together syllabuses for the months and years ahead.

Last month at the time of the Northeast Conference on the teaching of languages here in Washington, our school convened the first meeting of bilingual schools on this continent, with school heads from Toronto, Boston and New York participating. It was generally agreed that continuing education of this kind for ourselves and our teachers is essential to us all.

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[2] The Ecole Active Bilingue in Paris has developed in three languages some unique audiovisual materials for children three to ten-years-old.

[3] The Ecole Française in New York, the United Nations School, the Ecole Billingue of Boston and the French Toronto School all have experience in teaching reading in the "foreign" language first.

[4] Bilingual schools all over Latin America do this without worrying about any psychological damage. In Miami's Coral Way School, however, there is a six-months' lag between the teaching of reading in the familiar language and in the unfamiliar one.

[5] Differing traditions of discipline as well as different levels of achievement expected of the children also present serious problems to the classroom teacher.

What we as independent schools must do is to experiment with different kinds of methods for "injecting" languages into small children. We believe the federal government should authorize the Commissioner of Education to provide funds directly to these non-profit and non-Church affiliated independent schools which are developing techniques for the bilingual instruction of pre-primary and primary school children. We contemplate that complete reports would be made by the grantee schools and used by the Office of Education for its public school programs. Unfettered by the restrictions of a grant for pure "research," the independent schools would test alternative methods for reaching public goals in bilingual education. Commissioner Howe encourages us:

> ". . . I think you can contribute a most important element to the national search for superior education through a more effective use of your independence. By this I means the use of your freedom from external control to get out in front, to get into areas of controversy if necessary, in behalf of new or better course offerings and new or better ways of teaching them." (Howe speech, page 13.)

Therefore, we respectfully request that you report S. 428 with amendments allowing non-profit independent schools to participate directly in federal bilingual education programs. In addition, S. 428's authority for such direct grants should not depend upon the use of Spanish alone as a medium of instruction, but should also include other languages as well as Spanish.

I am grateful for the opportunity to appear before you and hope you will allow us to take up Commissioner Howe's challenge to help formulate public educational policy. We hope you will enable us to become a really effective pilot school.

Senator YARBOROUGH. Are there any other witnesses who wish to be heard who are not on the list? We will open the hearings to any witnesses who wish to be heard. Some people in Texas will be invited to testify there.

The committee will recess now until Friday, the 26th of May at 10:00 a.m. That hearing will be at Corpus Christi, Tex. On Monday, May 29, a hearing will be held in Edinburg, Tex., the county seat of Hidalgo County.

The next hearing after that will be Wednesday, May 31, at San Antonio, Tex. Following the San Antonio hearing, the subcommittee will stand recessed subject to the call of the Chair, in California or New York.

Hearings are contemplated in California and New York. With the addition of Senator Murphy as cosponsor of the bill during this hearing, both California Senators and both New York Senators are now cosponsors of the bill.

We want to thank all of you for your aid and assistance and for your contributions here. By your testimony you have given us a body of information that will be published in one volume. That will be of benefit to others with similar interests over the country who couldn't be here to testify, and we will make the volume available to people who are interested in this field. If there are any other witnesses who should be heard, who have a particular or special knowledge or capability in this field, they should confer with me or the staff. We would like to have their evidence, too, because we want to build a record here of value to this Congress or any State legislative body that is contemplating legislation along this line.

Thank you very much. The committee will stand in recess until May 26.

(Whereupon, at 3:20 p.m. the subcommittee recessed to reconvene on Friday, May 26, 1967, in Corpus Christi, Tex.)

BILINGUAL EDUCATION

FRIDAY, MAY 26, 1967

U.S. SENATE,
SPECIAL SUBCOMMITTEE ON BILINGUAL EDUCATION
OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE,
Corpus Christi, Tex.

The subcommittee met, pursuant to notice, at 10 a.m., in the central jury room, Nueces County courthouse, Corpus Christi, Tex., Senator Yarborough, chairman of the subcommittee, presiding.

Present: Senator Yarborough (presiding).

Committee staff present: Gene E. Godley, counsel to the special subcommittee; Robert O. Harris, counsel to the Labor Subcommittee, and Allan Mandel, professional staff member.

Senator YARBOROUGH. I declare the hearing of the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare, of the U.S. Senate, officially opened.

This is a continuation of the hearings previously held in Washington on S. 428, a bill to amend the Elementary and Secondary Educational Act of 1965 to provide assistance to local educational agencies in establishing bilingual American educational programs and to provide certain other assistance to promote such programs. This bill was inspired by numerous articles and research over a long period of time by people in America who devoted much of their life to this subject. Some of those people are here with us this morning.

The problem was brought to our immediate attention by the fact that nearly three-fourths of the 2 million Spanish-speaking children of the Southwest in our school system do not carry their educational process as long as other children.

For example, of children of the Southwest, for whom English is the mother tongue, there is an average educational attainment of 12 years. For the Spanish-speaking children of the Southwest, that educational attainment is 7 and a fraction years.

For our own state of Texas the average is the lowest in the Union. It is 4.7 years, brought about largely because of the high dropout rate, caused by the bilingual education problem, not by any lack of intellectual ability. The problems are caused by having a child for whom Spanish is the mother tongue go into a school where only the national language, English, is used. There is no transition training, as the child has to go immediately from spoken Spanish to reading and writing and speaking English only. The purpose of this bill is to provide such educational aid and stimulus as to let these children have an equal educational opportunity with other children in the country. You will hear more of this when we hear from those recognized leaders in this subject in the country. We have heard some of

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those in Washington, such as Dr. Faye Bumpass, of Texas Technological College, who taught school for 13 years in Peru, and Dr. Fishman, of the Yeshiva University, New York City, who authored a great book on this subject. The book is about those for whom some other language than English is the mother tongue in America and their status in America. We have heard experts from the Office of Education in Washington, and other qualified witnesses.

Now, we come to Corpus Christi to hear witnesses with contributions in this field second to none in the Nation. The first witness on the list this morning is Dr. Hershel T. Manuel, professor emeritus of educational psychology, of the University of Texas. He is not only an expert in the field of educational psychology, but he is also a recognized authority in this field of a child coming to school speaking a mother tongue in one language and having to undergo an immediate transition into another language. He is the author of many books and many articles on education.

Dr. Manuel, it is a personal pleasure for me to welcome you because of the years we were close neighbors on West 22½ Street in Austin, Tex., back before World War II. I have known of your great work for years and now it is a pleasure to welcome you at this hearing on the first bilingual educational bill ever introduced in the Congress of the United States.

We realize, being the first bill, there are imperfections that need to be corrected and improved and we will do this as time goes on.

This is a pioneer hearing on a pioneer bill. It is a great privilege to welcome to this committee a man who has been a pioneer in educational psychology, working with children on the problem we are attempting to get information on.

These hearings, as you know, will be published and will be available to scholars all over the country.

Dr. Manuel, proceed in your own way.

STATEMENT OF DR. HERSHEL T. MANUEL, PROFESSOR EMERITUS OF EDUCATIONAL PSYCHOLOGY, UNIVERSITY OF TEXAS, AUSTIN, TEX.

Dr. MANUEL. Thank you, Senator Yarborough.

It would be a little more comfortable if I could speak informally to Senator Yarborough as a neighbor and a longtime friend than it is to make this formal statement, but——

Senator YARBOROUGH. Dr. Manuel, you can make a formal statement or an informal one; that's the reason we have a court reporter: so everybody can say what they want to.

Dr. MANUEL. Thank you, Senator Yarborough.

I deeply appreciate the opportunity of presenting my views on the important proposed legislation under consideration in this hearing.

We commend and congratulate Senator Yarborough and the other authors of Senate bill 428 and heartily endorse the objective which it seeks; namely, the improvement of the language instruction of non-English-speaking children.

If it please the committee, I should like to suggest a reorientation of our approach. In presenting the bill to the Congress, Senator Yarborough eloquently expressed the needs of Spanish-speaking children

in the Southwest, but he was entirely too modest. The bill is directed toward a fundamental problem of education affecting many geographical areas in which the first language which children learn is not the primary language of the school, of commerce, of industry, of government and of news media. The problem with which the schools need assistance is the discovery and validation by objective evidence of better ways (1) of giving these children the mastery of English which full participation in the community requires, (2) of conserving and developing their native language, and (3) of using both in the educational program as a whole. This is a huge and complicated problem and our efforts must not be narrowly conceived. This broader approach may require little change in the bill, but I think it is important.

In presenting the bill to the Congress, and later in setting up the program, we should make it abundantly clear that we are proposing research and experimentation, including pilot programs, rather than demonstrations of solutions already in hand. The phrase "bilingual education" must not suggest that we already know the answers, and we must insist that proposed changes prove their worth by objective evidence.

It is true that many Spanish-speaking children in the Southwest and elsewhere have failed to attain satisfactory achievement in either Spanish or English and that the language deficiency seriously retards their schoolwork and becomes a serious handicap in later life. It is true also that the schools need help in discovering and implementing a more effective language program. The difficulty is, in part, inherent in the situation. The child whose home language is not English must learn a second language; and learning a second language outside of the home presents special problems. The school needs help to find more effective ways of teaching the second language.

But first, let us examine our objectives. Is the school right in its emphasis on English?

The answer depends in part, on the kind of community we wish to build and the relation of the individual to the community. One possibility is a community, a State, and a nation in which the identity and power of subgroups, based on ancestry, language, or other origin, are emphasized.

In such a community, the individual identifies himself strongly with the subgroup and looks to it as his agent in the community at large. The community is thus a combination of predetermined and relatively fixed subgroups, which both cooperate and compete with each other.

It would be possible to consider the Spanish-speaking people of the Southwest as such a group, and to make effective membership in that group, the goal of education for its children. The bearing of such an objective on language policy is clear. If a child is to be prepared primarily for effective action within a subgroup, major attention may properly be given to his native language and relatively little to the second language.

In sharp contrast is the concept of a united community composed, not of fixed subgroups, but of individuals who work together in the community at large regardless of ancestry or native language.

My vision is that of a city, a State, a region, a nation, in which

divisions are on issues, not on ancestry or native language. I want the Spanish-speaking children—as indeed every child—to be, to feel and to act as a full member of the larger community working for the common good. And I want to avoid like the plague the conditions that divide us and tend toward the isolation of members of a subgroup from the larger community.

Now, obviously, if people work together, they must have a common language. If persons of different language are to participate effectively in common activities, one or both must learn the language of the other.

In the Southwest, and in the Nation at large, English, as all know, is the native language of the great majority of our people, and it is the primary langauge of commerce, industry, government, education, and news media. Conditions inherited from the past, not some arbitrary ruling and not some attempt to Anglicize children, make it necessary for every child to become proficient in the use of langauge if it is to participate fully in the affairs of the larger community.

Now, on the side, and dimly, I should remark that since Spanish is the first language of many of our people, it would be helpful, very helpful, in communication and personal relations, if English-speaking children would learn Spanish. They should have that opportunity in the early school years.

The school has been right in its emphasis on English and this emphasis on English must continue, but it has not been right in its neglect of the child's home language. Although English is a basic necessity for the non-English-speaking child, as every child, his native language should not be lightly cast aside. The home language of a child is an individual and community asset which the school should help develop from the child's first enrollment. To leave the development of his native tongue to the later school years is too little and too late. A developed native language can assist the child's learning in other fields than language.

Schools need help in finding ways to teach both languages and use them most effectively in further learning, all directed toward the general objective of the maximum development of individual capacity and the development of a society in which all participate freely according to their respective talents, working together for the common good with equal rights and responsibilities.

At this point, we must sadly recall that large numbers of children who must learn English as a second language are also seriously disadvantaged by poverty and by the cultural deprivation of poverty-stricken homes. Thousands of children are ill clothed, hungry, devoid of normal learning opportunities, reared in an atmosphere of defeat and often resentment. Many of them will be permanently retarded unless we can supplement the meager opportunities at home—get this—before the age of 6. If they do not receive help in these early years, most of them will fall short of the possibilities with which nature endowed them at birth. At 6, in comparison with others, such children will have more to learn and their very ability to learn will have been stunted by the lack of normal opportunities in their early years. It is no wonder that great numbers so handicapped fall further and further behind as the years go by and that they finally give up the hopeless struggle. Intelligence itself is not something which bursts forth at any age regardless of what has gone before. It must grow and develop.

The goal toward which we should direct our efforts is to give all our children normal opportunities to grow and learn in general, and to prepare them to go forward together in the language which is to be the major language of the school and of the State and Nation. Spanish-speaking parents who can and will teach their children English as well as Spanish will be doing their children a service of immeasurable value. But if the home cannot or does not assume this responsibility, the school must do so. This will require the extension of formal education downward to the 5-year-old, and, in the case of the seriously disadvantaged child who must learn a second language, as far down as formal education can be effectively offered, certainly to the 4-year-old and possibly lower.

The position which I have taken is that English must continue to be a major objective in the language program and that the most effective approach is to give the child an oral command of English and a reading readiness which will enable him to go forward with English-speaking children at the age of 6. This early beginning needs special emphasis because of the general preoccupation of education with the problems of children who have little acquaintance with the second language before the usual age at which reading is begun.

I have urged also that children be given an opportunity to develop and use their native language in school, but not in a way that will hinder preparation for full membership in the larger community. Some students of the problem believe that reading should first be given and begun in the child's native language. This is a point which merits experimental trial with children who have no knowledge of English when reading is begun. But we must remember that no degree of proficiency in one language will give mastery of another, and that if a child is to learn a second language, he must have sufficient exposure to it and sufficient practice in its use.

Expensive and varied experimentation will be required. The language problem of the schools of the Southwest and other areas is complicated and difficult. There is no simple solution. Because of differences among children in their mastery of one language, or both, differences of the age at which they enroll in school, differences in the proportion of children of one language or another enrolled in the school, and differences in the resources of the community, because of these and other variables, no one best program is possible. Our attack on the problem must be varied and flexible, to meet individual and community needs.

We know a great deal about teaching language, but we do not know enough about teaching two languages together to accomplish the results which I have outlined. We desperately need carefully controlled experiments with measured results and we should be careful that, in our enthusiasm, we do not simply proliferate unproved and unwise programs which can only lead to disillusionment and delay.

Research on the teaching of language should include materials, methods, and even machines. An example which will require an imaginative approach as well as large funds and the cooperation of experts in various fields for the discovery and implementation of ways in which a child can be given the opportunity to learn a second language in the way that he acquires his first language at home, that is, as a by-product of other activities. An exciting possibility is the invention of

machines which will enable a child, individually, in the classroom to be an actual participant in activities using language as well as hearing it; activities which, from the standpoint of the child, are interesting in themselves rather than directed toward language learning. The greatest handicap in learning a second language is the lack of sufficient opportunity to use it in normal activities.

In conclusion, I go on record as supporting Senate bill 428, with its objectives defined as assistance in the discovery and validation by objective evidence of better ways (1) of giving children whose first language is not English, the mastery of English which full participation in the community requires; (2) of conserving and developing their native language; and (3) of using both in the educational program as a whole.

As a supplement to this statement, I am presenting to the committee a copy of a paper which I read on April 13 in Los Angeles at a conference called by the California superintendent of public instruction.

Thank you very much.

Senator YARBOROUGH. Doctor, will you wait just a minute, please, for questions?

Do you have a copy of the paper with you?

Dr. MANUEL. Unfortunately, I have only a longhand copy.

Senator YARBOROUGH. It can be submitted for the record any time before we close the hearing. I don't mean before close of this hearing today, I mean close it permanently.

Dr. MANUEL. Yes. I will see that you get a copy.

Senator YARBOROUGH. We are very anxious to have that in the record. I don't know which of your textbooks or other comments you think is your best, but the one we hear reference to most often is your text, "Spanish-Speaking Children of the Southwest, Their Education and the Public Welfare," published by the University of Texas Press in 1965.

Dr. MANUEL. That is the most recent and best exponent of my views.

Senator YARBOROUGH. Dr. Manuel, I want to thank you for this very informed discussion here. After your lifetime of study, we appreciate your warning that there are no pat answers, that much research, and it should be carefully controlled research, should be done. I want to point out that the bill provides for development of programs and for pilot projects.

Knowing that if we had a lot of money authorized in the bill, we would find great obstruction in passage, what we propose is really a very modest bill, with $5 million authorized the first fiscal year, $10 million the second, and $15 million the third. About all we can fund with that are pilot projects in certain schools. Every time people ask me, "What does bilingual education mean?" I reply that it means different things to different people. I find to some educators it means the child comes to school with Spanish as his mother tongue, his native tongue, knowing no English. You educate him 2 or 3 years in Spanish first, so that he becomes literate in Spanish, before you start teaching him English. To others, it means a class, like the class in Laredo, where both English- and Spanish-speaking children are taught together. The teacher is completely bilingual and teaches the same material in both Spanish and English every hour of the class.

Those are just two examples of how bilingual education can work. You probably have a number of others to offer if you care to comment on that.

Dr. MANUEL. Well, my emphasis, Senator, is beginning further back. I don't think we can tackle this problem successfully dealing only with the 6-year-old. We will have that problem with us indefinitely, because we will have those children, but we must look, I think, more to an earlier attack on the problem.

Senator YARBOROUGH. Well, I am one of the coauthors of the Economic Opportunity Act, the so-called antipoverty program, and the Headstart program, and the stimulus for that came from the University of Texas. Dr. Silver there called it to my attention, and wanted a conference with Sarge Shriver, before the bill was finally proposed. I arranged the conference with them in the White House. They were allocated 30 minutes of time. When they got there and made their presentation, Sarge Shriver and his aids were so interested they kept them 2 hours. Out of the recommendations of your colleagues came the Headstart programs that covered the Nation.

Let me ask you, as an educator, a question; I will first preface it with this remark: I have had different opinions expressed to me about whether damage to the learning process is done to a child if he tries to learn two languages at too youthful an age. You are an educator-psychologist. What is your opinion of that? At what age would a child be too young to be tought another language other than his mother tongue?

Dr. MANUEL. I think it would depend on the way it is taught, whether formal or less formal. I was in a home yesterday, for example, in which a Spanish-speaking educator told that they were teaching their children both Spanish and English, and I should guess that that will be successful.

Senator YARBOROUGH. From the earliest learning of language?

Dr. MANUEL. In the home. Now, I think, in that particular home, although they were Spanish speaking, they begin with English, expecting Spanish to be picked up more or less routinely by contacts in the home and otherwise, but making a special effort to teach English.

Senator YARBOROUGH. Of course, this bill would recognize the Spanish as the mother tongue and English as the national language.

Dr. MANUEL. Yes. Going back to your question, many of these questions are experimental. We do not know the answers, and we must have the answers showed to us by careful experimentation and objective evidence.

Senator YARBOROUGH. Before we know at what age a second language should be taught?

Dr. MANUEL. Yes; with due regard to the objectives which we seek after a period of years. It is not what happens immediately, but what happens over a period of years to the children. I think, by proper methods, two languages can be taught, but I think one would need to be the main language and the other a supplementary language.

Senator YARBOROUGH. Dr. Manuel, you mentioned mechanical equipment. Do you refer to the tape recorders used in the speech laboratory, or what kind of equipment?

Dr. MANUEL. No; I refer to something much more complicated, something like the computers and what sort of thing. In the tape

recording, a person can listen, but I want a machine which will present, say, pictures of some operation. Now, I haven't invented it yet, so I can't describe it. But, at the same time, there will be conversation going on, and he will be a part of that. He will answer, he will talk, he will respond, and go right along with it, so that while the teacher over here is working with 10 or 12 children, he can be there in a little cubbyhole, participating in a language situation, and he won't know it is directed toward teaching him language, he doesn't need to know that.

Senator YARBOROUGH. I see.

Dr. MANUEL. If the machine is—if it is say some drama in English, the conversation will be in English. But he will be made a part of it, so that he responds in English, he gets the pattern of response from what the children in the drama say, he sees what they are doing and he is so enmeshed in it he responds to it.

Senator YARBOROUGH. Well, Dr. Manuel, if that machine hasn't been developed, I assure you those developing these machines, if you will describe it to them, will have it within 5 years. What they have done in the field of educational media and the audiovisual field since the National Defense Education Act of 1958 was passed seems to me to be almost miraculous. We put an amendment in there for this audiovisual material, and some of it is quite advanced, but not as sophisticated as you have described. At least I haven't seen it.

Dr. MANUEL. No; it hasn't been done.

Senator YARBOROUGH. Well, you are familiar with the experiment at Terrell, Tex., where the entire school system is entirely audiovisual education, with the teachers, of course. They built a whole school as an experimental school. The schoolhouse is built without windows and all classes use the audiovisual media to teach, with pictures, with tape recorders. This is an experiment being carried on from the first grade through the 12th grade. I have seen films, in color and sound, taken in that school, describing this. Of course, it is not in a bilingual context, but this illustrates the kind of experimentation going on in America. They are measuring quantitatively how much can be taught the child and retained. They say 50 percent more can be taught and retained by the average child through life in each year in school. If this is true, we could finish the equivalent of an average college education, by the use of this media, by the time the child now finishes the 12th grade of high school. That is the kind of projects you envision here, pilot projects, how these techniques can be applied, that is what you refer to here.

Dr. MANUEL. In part, yes.

Senator YARBOROUGH. Do we have any questions from the staff?

Thank you very much, Dr. Manuel.

Dr. MANUEL. Thank you.

Senator YARBOROUGH. The next witness is Dr. Theodore Andersson, chairman of the Department of Romance Languages of the University of Texas, a nationally known authority on problems of bilingual education.

Dr. Andersson, I noticed that three of your papers on this have been "Foreign Language and Intercultural Understanding," from the National Elementary Principal; "A New Focus on the Bilingual Child," from the Modern Language Journal of March 1965; and "The

Optimum Age for Beginning the Study of Modern Languages," from the International Review of Education.

Will you come around, please, and take the witness stand, and proceed, Dr. Andersson, in your own way.

STATEMENT OF DR. THEODORE ANDERSSON, CHAIRMAN, DEPARTMENT OF ROMANCE LANGUAGES, UNIVERSITY OF TEXAS, AUSTIN, TEX.

Mr. ANDERSSON. Thank you, Senator Yarborough.

It is a pleasure and a privilege for me to appear before this subcommittee to speak in support of the Blingual American Education Act, S. 428, relating to the education of Spanish-speaking or Mexican-American children in our schools of the Southwest.

My distinguished colleague, Dr. Manuel, and I have been close together for years in our common interest for the Spanish-speaking child of this region. The statement which I am about to make will reveal slight differences of opinion with respect to an approach to the solution of an admittedly complex problem.

I am myself a bilingual, one of the approximately 20 million native speakers of languages other than English in the United States. Both my father and mother were born in Sweden and had recently immigrated to the United States when I was born. I therefore heard Swedish spoken in my home in infancy and in addition spent 2 years in Sweden between the ages of 4 and 6, at which time I acquired a complete control of the sound system of Swedish, of its basic structure, and of the vocabulary needed by a child in a restricted environment. Much of this basic knowledge I have retained to this day. On returning to the United States at age 6, ready to begin school, I still remember the fear I had lest the other children discover my monstrosity as a speaker of a language other than English, a fear which continued through the few weeks I needed to recover complete and native control of English as well as Swedish. I therefore feel that I know something of the nature of bilingualism, not only the handicap that a bilingual feels when his language is not accepted by the dominant group but also the pride of knowledge and accomplishment when this fear is overcome and one can gain easy admittance to two linguistic and cultural groups. As a bilingual I look forward eagerly to the passage of this bill so that I may rejoice with other bilinguals, in this case the several million speakers of Spanish in the Southwest and other parts of the Nation, who will gradually come to realize that their mother tongue will be respected and indeed highly valued by the English-speaking majority of our population.

But I should also like to speak as a foreign-language educator. Since World War II, language educators have become increasingly aware that the traditional way of teaching foreign languages in our schools failed either to meet our national needs or to yield sufficient personal satisfaction to the learner. The Army specialized training program and other service programs popularized a new emphasis on hearing and speaking to the point where language learning for the purpose of oral communication is now widely accepted though not yet universally practiced.

A second important advance was made when we realized the child's extraordinary ability to learn to understand and speak a second language as compared to the clumsy, halting efforts of the adolescent and the adult. As a result, the teaching of foreign languages in the elementary school has been greatly extended throughout the country. The result of the best of these programs has been a great improvement in the mastery of a second language by our English-speaking children. Unfortunately the general level of instruction has been low because of a scarcity of specially qualified teachers and an absence of machinery for certifying teachers qualified to teach a second language in the elementary schools.

The national need of more Americans capable of speaking more languages better, a need which the National Defense Education Act of 1958 sought to meet, still remains largely unfilled. The recent emphasis on communication skills has helped, the teaching of foreign languages in the elementary school—popularly called FLES—has also carried us forward. The resulting longer sequences of language study has brought us still closer to our goal, but none of these steps, nor indeed all of them in combination have been adequate to prepare in large numbers U.S. citizens competent to carry on the dialog we need to sustain with our neighbors in all parts of the world. The goals envisaged by the American Bilingual Education Act promise a long stride in this direction. It would make use of the language knowledge already possessed by children born into families speaking languages other than English and to build upon this knowledge. Children in Spanish-speaking families, for example, by the age of 6 have acquired complete control of the sound system and the basic structural system of Spanish. They can understand anything that is said in their environment and they can express themselves just as satisfactorily. They are therefore ready to advance to the next stage of language mastery, namely, reading and writing. It is this step forward which our traditional schooling has not permitted them to take, with the consequence that they have all too often ended their school days only semi-literate in two languages. In my opinion, the measures made possible by Senate bill 428 would have as a result the education of a greatly increased number of Americans who are highly articulate and literate in Spanish as well as English. Nor would these all be restricted to native speakers of Spanish, for the availability of Spanish to English-speaking children in schools with a mixed population would catch the interest of English-speaking children early and would enable them to learn Spanish formally in school and informally on the playground.

There is a still more important objective, also envisaged in Senate bill 428. This objective is psychological, social, and economic in nature. It has long been recognized by educational specialists that the best medium for a child's learning in his mother tongue. This is the language he understands and speaks without effort. This is the language in which the young child feels and acts. This is the only language in which the young child can feel confident. At the same time his self-image, his sense of sufficiency, his sense of dignity all depend on a full and generous recognition and appreciation of his language and culture by English-speakers around him. Fortunately, in the experimental programs which are beginning to burgeon in Texas this concern for the child's self-image plays a prominent role. Psychological

security leads, of course, to social security and acceptance, and this in turn leads to increased economic opportunities. The proposed American bilingual education bill therefore is a direct frontal attack not only on our educational deficiences but also upon our social and economic inequalities, and it appears to me as a glorious answer to a language educator's dream.

Having thus rapidly sketched my personal and professional reasons for applauding the aims of Senate bill 428 and for expressing the wish that it recommend itself to the favorable action of this subcommittee, the full committee, the Senate, and the House, I shall conclude by statement. I shall of course be happy to try to answer any questions.

I should also like to leave with you, Senator Yarborough, reprints of a number of articles in which I have elaborated on one or another aspect of language learning and bilingual education. They are:

"After FLES—What?" the Educational Forum, November 1961.

"An FL Blueprint in Focus," the Modern Language Journal, March 1962.

"The Bilingual in the Southwest," the Florida FL Reporter, spring 1967.

"The Faces of Language: Tool-Communication-Culture-Style," the Graduate Journal, the University of Texas, fall 1964.

"FLES and the Conservation of Our Language Resources," Hispania, September 1964.

"Foreign Languages and Intercultural Understanding," the National Elementary Principal, February 1957.

"Language and Education: a Criticism," The Graduate Journal, the University of Texas, fall 1961.

"A New Focus on the Bilingual Child," the Modern Language Journal, March 1965.

"The Optimum Age for Beginning the Study of Modern Languages," the International Review of Education, volume VI, No. 3, 1960.

"Why I Speack Spanish," Texas Foreign Language Association Bulletin, December 1963.

In addition, I should like to submit copies of two articles by my colleague, Dr. Mildred Boyer, professor of romance languages at the University of Texas at Austin, one by two colleagues in our department of sociology, and a copy of Newsletter No. 1, Southwest Council of Foreign Language Teachers, containing "A Resolution Concerning the Education of Bilingual Children," El Paso, Tex., January 1966.

The articles by Mildred Boyer are: "Poverty and the Mother Tongue," the Educational Forum, March 1965, and "Texas Squanders Non-English Resources," Texas Foreign Language Association Bulletin, October 1963.

The article by Harley L. Browning and S. Dale McLemore is "The Spanish-Surname Population of Texas," Public Affairs Comment, Institute of Public Affairs, the University of Texas, January 1964.

Thank you very much, Senator Yarborough, for the opportunity to appear at this hearing.

Senator YARBOROUGH. Thank you very much, Dr. Andersson.

We appreciate these articles. They will be studied by the subcommittee and we will order them filed as exhibits, for the use of the subcommittee.

Now we have two ways of using supplementary material. We can file something in the record itself; that way, it is printed as part of the record and available for everyone. The other method is to file an article with the committee for our study. The difference being, if the volume of material becomes too heavy, the printing of our record is delayed. What we intend to do is search through these and pick those articles which we think will have the most immediate and direct bearing on the bill. We will see which material we can print without delaying the printing of the full record.

Thank you very much, you and Dr. Manuel, for coming here.

Dr. Andersson, do you think that any psychological damage of any kind is done to a child if they try to learn two languages at an early age?

Mr. ANDERSSON. No, sir, in general, I don't. I would agree very much with my colleague, Dr. Manuel, that it depends a good deal on the circumstances. I think it is important that language be learned under as natural circumstances as possible. On this, we agree fully. However, I believe that it is possible for a child to learn not only two, but several languages at the same time, in infancy, without any psychological damage. I think there is plenty of evidence, printed evidence, to show this.

A professor named Leopold, in Northwestern University, for example, has made a very thorough study of the bilingualism of his daughter in German and English, and this demonstrates that no harm was done.

There are other such studies. A Frenchman, for example, studied the bilingualism of his son in French and German. Likewise, no harm resulted.

So I think there is plenty of evidence that it is perfectly possible to learn two languages at the same time.

I am reminded of the fact that a former Prime Minister of Canada, Louis Sanduho, used to remark, late in life, that he thought, as a boy, that all children heard French from their father and English from their mother because his father happened to be French and his mother English.

Senator YARBOROUGH. The reason I asked this question is that I have heard it said if a child starts to learn a second language at three or four, that it might cause a mental damage, they may stutter later on, it might cause confused mental processes. You have doubtless heard that, too.

Mr. ANDERSSON. Yes, I have, Senator Yarborough, and I call that an old wives' tale.

Senator YARBOROUGH. Well, that's what I wanted to ask. You think this is without sound basis?

Mr. ANDERSSON. I regard that as completely without basis. The reason that one encounters, occasionally, cases of mental disturbance, tension, stuttering, is not the presence of two languages, but the presence of conflicting social pressures.

This, of course, is true: parents concerned about the relation of two languages can easily communicate to their children a sense of disturbance, and this can cause psychological damage, but not the presence of two languages, provided one feels natural and relaxed in their presence.

Senator YARBOROUGH. I think this is a very important contribution, Dr. Andersson. I don't believe that point has been entirely clarified. It has been asked by me before, but people had different opinions, and I don't believe anyone has given the same basis for the problem as you have.

Thank you very much, Dr. Andersson.

Our next witness is Dr. Hector Garcia, a medical doctor, of Corpus Christi, and founder of the American G.I. Forum.

Dr. Garcia, please proceed in your own manner.

STATEMENT OF HECTOR P. GARCIA, M.D., CORPUS CHRISTI, TEX., FOUNDER OF THE AMERICAN GI FORUM

Dr. GARCIA. Senator Yarborough, ladies and gentlemen.

Spanish was first heard in the Texas coast area when the Spanish captain, Alonzo Alvares de Pineda, discovered a beautiful bay and named it "La Bahia de Corpus Christi." This event occurred during the observance and celebration of the "Fiesta de Corpus Christi" on the 24th day of June, 1519. This was approximately 100 years before the Pilgrim Fathers would speak the first English word and barely 25 years after the discovery of America by Cristoforo Colombo.

And it was also during this same trip that this great explorer explored all of the coast rivers, inlets from Florida on down to Yucatan. All of the large Texas rivers were then named in beautiful Spanish which later were changed.

The "Rio Sabinos de San Fernando" became the Sabine. "El Rio Brazos de Dios" became the Brazos. "El Rio La Santa Trinidad" became the Trinity. "La Bahia de Corpus Christi" became "Corpus Christi Bay." And since that time, the rich culture, heritage, and contribution of the Spanish-speaking individual has become almost a thing of the past. And yet it is still possible that by the application of the bilingual educational bill this rich culture of the Spanish-American can still exist in harmony and understanding side by side with the Anglo-American culture.

Texas and the Southwest United States may well be the training grounds for American diplomacy in Latin America. It is in these States that the bilingual abilities of its people must be developed into actual practicality. The Mexican-American and the Anglo must learn how to understand and respect each other. People must be made to realize that an American can be a good citizen even though he speaks another language, belongs to another culture, or has different religion than the majority. For over 100 years an effort has been made to harass and suppress the "spoken Spanish." The American democracy will be possible when the majority becomes bilingual in the Southwest.

If the predominant class refuses to learn Spanish as we have learned English and if they hate us because we speak Spanish, then how will it be possible that they expect to understand the many Spanish-speaking countries in this hemisphere and in the rest of the world? This is the challenge of our diplomacy to Latin America. We must not fail here in the Southwest, because if we fail then we have failed in all of Latin America. In view of the present world situation we cannot afford to lose our Latin American friends. Bilingual education is the answer. Furthermore, the Latin American section of the State Department

should be participating in these exercises and thereby gaining valuable experience for their work in Latin America.

From my own personal experience I have found the importance of speaking English and Spanish. During my studies and work as a doctor of medicine I was always called in to translate for monolingual Spanish-speaking patients. This occurred not only in Texas but as far north as Nebraska, where I trained for two years.

During my war experience both languages became very helpful. We went to England, Scotland, and Ireland where we spoke English. Then when we landed in North Africa, and while the rest of the troops were trying to learn French or Arabic, or were conversing by sign language, the Spanish-speaking GI was discovering to his great delight that North Africa from Spanish Morrocco to Oran, Obzerta, and Tunis had thousands of people who also spoke Spanish as a result of the exodus of those people caused by the civil war.

Contrary to general belief, and here's another wives' tale, the Mexican-American speaks a good quality of Spanish and this I have verified personally, not only during my trip to Spain, but also in visits to Latin America.

I had the honor of being a member of two Latin American diplomatic missions, one as a member of the American delegation to the West Indies in 1961, and again as special ambassador to the inauguration of President Raul Leoni in Venezuela in March of 1964, under President Johnson. It was during these diplomatic missions that I found out not only the importance of speaking Spanish but also I discovered that the Spanish spoken by the educated Mexican-American is admired by the Spanish-speaking Latin Americans.

It is for this reason that I am primarily supporting this bill. I hope that in the future this Southwest can produce both Anglos and Mexican-Americans who can go into Latin American countries and help sell the democracy that they have learned here by bilingual education. Our relations with Latin America would be much better now if we had sent bilingual, bicultural and understanding persons instead of monolingual ambassadors or consuls.

As the founder of this Mexican-American veterans family organization, I would like to make a request of the honorable members of this committee. I am requesting the committee to approve this bill because in so approving, you will be helping the families and especially the children of so many Mexican-American soldiers that die and continue to die in Vietnam.

For the last 2 months, Mexican-American families have been waiting for the returning bodies of their own sons or brothers or fathers. For the last 2 weeks we have buried on the average of one soldier a day in south Texas. The majority of these soldiers have left children or young brothers and sisters who will be going to school.

Since the soldiers did not have a chance for good education and since most of them not only died in poverty but left their family in poverty, it is important that their children have a better chance. This opportunity for a better life and better education can be brought about by the bilingual education bill.

These Mexican-American soldiers must not have died in vain. They died not only fighting the Communistic forces but they also died wanting a better life for their families and their children. The Mexican-

American soldier expects better treatment and better opportunity for their families and one of the best weapons against this type of poverty is your bilingual educational bill.

And to you, I say, in all sincerity, Senator Yarborough, that we must be able to accept the fact that Spanish will be spoken here for many years. I certainly approve of this bill and I hope that it will be carried out in the same spirit which I know you and the other distinguished coauthors have put it in writing, that is to help us achieve a better position in life. I will sum up by telling you this: We Mexican-Americans are proud of our country. Just last week I saw two things that impressed me, one in Bishop, Tex. I saw two wonderful American flags on homes of previous soldiers who died in action. Those flags were about one-third as large as their homes; the flag was beautiful and well preserved, but they were not able to afford a single decent flagpole, and I came back and sent them one.

And then I had been to a ceremony presenting a headstone to a soldier named Torres and I asked, "Let's go back and visit the family where we visited them originally, when he got killed, in Sinton," a little two-room home for a family of six. They said, "Dr. Garcia, they don't live there any more." I said, "What happened?" They said, "Don't you know? They were finally able to get out of poverty because they got the insurance money from their son." It seems this is about the only way in which a Mexican-American can get out of poverty in our State, by collecting insurance on their sons that die in Vietnam.

Thank you.

Senator YARBOROUGH. Dr. Garcia, thank you for your very moving statement.

You and I have worked together in veterans' organizations for years, not before this particular subcommittee, but as part of the work of the full Labor and Public Welfare Committee. I want to mention one or two other bills in the context of trying to do justice for the veterans and their families.

As you know, we passed a war orphans educational act last year, greatly expanding the opportunities for the war orphans.

Also, last year, after 7 years of effort and 7 years opposition by the Defense Department, we passed the cold war educational bill, which will open the schools to the veterans of the cold war.

But, in this long fight, the House of Representatives succeeded in limiting the amount of benefits. They cut out flight training, on-the-job and on-the-farm training, which are so essential to people who are in a poverty bracket.

I now have a revised cold war bill that has been reported out to the full Senate by the unanimous vote of our Senate Labor and Public Welfare Committee, to upgrade this cold war GI bill to include all the benefits that the Korean veterans bill had in it.

Under all the GI bills, 36 months is the maximum that a former serviceman could go to school. Now, if he hadn't finished high school, he often used up his eligibility in high school. We have amended this bill to provide the Federal Government will pay him stipends until he finishes high school; then he gets his full 36 months of eligibility if he served long enough. He gets, under the old GI bills, 1½ months of training for each month of service. The GI bill of 1966 was also cut down to 1 month of schooling for each month of service. In my revised bill, we bring it back to a month and a half of schooling for

each month of service, as in the GI bills of World War II and the Korean conflict. We know the GI bills have been the means by which hundreds of thousands of families in America have put a member of that family in college for the first time in the whole history of their families. Some people think these are the Latino families or the Negro families, but more people have had a member of their family go to college who are Anglos than any other group of our society. These GI bills have opened the doors, you might say, to millions and millions of people who have never had a member of their family in college before. I think it is one of the reasons for the present doubling of college enrollment in the past 10 years, up to some 6 million people. We believe, in the next 10 years, there will be 12 million people in our colleges.

These veterans' bills are opening other doors, but they are not enough. We need a broad legislation for all segments of our society.

I think the fastest way to break the poverty barrier is to educate our people; that's why the Economic Opportunity Act is basically an education act with the Headstart program, the adult education, the Youth Corps, the Community Action program, all these are educational programs. I think that is the hope of poverty in America.

We have 688,000 families in Texas, where the entire family is earning less than $3,000 per year. With our 10½ million population, unfortunately for us, that is far more families than either California or New York have in the poverty bracket, with their 20 million population. With five people to the family, that is 3½ million people, that is a third of the population of Texas' 10 million, in the poverty bracket; no other State has such a segment of its people in the poverty bracket. The majority of those are Anglos. Latins, and Negroes also have a high percentage, but, in gross numbers, there are more Anglos in the poverty bracket than any one segment of our economy.

So this affects all peoples, and education, I think, is a means by which we are going to break that poverty barrier the fastest, and also break it permanently, by giving people the tools; namely, an education, with which to earn their own way.

We thank you for your contribution here.

The next witness is Dr. Dana Williams, Superintendent of Public Education, Corpus Christi Independent School District.

Dr. Williams, we welcome you here.

STATEMENT OF DR. DANA WILLIAMS, SUPERINTENDENT OF PUBLIC EDUCATION, CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT

Mr. WILLIAMS. Thank you, Senator Yarborough.

I want to bring you greetings from the president of our board of education, Dr. William Morris. You had invited him here, but he is a doctor of medicine and could not be here this morning, and asked me to express his regrets and to bring you greetings from our board of education.

There are two members of our board of education in the audience: Mr. Franklin Bass is here, and Dr. Cornell Barnard. I wanted you to know this.

Senator YARBOROUGH. Thank you. I welcome them here.

Mr. WILLIAMS. I come to you, Senator, to bring a written report which I will file with the committee; then I will comment rather briefly because I know time is of essence and there are several things I would like to say and I'll try to say them with brevity.

Let me start by saying, as superintendent of schools of the Corpus Christi Independent School District, Corpus Christi, Tex., I support in principle new ways and experiments in bilingual education.

It is my judgment that there are better methods than those presently used in providing opportunities for our students from Spanish-speaking homes, to meet the new experiences of education. These new methods are needed to help our students with language difficulties move through the first years of public school life without the delays which they often confront.

The Corpus Christi public school system has, for many years, been concerned with this problem and has been a leader in training our students with English-language difficulties and handicaps. Since 1956, the Corpus Christi Independent School District has been formally involved in providing extended educational opportunities for these students.

The 1956 program began as a result of the district's concern for pupils entering school with little or no training in the English language. This concern culminated in the initiation of an experimental program for 152 non-English-speaking students held in three elementary schools. This program of preschool education pioneered in Corpus Christi, was made available to other school districts in the State when the 56th legislature established the present preschool non-English-speaking program.

Our community, the Southwest, was the first to avail itself of the facilities of the Economic Opportunity Act, first to affiliate with Neighborhood Youth Corps, and has been fully involved in the many Federal programs you have mentioned here this morning, as we have attempted to deal with the problems of our citizenry.

Senator YARBOROUGH. Dr. Williams, pardon me for interrupting. I want to congratulate Corpus Christi there.

I was in Washington, in the Senate, when you proposed those programs. You brought the best program that I saw from any State, and the application was well prepared at the local level. That's why it was one of the first approved in the Nation. Your school district in Corpus Christi was very energetic and very able in preparing the documents necessary to get this Federal grant.

I congratulate the people of Corpus Christi and the officials who worked on preparing the applications and planning this outstanding progress.

Mr. WILLIAMS. Well, I call to your attention that it was members of my staff who did the major writing on some of those programs. We don't care to claim the credit, but we appreciate the fact that we had the staff to provide the leadership.

In Corpus Christi, the preschool non-English-speaking program grew from the initial enrollment of 152 pupils in 1956 to 860 pupils in 1964. The success and growth of this program served as a basis and gave impetus to subsequent programs that try to improve the lot of the educationally disadvantaged, from adults to preschool children. The experience gained in the non-English-speaking program, involv-

ing not only educators and administrators, but also individual parents and groups in the community, proved to be very valuable as new avenues to help these students were opened.

On December 24, 1964, the community committee on youth education and job opportunities, received approval for a grant of $295,200 from the U.S. Office of Economic Opportunity for Project Opportunity. This grant for Corpus Christi, filed under title II–A, Public Law 88–452, was the first in Texas for a community action program. The education components of the CAP program of the Corpus Christi Independent School District were multiple:

PRESCHOOL READINESS PROGRAM FOR 5-YEAR-OLDS

Six classes at four elementary centers made up the new service for approximately 120 children 3 hours a day for 5 days a week. The purposes were (1) to improve the ability of the children to speak English and other communication skills so that they would be better prepared for the formal school environment as first-graders at the age of 6, and (2) to reduce retentions and eliminate retardation two to three grades behind their nondisadvantaged peers, and (3) to help parents understand the importance of education through self-government. Besides continuing the preschool non-English-speaking program in the summer, the district, in 1965, also started the headstart program, carried on during the regular school year and involving preschool children, teachers, administrators, teacher aids, parents, and the community in a program that was to have more depth and was to show significant results. Whereas the preschool non-English-speaking program was designed to alleviate language deficiencies, the headstart program endeavors to have the child to develop not only mentally but also psychologically, physically, and morally in an atmosphere that accepts the child where he is instead of where he should be.

The program centers around experiences, both real and vicarious, which will foster feelings of worth and dignity. It is structured in such a manner as to give the child a feeling of success and accomplishment. It not only fosters self-awareness and pride; it also provides experiences that broadens his pattern of group interaction in school, with his family group, and with other groups in the community. The children learn basic concepts through Spanish, and they use it freely to communicate with their peers. English is taught through the audio-lingual method.

During the 1966–67 school year, the Corpus Christi Public Schools are operating 20 half-day Headstart classes on eight school campuses. Funds for these classes come from CAP, from title I funds, and from local funds.

Of major significance is the fact that, in the 1966 Summer Headstart project, 6,681 parents became actively involved in the project. They helped supervise play activities and trips; they were on safety patrol duty and on the playground for physical activities; they planned meetings and helped to repair toys and equipment. This resulted in increased cooperation between the school and the home. The adult's concern toward education and toward the school changed. They feel a sense of obligation toward Headstart and toward the education of their children.

Because a large percentage of disadvantages youth needed extra help in language art skills in the elementary level and in English and mathematics at the secondary level, a remedial program in basic skill subject was begun in 1965 through CAP. Seven centers—four elementary and three secondary—have been in operation with such services as guidance, diagnostic testing, and instruction. This service, expanded through title I funds, includes programed courses in reading that take the student where he is and allows him to progress at his own rate; he competes with himself, and not with the rest of his peers. The enrichment of horizons component of CAP afforded students an opportunity to expand his experiences beyond his home and neighborhood. Trips, supervised by teachers and parents, offered firsthand experience in visiting the museum, attending concerts, viewing art exhibits, and generally getting acquainted with things and places found in the gulf coast area.

Because the educationally disadvantaged youth is usually found living in crowded conditions, and because crowded conditions do not afford an atmosphere conducive to studying, and because a lack of study habits correlates with apathy and to school dropouts, the after-schools study centers were created under CAP. These centers, sponsored by the CCISD as well as by other community groups, are supervised and staffed by competent members of the community. Tutorial help is offered students, either by having teachers act as tutors or by having youth from advantaged homes volunteer to tutor individual students after school during the week. In addition, these centers are open during summer for those students wanting to do remedial studying.

THE ELEMENTARY SPANISH PROGRAM COMPONENT UNDER TITLE I

The Corpus Christi schools have had an elementary Spanish program in the curriculum for over 25 years. This community has fostered, with various degrees of success, the learning of a second language in the elementary grades that, for our 50 percent of the population is not "foreign." New methods and materials have emerged whereby the students can acquire skills in the language.

The title I funds approved for the Corpus Christi area included a foreign language component. The component, which included teacher preparation that would benefit the foreign language program in the system, provided teaching and reading materials for the 22 schools in the target area. At the same time, new elementary Spanish textbooks were adopted for the Corpus Christi schools which use oral-aural method for teaching a language. Because the children in the target area schools already have, for the most part, the first two steps in the audiolingual method—listening and speaking—fairly well established, we elected to adopt two textbook series for the Corpus Christi schools. These children, although using the audiolingual method with accompanying taped materials, are ready to progress into the reading and writing skills at a much earlier date than children whose home language is English.

To give students a feeling of accomplishment and pride in their reading skills and to broaden their horizon beyond the printed word of the textbooks, title I funds were used to purchase storybooks for

them to read. These storybooks, mostly purchased abroad because very few elementary books in Spanish are published in this country, offer the children an opportunity to excel at reading something through the language with which his ethnic group is identified. They were surprised to find that many of the stories they had read in English were now available to them also in Spanish; it reinforced their learning and gave them a sense of accomplishment.

Evaluation data, following the preschool and Headstart classes show the tremendous success of these two programs. Three standardized tests were used in this project: the Stanford-Binet intelligence scales, the good-enough draw-a-person test, and the Ginn & Co. prereading readiness test. Results of the tests are as follows:

The first Stanford-Binet test indicated that the children were retarded from 1 to 2 years in their ability to deal with concepts in English. The second Stanford-Binet test, however, indicated that children made an average gain of 7.3 months in mental age over the 3½ months between the tests. If these children had been retarded, according to Dr. Richard Austin, local psychologist, the difference between mental age and chronological age after 3½ months would have been wider.

The same results were obtained when the good-enough draw-a-person test results were compared. This test measured motivational and emotional factors.

The Ginn readiness tests indicated that children gained 41 percent in their overall capacity to understand concepts, follow directions, make use of visual and auditory stimuli, and display other skills necessary in a classroom situation.

The fine readiness tests and the average gain of the Headstart children are:

Vocabularly readiness for dealing with verbal concepts, 22-percent gain.

Tactile-visual readiness, see-touch facility, 57-percent gain.

Shapes of words and similarities readiness, 38-percent gain.

Auditory readiness, recognition of sounds, 47-percent gain.

Comprehension readiness, ability to get main ideas, 40-percent gain.

These results coupled with teacher observations about student behavior and attitudes prompted us to want to continue the program.

We are at present preparing a proposal for a pilot project that we shall call Follow-Through. This proposed project involves youngsters in the target area schools that have participated in the preschool non-English-speaking program and in Headstart program. The objectives will be to continue the two programs mentioned above, to aid children in acquiring adequate use of standard oral English, to build understandings of the ethnic groups involved, to provide parental involvement and to provide resource persons to enrich the child's vicarious experiences.

This proposal for Follow-Through and a similar proposal to be submitted as a title III project, but in effect a multifunded enterprise, will attempt a pilot project based on bilingual education involving approximately 300 students in target area schools. The pilot project will help us to find out whether children not only will gain mastery in two languages, but will in effect increase their skills in the English language arts program. The language arts program touches upon every field of endeavor in our schools and in our society. Indeed, the

No. 1 problem that prevails among underachievers is the inability to read with any degree of understanding.

The foundation for such an undertaking has been laid. This community has been most receptive and cooperative in the school's undertakings in these times of educational innovations. Civic groups, city and county and State agencies; parents, teachers, and administrators have more than adequately stepped forward to meet the challenge. This does not mean, however, that there will be no problems ahead; there are many.

Materials will have to be made, professional growth programs must be initiated, and guides will have to be written. Resources in the community and beyond will be utilized. Statistical data must be kept and disseminated. A continuous evaluation of the project will undoubtedly influence changes along the way.

Each child has the inherent right to develop toward his full potential. A child denied the advantages of learning due to cultural, economic, or language handicaps must be provided with experiences which will strengthen his role in society and extend his capabilities. The existing programs in Corpus Christi have attempted to do just that. Our participation in the different federally sponsored programs is proof positive that our educational system is not static.

Even though I support the bilingual American education programs, as proposed in S. 428—amendment to the Elementary and Secondary Education Act of 1965—it is my judgment that the bill could be strengthened if State education agencies were given greater responsibility in administering the program.

The allocation of funds as proposed is extremely limited and will result in only a very few school systems being afforded the opportunity to build models for the purpose described.

State education agencies will in my judgment have more knowledge and information concerning the schools who should be selected to receive the funds. I further feel that State departments of education could be strengthened as a result of the opportunities for staff development which the program could afford.

State agencies would also have more information relative to leadership in public schools and have more information about cooperation and services which could be secured from colleges and universities. They are also more knowledgeable of programs already in effect, which attempt to solve the problem.

Even though the Federal partnership is here to stay, there remain many school administrators in this country who feel that the educational management is far too removed from those who have the responsibility for making it work.

It ought to be said also, that in our own State, there is a law which requires State approval before the public schools can receive Federal funds. The present proposed bill states that:

> The State Education Agency has been notified of the application and has been given the opportunity to offer recommendations.

I am one of those people who appreciates the Federal effort and I realize that it could not have been accomplished without categorical aid. I do hope, however, that in the very near future, we can have less categorical support and more general support. No doubt, this will take time, but in my judgment it should be the goal of all of us.

I spoke to Senator Morse about this, and Congressman Perkins, as they were developing the Elementary Secondary Education Act. I spoke to some of the people close to the President of the United States about this, and no doubt about this, the bill had been written so it could pass, you know, we were able to have the National Defense Education Act because of sputnik, as you mentioned a moment ago, but I do feel that as we move forward in the Federal partnership, it will be much better for all concerned if we can move somewhat more from categorical aid to the field of general aid, and I know from your background that—I have followed you all the time you have been in Congress and I appreciate your leadership and I know you have some concern about this.

Senator YARBOROUGH. Your predecessor as superintendent here was one of the members of the executive committee of the Texas State Teachers Association, which employed me as general counsel in 1946, when I returned from overseas service. I served as general counsel for the Texas State Teachers Association until I resigned in 1952, to run for State office. So I feel very kindly toward Corpus Christi and I want to congratulate you on the progress made. Quite frankly, Superintendent Williams, Texas has done the poorest job in educating these bilingual children of any State in the Union. If we left this up to the State agency and continued at the past rate, in my opinion, it would be tokenism for generations. We are 34th in the Union in our per capita income, sixth in natural resources, 32d in general education. In the past 10 years, schoolteachers' pay has gone up in every State in the Union, but we are 43d in the support we give our schoolteachers, 37th among the States in the Union in higher education. Now, if Texas had done a better job, I wouldn't have to introduce this bill.

In these five Southwestern States, the average Anglo has had 12 years education; the average Latin or Spanish-American or Mexican-American, Spanish speaking, has had 7 years education. But in Texas, that average Spanish-speaking child has had only 4.7 years of education, which pulls down the average for California, Arizona, New Mexico, and Colorado.

I want to congratulate you on these pilot programs and I want to thank you for giving credit to the Federal Government, which put up the funds for these pilot programs.

You have one very just criticism, that there isn't enough money in this bill. But, with the war on in Vietnam, which is costing us about a billion dollars a week, it is very difficult to get any program through Washington now. The House, just this week, cut down even on our impacted aid money. This is the first year I have been in the Senate that not enough money was voted to the school districts—and Texas has a whole bunch of them—that receive impacted aid to finish out this school year.

Another issue was mentioned by Dr. Manuel. That is the problem of pilot exploratory projects, to be sure we don't try a massive change in 1 year until we have found out the best methods and programs. In addition, in other bills in the past 2 years we have voted money to the States to strengthen their State departments of education. The Federal Government has given the States money to use in their own educational system to build up their State department of education so that in the future, the State will do this job. The Federal Government is trying to stimulate these States to do this job so we can pull

that money out and do something else. We have many appeals to us for money on many scores and we don't have enough money to go around.

Of the money spent on scientific research in America today, over half of it is spent by the Federal Government. This is a fact often overlooked. Over half the scientific research in America is financed by the Federal Government.

We are letting the people of some companies take Federal money for scientific research and then take the benefit of that scientific research.

We are spending $16 billion of Federal money a year on scientific research. That's more than the whole private sector of our national economy spends.

This year we are spending $12 billion on education. That is three times as much as we were spending 5 years ago.

This year we are spending about $12 billion on public health. That is three times as much as we were spending on public health 5 years ago.

This is no criticism of the States as a whole. The scientific age is upon us and we are moving fast. I don't know that we in Texas ought to drag along slower than the average American State. I think we ought to be in the forefront.

We produce 23 percent of the mineral wealth of the Nation. We ought to be in the top 10 in average per capita income, like California and New York, and ought to be in the top 10 in education. We are never going to be up there in income and other things until we educate our people. While I represent Texas in the Nation, I want to see Texas pull out of 32d place in education. I want the million Spanish-speaking children in school now not to drop out after 4.7 years, but to go on and finish high school. It is too great an asset to Texas. We are losing more of our human resources than any other State in the Nation, and any help we get is going to be beneficial.

The Federal Government doesn't force anything on a local district under this bill. A school district can only get this money by applying for it. Nonprogressive districts may not apply, and probably won't. Now, if a progressive school district applies, why turn it over then to the State department of education, which has been very slow about this thing.

Mr. WILLIAMS. Well, let me make my point. May I make two simple statements? And then I will yield the question, turn the chair over.

No. 1, my point was—I want to say, first of all, I agree with what you have said about our State not meeting its commitment. I have been one of those people who spent long years trying to get our State to meet its commitment and have the same statements to make about our State not meeting its commitments.

No. 2, let me say this, the thing you want to do, and I want to do, and I thought, and it is my judgment, that if the Federal Government, in getting these programs down, could require our State education agent to become involved, this is one of the ways, in my judgment, of lifting these people up.

Senator YARBOROUGH. The people in the State education agency?

Mr. WILLIAMS. I think the title III project, Senator, that you have developed under ESEA has done more to upgrade and provide

a program for our State education agencies than anything else, and it doesn't tie the Federal Government at all, and I don't think your bill does.

Senator YARBOROUGH. Now we have this in the bill, Dr. Williams, a requirement before a grant can be made. Page 6, lines 18 and 19, "Applications for grants under title may be approved by the Commissioner only if," and names the conditions, and lines 22 to 24, "The State educational agency has been notified of the application and been given the opportunity to offer recommendations."

Now, the only other way we can strengthen that is give the State education agency the veto power. We have had some examples of that in Texas. The first two States to veto poverty projects were Texas and Alabama. We have got everything in here except the Governor's veto and I don't want to let them come along and veto these projects.

That's the only basic difference between us.

Mr. WILLIAMS. I am not critical at all of the allocation of funds, because it is a model program.

Senator YARBOROUGH. Not just model, but it is modest.

Do you think we should have a State veto power in here, and let a State veto these projects?

Mr. WILLIAMS. No, no; but I would like to have a review and an assessment as a requirement.

Senator YARBOROUGH. Well, we have that, but we don't want them to review it until it is dead. Many of these provisions, what you might call the administrative provisions, would take them out of acts where they have proved inefficient. We don't want this bill to bog down in administration. Therefore, we have taken it out of it, and are getting to the basic thing we are trying to do.

Mr. WILLIAMS. Now, Senator, we are not one of those districts that sat back and waited, we have participated in all these Federal programs, we are a leader in this, and I have some feelings about the way some of these things ought to be. I would not cast any criticism, I merely have a suggestion I would like you to take a look at. I would say that one of these days—and I close on this and I will stand on this—I hope that as the Federal partnership grows, that we can see our States meet their commitment, as I think you are trying to get them to do, by giving them money to support the central educational agencies, and I hope, one of these days, we can move in the area you have done with the impact money, and I hope we can move there from categorical aid more to the area of general aid.

Senator YARBOROUGH. Well, I don't say I am opposed to that in the future, but I want to see projects working in the near future. We are too far behind in general education in Texas, and furtherest behind, tragically and unfortunately, of any State, in this field of Spanish-speaking children. I feel the Federal Government has got to put money in there.

Mr. WILLIAMS. Let me say to you, our school district is not waiting on the Federal Government. I have in my hand a document dated January 24, 1967, which says, "Subject: Proposed Project in Bilingual Education." This, we are going to do ourselves, if we can get the money. It does the same thing your bill is going to do. I don't come

here this morning to cast any aspersion on your bill, and we would like to have some of your money to support the project.

Senator YARBOROUGH. Well, you are a big city, you are one of the seven largest cities in Texas, with a quarter million, or 200,000?

Mr. WILLIAMS. 204,000, I believe, according to the last——

Senator YARBOROUGH. Well, most cities are not rich enough to do this without help from the outside. It takes more money to train a bilingual teacher. Many districts don't have the money to train these teachers. That pilot project you anticipate will get some Federal money. We want you to. We are putting up the Federal money, and I intend to put more in it, because we are so far behind.

Mr. WILLIAMS. And I congratulate you for your leadership.

Senator YARBOROUGH. Thank you, Dr. Williams.

The next witness is Mr. Paul Montemayor, staff representative, United Steel Workers of America.

Mr. Montemayor, I am glad to see you here. I have participated in many activities with you. You represent a labor union, but it is astonishing to me to see you participate in so many different civic and social activities. It seems like when I come to Corpus Christi that you are working for nearly every progressive measure that I see advocated here.

You may proceed in your own way.

STATEMENT OF PAUL MONTEMAYOR, STAFF REPRESENTATIVE, UNITED STEEL WORKERS OF AMERICA

Mr. MONTEMAYOR. Thank you, Senator.

Hon. Senator Ralph Yarborough, ladies and gentlemen, it is indeed a privilege for me to address this committee in behalf of the United Steel Workers of America. I hope to stress the need for additional attention long overdue concerning this serious problem that has handicapped the Mexican-American people of southwest Texas. It has been one of these sources that has contributed mostly to the second-class citizens status, to which we have been subjected generation after generation. It has caused tremendous suffering, humiliation, and discrimination every day of our lives.

It is indeed very frustrating to see this tremendous reservoir of ability and skill go to waste, because people fail to communicate with one another due to lack of education and inferior status imposed upon us by those in power.

I speak to you not only as a representative of organized labor, but also as a product of this shameful and evil condition, for it took the first 10 years of my life to become able to understand my neighbors in this community. I have lived under these conditions and have witnessed the suffering that goes with this life.

I have served the United Steel Workers in the capacity of staff representative for the past 16 years. There as I witness the Mexican-American employed in the lower job classification of production and labor jobs or helper to journeymen in such crafts as instrument mechanics, electricians, welders, diesel mechanics, diesel electricians, watch engineers, machinists, and other journeymen trades. These people composed of 99 percent Mexican-American descent have qualified

themselves to perform the function of all the above crafts through their mechanical aptitude, natural abilities, and through practical experience; and yet these people remain in a group of lower paid jobs because they fail to pass a written examination. The record shows that 92.5 percent who take an apprenticeship test have failed it, even when they have a high school education or equivalency diploma.

This reflects the vacuum created in childhood and elementary education for the Mexican-American. It takes half of a lifetime to overcome this handicap; and for the vast part, most of the Mexican-Americans never do. The records show that the Mexican-American is also the most dependable and loyal employee anywhere.

In this age of automation with its advanced methods of production, renewed technical developments of producing commodities, and in an area where the labor market is largely composed of Mexican-Americans, it is imperative that the educational approach of teaching Spanish-speaking children be changed to a way which will be understood by the pupil.

The bill, S. 428, introduced by Senator Ralph Yarborough and cosigned by members of this committee is like a breath of new life, a ray of hope for these long-forgotten people and their educational needs. The steelworkers wholeheartedly endorse bill S. 428 and we will work toward the enactment of this piece of legislature.

The bilingual problem has been with us a long time. The provisions of this bill will not overcome, but it is a beginning and we must prepare ourselves for those citizens who are now here, and the thousands who cross the border yearly and in so doing they constantly contribute additional burdens to our bilingual situation. We must not stop now—for there is no time to waste, the work is cut out for each and every one of us.

The time has come when we no longer can tolerate the injustices heaped upon the Mexican people regardless of the reasons—for we have suffered long enough and justice has been long overdue. Thank God, we have representatives in the Senate that have wisdom and foresight to recognize a special and serious problem that needs immediate attention. This country is indebted to you for your dedication and leadership.

The executive board of the Community Committee on Youth Education and Job Opportunities wholeheartedly endorses this bill on bilingual education as another step to reinforce the war on poverty.

Senator, may I mention the percentage of people that fail the apprentice entering test in order to qualify to begin as journeymen?

Senator YARBOROUGH. That is steelworkers?

Mr. MONTEMAYOR. That is in industrial plants, not only among the steelworkers, but in the industrial plants' experience in Texas.

I find the standards very rigid for the crafts that exist in industrial plants.

I want to point out that we have, in the past 8 years, been able to convince management, in one case, to lower the age limit for those who enter the apprentice program, do away with the age limit, and to give an opportunity for people with a sixth grade education to

enter the apprentice program. In my opinion, the objective is to qualify him as he goes along in the training school and on the journeyman's job, and I am convinced by the experience that we have that since 1958, when we did away with these requirements and allowed our people with sixth and seventh grade education to enter the apprentice program, they have finished it, and they are excellent journeymen, and they are able to keep up with their studies because they do have the mechanical aptitude to be able to perform the job.

We have also to meet the requirements of the Federal Apprentice Board. There are many crafts that are not included in the apprenticeship that the Federal Government considers apprentice crafts, mainly riggers, painters, blacksmiths, and lead burners. In those categories, we have a program that we started 2 years ago that is not included in the apprenticeship of the Federal Government. I am happy to report that the people have qualified, 99.5 percent have qualified, although in many cases they only have sixth or seventh grade education.

This points out to me, through these years of experience, that while we go through school, though many may finish, we still have tremendous trouble in understanding when we take a written test. A man may not pass that because of the requirements being so high, but I think he can still qualify.

So I point out, that the apprentice program, in this sense we are speaking of, in this plant, is considered the best. It is a pilot project, and it deserves attention to the requirements now offered under the Federal Journeyman Apprentice Trades.

I appreciate the opportunity to testify as a witness, I am very happy about the bills you have introduced, especially this one. I feel it is going to serve a good purpose and that our children will have a better chance then we did.

Of course I have the privilege of not being a dropout, of high school or senior high or college because I never got there.

Senator YARBOROUGH. Mr. Montemayor, you are staff representative of the United Steel Workers of America?

Mr. MONTEMAYOR. Yes, sir.

Senator YARBOROUGH. You cover what area?

Mr. MONTEMAYOR. United States and Canada.

Senator YARBOROUGH. You are staff representative?

Mr. MONTEMAYOR. Yes, but I am assigned to Texas, Oklahoma, Arkansas, Louisiana, and now New Mexico has been added.

Senator YARBOROUGH. In this apprenticeship training, there are certain requirements before an apprentice in the crafts can move on to full status as a journeyman worker?

Mr. MONTEMAYOR. Well, the first requirement, he passes a written test.

Senator YARBOROUGH. He has to pass a written test?

Mr. MONTEMAYOR. Yes, and, to me, what industry is seeking is engineers on paper. Now, when they go to school at night and perform their duties in the day, they have no problem performing their duties in they ever pass that test.

Senator YARBOROUGH. That test is entirely in English?

Mr. MONTEMAYOR. That is keeping them out.

Senator YARBOROUGH. The test is entirely in English?

Mr. MONTEMAYOR. Yes.

Senator YARBOROUGH. Because the manuals and things they use are all in English?

Mr. MONTEMAYOR. All in English.

Senator YARBOROUGH. So, what you are saying is, these people can do the work, but they need an English proficiency. They need schooling, where they will not be forced to be dropouts, but will gain that English-language proficiency.

Mr. MONTEMAYOR. Senator, we have the capacity for 20 years of teaching the journeymen the practicality of the job and yet they cannot pass the test.

Senator YARBOROUGH. You have night schools also, don't you?

Mr. MONTEMAYOR. No, we have the vocational school here; that's all we have.

Senator YARBOROUGH. And, of course, the Federal Government, under the Manpower Retraining Act of 1963, is training people to qualify for those jobs.

Mr. MONTEMAYOR. Unfortunately, we are not enjoying that privilege here, to my knowledge.

Senator YARBOROUGH. You don't have that retraining project?

Mr. MONTEMAYOR. Unfortunately, we don't have that here.

Senator YARBOROUGH. I recommend that you look into that. I was under the impression that a grant had been made under this year for your work experience and training projects in Kleberg and Nueces Counties.

Mr. MONTEMAYOR. It is not doing the job.

Senator YARBOROUGH. Well, Robstown got one; now, Robstown received a grant, $239,000 in April, for a manpower retraining project, but that is 80 workers only. It takes a great deal of money to train people in these highly skilled trades.

Thank you very much, Mr. Montemayor.

Mr. MONTEMAYOR. We need management to accept the tests, whether in Spanish or English, as an employee passes it.

Senator YARBOROUGH. Well, of course, as Dr. Manuel pointed out, it is true we need both languages, but since English is the language in which most basic work is done, they need proficiency in English.

What would have happened to you if you had college training, Paul Montemayor?

Mr. MONTEMAYOR. I probably wouldn't be here.

Senator YARBOROUGH. We have the next witness and then we will recess for lunch. The next witness is a medical doctor and she needs to go back to her practice.

We call Dr. Cleo Garcia, please, as the next witness.

STATEMENT OF CLOTILDE P. GARCIA, M.D., FORMER SCHOOLTEACHER, CORPUS CHRISTI, TEX.

Dr. GARCIA. Thank you, Senator.

I am Dr. Clotilde Garcia, a practicing physician, formerly a schoolteacher. I taught in the public schools 12 years and was a former

principal in southwest Texas. Also, I am proud to say I am a mother and a grandmother, so I think that gives me the ability to speak in behalf of—in many fields.

I believe that establishing bilingual American education programs is truly a step in bettering the education and raising the standard of living of the Mexican-American people, by changing the psychological scar that is present in the population of the Mexican-Americans of the Southwest.

As a matter of national policy, if not of moral rectitude, America should begin in earnest to practice the good-neighbor policy within this country.

Such a policy involves, among other procedures, a program of intercultural education for the public schools.

There must be a desire to provide a bridge between cultures. This will be accomplished by the bilingual education program.

The United States should be big enough to allow us the freedom to be different without being oppressed.

You have asked several of the witnesses if there has been a psychological damage by making people speak two languages. I should say that there is a greater psychological damage by not allowing us to learn several languages. I think it works in the other way, the psychological damage is done by not allowing a person to speak two languages.

First of all, since I am a mother and I have been an educator, I wish to state that, as the Mexican-American child enters school at the age of 6—the State of Texas made us enter school at the age of 7 before this, I am a product of that—that policy that they used to have in south Texas, and I am a product of segregated schools, and I also wish to say I am a product of bilingual and bicultural education.

When the child comes to school he comes from a warm place, his home, his parents; he is loved and he is revered; he has the security of his home and he has great happiness; then he steps into the public school; the public school is a strange and alien place for him; instead of meeting warmth, love, security, he meets aggression and hostility, he is being taught by middle-class teachers with middle-class standards and morals; they do not understand the culture.

As you say in this bill that you will educate also the teachers. I think it should be twofold, in educating not only the child, but the teacher, because we must change the attitude of the Anglo teacher in order to understand the culture of the Mexican-American.

As this child enters school, instead of being encouraged and loved, he begins to feel total hostility, his environment is different, so he is destroyed because he is being punished for being himself. He is being punished for speaking Spanish or belonging to a minority group, and he is constantly bombarded with psychological attitudes that he is inferior. I speak this because I felt it myself. In response to this danger and response to this attitude or bombardment or psychological war, the child feels in danger. It is endangering his whole ego or his whole personality, so what does he do? He regresses, he builds a wall around himself and becomes difficult to communicate with. Some of these children are able to cross this wall, but some aren't so they become dropouts and get discouraged.

So, as soon as he enters school, he is fighting a psychological war, he is trying to protect himself, so he has his first big strike against him. He may become a dropout.

This constant psychological bombardment against the psyche changes his personality. The bombardment is against his personality, his culture, his life, and his peers, and also his family. He finally survives, like many of us have survived this battle, but we have battle fatigue, and we have battle scars and numerous inferiority complexes.

This program, as I said before, should be twofold, one to help the teacher and the child. The teacher should have better attitudes by educating himself or herself in fields of language, literature, and history, and, above all, to be human and have human understanding.

I think this is a great challenge to education in order to raise our standards of living.

In respect to Dr. Dana Williams' remarks, I believe that the State Department should not allow this program to further its past ideas of segregation and psychological warfare against the Mexican-American.

The State has not been able to solve the problem in over a hundred years, so we are not satisfied with the present system. Something is wrong, so we need new methods and new ideas to prevent that system from being continued.

I have waited, myself, half a century, and I want progress, and I demand that new things should go on into the educational program.

This child—I am speaking as a psychiatrist in the field of child psychology. This child, as I have said before, comes in the schoolroom and feels he is being watched. Soon he develops a lot of neuroses: he is being watched in the classroom, he is being watched in the playground, so he will not speak Spanish. Pretty soon, he begins to feel that something is wrong with him, and then he feels that his parents must be bad, or there must be something wrong with being a Mexican-American, or speaking Spanish, or being of that ethnic group.

I have done several examinations for the special education classes that they have here in Corpus Christi. They send these children to me in order to find out what is wrong with the child physically, because they are going to place this child in a special education course, because he is not passing his courses, or not understanding.

Ninety-nine percent of these physical examinations that I have to perform on these children show that they are in good physical condition. They are not deaf, are able to speak, they don't have physical defects, they have no heart trouble, no kidney trouble; they are physically able to attend school. Then I start to find out their psychological effect. These children also are educable. I have spoken to them in Spanish. I have found out that these children are capable of learning, but they are shy. As I have said before, I think they just have built a wall around them and they are afraid to be themselves.

I have a little poem that was written by a friend of mine whose name is Rodolfo Gonzales. He is from Denver, Colo.

As you see, here is the face of a Mexican-American man, and here is a child who has a shine box. Maybe you can see that.

Now, this epic poem says:

I am wandering, lost
In a world of confusion,
Caught up in the whirl
Of an Anglo society,
Confused by the rules,
Scorned by attitudes,
Suppressed by manipulations
And destroyed by modern society.
My fathers have lost
The economic battle
Of cultural survival.
And now I must choose
Between the paradox
Of victory of the spirit
Despite physical hunger,
Or to exist in the grasp
Of American social neuroses,
Sterilization of the soul,
And a full stomach.
Yes, I have come a long way
To nowhere, unwillingly,
Dragged by that monstrous
Technical industrial giant
Called progress and Anglo success.
I look at myself.
I watch my brothers.
I shed tears of sorrow.
I sow seeds of hate.
I withdraw to the safety
Within the circle of life,
My own people.

It is a long epic poem, but I will read you the end of it:

Whate're you call it,
Mejicano, Espanol, Latino,
Espano, Chicano,
Or whatever I call myself,
I look the same,
I feel the same,
I cry and sing the same;
I'm the masses of my people
And I refuse to be absorbed;
I am Joaquin;
The odds are great
But my spirit is strong,
My faith unbreakable;
My blood is pure;
I am Aztec prince
And Christian Christ;
I shall endure.
I will endure.

So I think he, in a way, senses the feeling of our people. I wish to congratulate you, Senator; I wish to congratulate you for this great bill. I think it is one of the greatest things that will happen to the United States, that it will create good feelings. If we practice our good neighbor policy here, I am sure that the United States will rise very high in the eyes of the people. I think we should provide an

effective school program of a cultural relation in the Southwest which should be particularly manifested in the study of the culture of the Spanish-speaking people. I believe we should have courses of study in the colleges that will teach intercultural relations in order to provide better adequate programs in the Texas schools.

Thank you, Senator.

Senator YARBOROUGH. Thank you, Dr. Garcia, for giving us that testimony from a person who is bilingual, bicultural, teacher, mother, grandmother, a practicing medical doctor. It is very valuable testimony, from one who has lived this experience through the schools of Texas.

The committee will stand recessed for lunch until 2 p.m. this afternoon. We will meet back here at 2 o'clock this afternoon.

(Whereupon, at 12:32 p.m., May 26, 1967, said meeting was recessed until 2 p.m. on the same day, at which time the following proceedings were had.)

AFTERNOON SESSION

Senator YARBOROUGH. The Special Subcommittee on Bilingual Education will come to order and the hearing will be resumed.

The first witness this afternoon is Mr. Carlos Truan. He is the Texas State deputy director of the League of United Latin American Citizens, popularly known as LULAC and also a member of the Texas State Advisory Council of the Commission on Civil Rights.

Come around, Mr. Truan, and proceed in your own way.

STATEMENT OF CARLOS TRUAN, TEXAS STATE DEPUTY DIRECTOR, LEAGUE OF UNITED LATIN AMERICAN CITIZENS

Mr. TRUAN. Thank you, sir.

Mr. Chairman, members of the subcommittee, ladies and gentlemen, I am Carlos F. Truan, Texas State deputy director of the League of United Latin American Citizens, better known as LULAC. I have previously served as national executive director and State executive director of LULAC.

It is indeed a privilege for me to appear before this subcommittee today to speak in support of the Bilingual American Education Act, S. 428, relating to the teaching of Spanish-speaking or Mexican-American children in our schools of the Southwest.

Lack of proper communications between the Mexican-Americans and the predominantly English monolingual community has been, in my opinion, the single greatest barrier confronting my community, State, and Nation, especially in the Southwest where most of the Spanish-speaking Mexican-Americans live.

The masses of Spanish-surnamed people have cultural value concepts which are distinct from those prevalent in the American urban society. In the past these values have enabled this group to survive against tremendous odds and hardships. At present, its problems are arising from different value concepts which are now challenging its own. Many of these concepts are in direct contradiction to its own, and as basic as the meaning and the purpose of its own concept of life.

The Southwestern States are unique in many respects—and the problems of poverty require a distinctive attack to be overcome. The

makeup, their ethnic minorities, the most acutely impoverished differs from other regions in terms of high population of Spanish-Americans, primarily of Mexican background. They include 5.5 million Spanish-surnamed people, 2.2 million Negroes, and some 200,000 Indians. The Mexican-American suffers some of the Nation's highest unemployment, lowest income, and live in the most abysmal housing—all perpetuated by an educational system that makes no provisions for the unique problems and unique needs of its totally different ethnic background of the Mexican-American.

Senate bill 428 is a blessing in disguise not only for the Mexican-American community but also to our State and Nation. I want to commend you, Senator Yarborough, and the other Senators who made it possible for this Bilingual American Education Act to be introduced in the Senate of the United States of America. For the first time in the history of our country, it is now officially recognized of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language.

Dr. Julian Samora, head of the Sociology Department, University of Notre Dame, said recently:

> For many years many of us have been working on less than a shoestring trying to do something about the variety of problems which confront the Spanish-speaking people and over the years we have been unable to attract funds from agencies or foundations to help in this most important work. Most other minority groups, either through the government or foundations, have received encouragement and assistance in the resolution of their problems and ironically enough the Spanish-speaking who have been in the Southwest longer than any group, and who constitute the largest ethnic group in the Southwest if not the United States, have been totally neglected.

Why have the Spanish-speaking Mexican-Americans been so largely ignored despite the fact that they constitute the major minority group in Texas and the Southwest and the group "at the bottom of the scale on virtually every criterion measuring health, wealth, education, and welfare?"

A significant body of expert opinion from sociologists, anthropologists, psychologists, and others, point to cultural factors as being at the root of the Mexican-American problems.

The Mexican-American population have, to a greater or lesser extent, participated in a somewhat different cultural heritage from that of the bulk of the natively English-speaking monolingual people among whom they live. Thus, to some degree, varying from family to family, and depending upon the specific life experience of the family group, our ways of thinking, acting, and believing are different from those of the numerically dominant Anglo population. In some Spanish-speaking families the differences are small, and in behavior, and point of view, the families are almost indistinguishable from Anglo families on the same level. In others, the differences are great, and there are many elements in the behavior, beliefs, and preferences of the Spanish-speaking family members that distinguish them from comparable Anglo families.

It is therefore gratifying to me to note that in S. 428 the bill will call for—

> The establishment of programs designed to meet the special educational needs of students whose mother tongue is Spanish through activities such as: (1)

bilingual educational programs; (2) programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language; and (3) efforts to attract and retain as teachers promising individuals of Mexican descent.

I can still remember my personal experiences as a student in school for the first time when I was placed in the so-called beginners grade and not the first grade because of the language barrier. Also, I can still feel the many spankings given to me because I would talk in Spanish instead of English. There was no consideration given to my family environment whatsoever. A child, an adult, an ethnic group needs to be respected for what he is, not what the ruling powers dictate that it should be according to the unwritten and many times written rules of conduct. Every citizen has dignity and worth, and the Mexican-American child is no exception.

We, in the League of United Latin American Citizens, since the founding of our organization in 1929, have been vitally interested and working to develop programs that will meet the special educational problems of our Mexican-American children. And, so, we enthusiastically welcome this opportunity of supporting S. 428 which will afford not only our children, but all children of all ethnic backgrounds, the opportunity of getting to understand our culture, traditions, and customs.

The very thought that through the passage of this Bilingual American Education Act, which incidentally was unanimously endorsed last week by the delegates attending the LULAC 38th Texas State Convention, the Spanish-speaking child will no longer have to feel that he cannot communicate with his teacher and fellow students. But more important, this will go a long way in helping Mexican-American children to appreciate the Spanish language and culture. This will enable the child to feel proud of his heritage, and I dare say, cut the percentage of school dropouts that is prevalent to a ridiculously high ratio at the present time.

Equally important, the benefits derived will not be one-sided, because the community as a whole stands to benefit through a better understanding of a culture and language that is so much a part of our daily lives here in Corpus Christi and in Texas as a whole. Needless to say, the long-range benefits of the programs under this bill will undoubtedly help many Mexican-Americans become good taxpayers instead of tax-eaters.

In summary, the Spanish-speaking population comprises the largest poverty stricken group in Corpus Christi, Tex., and the Southwest; the Spanish-speaking, as a group, have serious problems in the areas of employment, education, health, housing, income, maintenance, leadership, and assimilation into urban living; many of the problems of the Spanish-speaking are brought about and aggravated by the cultural factors which are a part of their heritage. These things require special programing which will take these circumstances into consideration.

Thank you very much.

Senator YARBOROUGH. Thank you, Mr. Truan, for a very informative statement.

I want to congratulate you and congratulate the LULAC 38th Texas State Convention where you say the entire convention voted unanimously to support this bill.

Mr. TRUAN. Yes, sir.

Senator YARBOROUGH. That is, I think, a very informed action.

There has been some criticism, and the fact that they studied the bill and analyzed it and voted to support it is very commendable.

Thank you very much.

The next witness is Mr. Gabe Lozano, a member of the Corpus Christi City Council and president of KIII–TV, manager of radio station KCCT, a Spanish-language station.

Mr. Lozano, I believe your competitors are getting the margin. They are here with radio and newspapers.

Let me say this, though, you were there first, with that 30 minutes early morning show we had this morning.

Mr. LOZANO. Yes, we get up early. Thank you, Senator.

Senator YARBOROUGH. All right, Mr. Lozano.

STATEMENT OF GABRIEL LOZANO, SR., GENERAL MANAGER, RADIO STATION KCCT, CORPUS CHRISTI, TEX.

Mr. LOZANO. Senator Yarborough, members of the Senate committee, ladies and gentlemen, I sincerely thank you for the opportunity you have given me of expressing my points of view in regards to the possibility of using both English and Spanish in our education, for I have always felt that our people were being left out on very much of the educational opportunities because of the language.

I certainly feel that this is a very fine step forward in giving the Spanish-speaking people an opportunity to improve themselves and consequently our entire community.

It must be recognized that our country as a whole and the population as a whole cannot prosper and continue to prosper when a large segment of our people are kept in ignorance and fear, as it has been done for so long with the Mexican-American.

This is the reason why it seems to me that employing the Spanish language as a means of instruction, would be a tremendous help in the education of so many who up till now have not had an equal opportunity.

But I do have a recommendation to make.

Should this program be implanted, let those with a wide knowledge and understanding of both languages be the ones to carry on. For, so many times, in past programs, we have had people in charge with the desire to help, but with a very limited understandnig of our real needs.

We have some local, highly qualified, teachers. For instance: Raymond Perez, principal of Moody High School; Gonzalo Gonzalez, principal of Zavala School; Professor Colmenero from Del Mar College; and Professor Mireles of the Corpus Christi Independent School District, all of whom know and understand the necessity of a program of this kind.

At the same time, I believe that when our Spanish-speaking people acquire a little more knowledge through their first language, Spanish, they will be in a better position to be educated in English, and I certainly do not believe that knowing two languages and being knowledgeable in two languages in anything to be ashamed of.

I realize that there is some confusion in the minds of many people because they believe that in employing Spanish as a means of instructions we will be retarding the learning of English. I do not believe this to be so, for I know of many, many cases where the opposite is true, where people who are better educated in Spanish make more progress in the learning of English and in acquiring American customs.

This brings me to think of many people who are prejudiced against the Mexican-Americans and Spanish-speaking people, and who do not wish anything good for the Mexican-American. To these people I say: "May the Lord help you."

I truly believe they are wrong and they should not persist in advancing their prejudice to the point where it will hurt our whole population.

Let us accept the fact that some of these Mexican-Americans are far more better prepared in both languages and can sometimes do a better job than their higher paid coworkers.

Especially now, in this day and time, when we have an acute need of well-trained, well-educated, well-prepared men and women, we should have them whether we use Spanish or any other language, taking into consideration that it is the most practical language from the standpoint of communication, as well as cultural background, in large sections of our country.

Senator, I discussed the point here of implementing the program, because we have had, unfortunately in the past, some of those in the Government who had the good will, and I know that the intentions were that they wanted to help our people, without being successful in programs. There is very much need of our underprivileged people, as well as in education. The programs that we set forth, equal opportunity, the Commission, the Office of Economic Opportunity, as well as the Neighborhood Youth Corps are good, but I think there is something missing there. I brought this to your attention when I was invited to the National Conference in Washington, and I think that they are being not considered. There are being appointed men who know and understand our needs and our problems. Just here recently, Oscar Lozano, from Laredo, as well as Dr. Vicente Jimenez, and others, have been appointed to some of these jobs, which I think understand our problems and can get off the ground as well as I think they should when they start.

This is one of the things that I think, Senator, that the persons should be bilingual to start these programs, instead of trying to get just some English-speaking people to implement these programs. If our people are given the opportunity, they can always become a better citizen to serve, and certainly do not shy from responsibility. They can do their job and they can work in our communities and hold positions as well. When they are called for to take arms and defend our country, they certainly do their part, and certainly we owe them this opportunity in education, which is the basic thing for anyone to get forward.

Thank you very much, Senator.

Senator YARBOROUGH. Thank you very much, Mr. Lozano. You have made a fine contribution here.

Mr. LOZANO. Thank you very much.

Senator YARBOROUGH. Next witness is Mr. Chester Christian, director, Interamerican Institute, University of Texas at El Paso.

Go ahead, Dr. Christian.

STATEMENT OF CHESTER CHRISTIAN, DIRECTOR, INTER-AMERICAN INSTITUTE, UNIVERSITY OF TEXAS AT EL PASO

Mr. CHRISTIAN. Senator Yarborough, members of the Senate committee, ladies and gentlemen, it is a pleasure and honor to have the privilege of appearing before you today.

My usual position, and one to which I am firmly attached, is that, at least in the Southwestern States and probably in other areas as well, it would be desirable in the interest of their own personal satisfaction and development to teach children whose parents speak Spanish in Spanish and through Spanish a part of each day that they are in school, at least from the first through the 12th grade. Through teaching these students in high school and college, I have become convinced that the present educational system ignores the most important of the personal and social needs of most members of this social group to the extent that they are alienated in some degree not only from the educational system itself, but also from the larger society in general. And I believe that a properly organized, administered, and implemented program in Spanish can be the means of integrating them into the educational and occupational system in such a manner that they accept both themselves and the system more wholeheartedly than they have ever been able to do.

On the present occasion, however, I would like to focus on the long-term needs of U.S. society in an attempt to show that by changing certain aspects of the educational system to meet what much evidence shows to be the needs of Spanish-speaking families, we would be acting in the best interests of the Nation as a whole. I believe that these are, in fact, national interests which have never been well served, and that this weakness has fostered and aggravated the hemispheric crises which we have periodically experienced. If the voices of the Spanish-speaking people of the Southwest had been more vigorous and better trained during the first part of this century, I believe we would have had fewer and less serious problems with our good neighbors to the south, and that what we can do in the last part of the century can have a decisive and a desirable effect, not only on a significant proportion of our population, but on our relations with all of Latin America.

I would like to speak about three areas of need which are directly related to these national needs and to the educational policies under consideration. First, we need people who speak and understand other languages. Second, we need people who understand, can live in, and can react to foreign cultures in such a manner as to create good will rather than, as so often happens, misunderstanding. Third, we need specialists who can understand the abstract principles—political, economic, historial, sociological, psychological, even philosophic—at the basis of all social orders. Perhaps what we need most of all are people who can respond simultaneously to all three of these areas of need. This type of person is not produced often enough in our present educational system. We might do better by junking the whole system and starting anew. But by utilizing the resources described by Dr.

Joshua Fishman and associates, we might do still better by making relatively simple modifications of the existing system.

The research directed by Dr. Fishman has indicated the abundance of non-English language resources which exist in the United States. This and other work also indicate that these resources, through our failure to utilize them, are disappearing more or less rapidly. For example, a study made by R. F. Schenkkan and W. J. Millard, Jr. for the U.S. Office of Education showed that in 374 families in Austin and San Antonio in which Spanish is spoken, almost none of the parents were reported as using English alone as a medium of communication. In approximately one out of every 10 cases the mother used English alone when talking with her children. But of the ninth- and 10th-grade students of Mexican descent who are interviewed, only about one in 10 was considered to have any degree of fluency in Spanish, although, of course, all spoke English.

This state of affairs would not be so significant if it were not for the fact that the use of Spanish in the home undoubtedly is, with the type of educational system we now have, a detriment to the educational and employment potential of the student. One result is that we have few students in the ninth and 10th grades who are fluent in Spanish simply because those who are fluent do not have so good a chance to get to the ninth or 10th grade. In Texas, as the study by Harley L. Browning and S. Dale McLemore has demonstrated, they often do not even get to the fifth grade. According to their study, the median number of years of schooling completed by Spanish-surname Texans 25 years or over in 1960 was 6.1, as compared to 8.1 for nonwhites and 11.5 for Anglos.

The aforesaid study, with which I am sure you are all familiar, discusses many factors other than language which influences the educational and employment potential of the Spanish-surname population, as it is identified here. It is obvious, for example, that it is much more difficult for a poor family to keep five or more children in school than it would be to keep three or less. A comparison with nonwhites, though, showing significantly greater retention in school, is an indication of the importance of the factors of language and cultural differences as they influence the educational careers of the Spanish-surname population.

But not only is our educational system failing to keep a large proportion of these pupils in school—it is designed in such a way that even those who make it to high school find it more difficult to "learn Spanish" than those who have never heard a word of Spanish in their lives. This is due neither to stupidity nor to obstinacy on the part of the native speaker but, in my opinion, to the fact that even our latest methods of language teaching are designed better to frustrate the student who already can speak and understand a language than they are to take advantage of what he knows and to carry him farther in the use of that language than any nonnative speaker of comparable ability can ever hope to go.

Our educational system is not designed to take advantage of what the student already knows in this and many other cases. Often it seems to be constructed with the needs of the teacher rather than those of the pupil in mind. For example, the language teacher is often one of two distinct types. One type is represented by the person who has a

highly refined type of crossword puzzle mind, and who sees language as an immensely complicated structure which can intrigue and fascinate the mind by the infinite number of ways it can be taken apart, analyzed, and reconstructed. Another type is represented by the person who responds emotionally to the beautiful and ingenious artistic structures which can be created by the finely attuned ear and the lively imagination. By and large, our public educational system is designed to produce, and only to produce, teachers of language who are inclined to be one or the other or a combination of these types. These teachers too frequently do not respond favorably to the student who "only" knows how to use the language as a means of communication with others who speak it. There is little provision for the further development of this ability as such.

A student who wants to learn to use a language in business can rarely do so in a public school, but he can go to one of a number of private language schools. But a student who wants to use a language other than English as an instrument to learn, on a high intellectual level, something other than the structure of the language itself or the formal analysis of literary works, has, insofar as I know, one choice in the United States: Covell College of the University of the Pacific. If bilingual programs such as those in Laredo, Tex., Dade County, Fla., and the El Paso Applied Language Research Center are carried through elementary school, I would predict a demand for a different kind of language teaching—a kind of language teaching that is virtually unknown in today's public schools, and which will give many of our so-called culturally disadvantaged youth of the Southwest some profoundly significant cultural advantages. And I would predict that the result of this teaching would be of enormous benefit not only to the Southwest, but ultimately to the entire United States.

To defend this statement theoretically would be a complex matter, but I would like to give you an illustration of what I mean by a personal experience. Some of the best undergraduate language students in the country were selected to participate in a special institute at the University of Texas 2 years ago. I taught them a course in Latin American culture, and at the end of the course took 10 of the best of them to Mexico City. All of them spoke Spanish fluently, and all of them were attractive, friendly, intelligent, well educated, well trained, and well meaning. Yet again and again they committed offenses against Mexican culture which any random sample of native Spanish-speaking high school students I taught in El Paso would never have committed and, in fact, did not commit on the numerous occasions I took them to visit Ciudad Juarez. I have seen the same type of offenses committed by 50 Spanish teachers studying in Guadalajara. And, sad to say, I have even seen the same type of offenses committed by representatives of the U.S. Government in Mexico and in South America. Even sadder to say, I myself, still commit many of these offenses even when I have a complete intellectual understanding of the situation. The type of training and experience I have had usually gives me an ex post facto understanding of my mistakes. With this type of training and experience, my native Spanish-speaking students would not make these mistakes.

The reason for this is not that they are brought up to be more courteous or polite or understanding than we are. The reason is that in their earliest years they learn to form a different conception of life from

the one we have. The public schools, consciously or unconsciously, attempt to abort this conception. But by the age of 6 it is usually too firmly implanted for an abortion to occur without grave consequences. The best the schools can usually do is to mangle and deform this conception, and they can rarely implant a substitute conception which will grow to full maturity.

I have stated my belief that one of our great national needs is for people who can understand, can live in, and can react to foreign cultures in such a manner as to create goodwill rather than misunderstanding. It is for the reasons cited above that I believe that those members of our society who learn Spanish before they learn English, have, all other things being equal, a greater absolute potential for understanding the foreign culture represented by the language they speak than do native speakers of English.

I am not saying that we need a large number of people who speak foreign languages and who understand foreign cultures simply as a labor pool from which to recruit diplomats and other official representatives of our Government. I believe that we need to adapt ourselves to a world which is rapidly changing in character and requiring a widespread degree of cultural sophistication of a kind which has been and is now accessible only to a few people with specialized knowledge and experiences. Even where mass education is not yet available, mass communication is making entire populations aware of problems and issues which have heretofore been pondered only by relatively small groups. The patient, for example, may be aware of the existence of a new miracle drug even before his doctor hears of it. In such a world, widespread provincialism in any nation which is attempting to maintain the role of leader becomes increasingly intolerable. And the view of the world through one language and one culture is a provincial view, no matter how advanced and sophisticated that language and culture.

This brings us to the third need of this country which I have mentioned, and to its relation to the potential role of the native speaker of Spanish in this country. I have said that we need specialists who can understand the abstract principles at the basis of all social orders. Many specialists in this type of understanding fail to realize that an intimate and personal knowledge of the language and culture of another society is a necessary prerequisite to understanding any facts, whether, for example, military, economic, or demographic, in relation to the left of another society. And therefore a prerequisite to the formulation of policies whose effects may be reliably anticipated. I have known a number of Spanish-speaking high school students who seem to understand the Latin American reaction to U.S. Government policies in a much more profound sense than most U.S. Government officials seem to comprehend it. What these students lack is a knowledge of the abstract principles which underlie the business, economic, social, psychological, and other aspects of the life of political and social collectivities.

They are not going to learn these principles so long as they drop out of school before fifth grade, eighth grade, or 12th grade. The worst of it is that even for those who stick it out through college, the way in which these abstract principles are taught makes their language and cultural background a detriment to learning, just as their

knowledge of language is a detriment to learning the academic interpretation of foreign language.

We all recognize the necessity of early and effective training in mathematics as a basis for scientific work of any kind, and we try in every possible way to make this training more effective. If, in a large area of the United States, we had a group of people whose parents began giving them an insight into basic mathematical principles as soon as they were born, so that they, for example, knew "new math" before entering the first grade, it would be unthinkable to ignore what they already knew, or even worse, try to make them forget it in order to teach them traditional mathematical methods and forms. But we do something very similar when we ignore the training which the Spanish-speaking child has received in the social forms and the values of two cultures.

We recognize the fact that we cannot maintain world leadership in the physical sciences without developing the most general and most valid mathematical concepts as early as possible. The factors involved in world leadership in the social and cultural realm are not yet so widely recognized. But I believe than an intimate familiarity with at least one other language and culture is as great an advance over traditional forms of comprehending the abstract principles underlying social orders as are the new forms of mathematical conceptualization and calculation over the traditional forms. I do not think it matters a great deal if the second language and culture learned is Hindi, Nahuatl, or French. The important thing is to develop people who can step out of one culture and see it from the perspective of another. Spanish is the logical choice in the Southwest simply because it already means so much to so many people.

Perhaps we will not for some time have many diplomats of Mexican-American descent—like Raymond Telles, who has, as Ambassador to Costa Rica, shown how much a firsthand knowledge of Latin American culture can mean to officials who can use this type of knowledge as high-ranking representatives of our Government in Latin America. But we can very quickly, with a good educational program, have many who will become, for example, teachers, social workers, and State and local government officials. In these areas of employment, especially in the Southwest, this country needs more culturally sophisticated personnel; that is, personnel who understand that there is more than one approach to conceiving and solving educational, social, and economic problems. If native speakers of Spanish are taught to accept themselves, they more than anyone else can accept the possible validity of other points of view and, where there are real conflicts of interest involved, understand how they can be resolved without doing violence to either one point of view or the other. In the long run, this can be done not only on a State and local, but on a national and an international basis.

I believe that the Southwest as a whole can become a linguistic and cultural bridge between the United States and Latin America, uniting the two areas within a framework of mutual understanding such as has never existed in spite of periodic inspiring pronouncements and good intentions. There are many ways this could be effectively accomplished. For example, we could not only take advantage of the students' background in the Spanish language and culture to develop his knowledge

awareness, and understanding, but we could use this background as a basis for teaching him a closely related third language and culture derived from Portugal and Brazil. This has been designated as a critical area of language study by the U.S. Government, and I believe that, given a little encouragement, many Spanish-speaking students would enthusiastically take it up.

The rapid development of an educational program which will accomplish some of the things I have suggested is, I believe, of extreme urgency. Not only do ideological differences in the present world have a much more immediate and profound effect on relations between countries and peoples, but the tremendously rapid growth of the Spanish-speaking population, both in Latin America and in the United States, will weight the problems involved even more heavily.

The first projections of the Latin American population made by the United Nations in the early 1950's have been exceeded by the actual increase in population up to now. The population of Latin America is now larger than that of the United States, and present projections by the United Nations anticipate that by the year 2000 it will be about twice as large. And the Spanish-surname population of Texas, for example, is growing at approximately the same rate as Mexico, a rate which doubles the population in about 23 years.

But the essential problem is not, of course, one of quantity. It is a problem of providing the best possible education for a group which begins with an advantage which the educational system has usually turned into a disadvantage. I believe that Senate bill 428 will provide the opportunity not only to greatly improve the education of this group, but also to improve the entire educational system and to produce the kind of citizens who not only will make this a greater country, but will be able to communicate the nature of its greatness to the rest of the world.

Thank you.

Senator YARBOROUGH. Thank you, Dr. Christian.

I don't know how long it will take to pass the bill, but if we will just keep these hearings going, we are accomplishing a lot by stimulating discussion and thought on the subject.

Mr. CHRISTIAN. I think that the discussion which has been going on in the last few months has been of a great deal of benefit in itself, that is the publicity, the ideas which have been presented throughout the Southwest at different meetings such as those in Tucson and San Antonio.

Senator YARBOROUGH. Well, I think so, too. Of course, these hearings are not the only thing bringing this about, as you point out. The symposium in Tucson, was the third annual one. As people put their ideas into the record, we will be able to send this material to others, in order that people working on this have it in one volume, in addition to the works that all of you received from other publications. I think it is very important that you have mentioned this changing status of the United States in relationship to Latin America.

Until a few years ago, the population of the United States exceeded that of all Latin America combined. Now, within a decade or two, the population of Latin America is slightly in excess of the population of the United States.

Our need for bilingual personnel will increase vastly as the number of people in Latin America increase and as means of communcation

speed up and means of transportation and there is more trade and more cultural exchange between North America and Latin America.

Mr. CHRISTIAN. I might say also that each revision, each succeeding revision of this population estimate, has shown a greater difference, that is, has shown a more rapid growth of the population in Latin America than was anticipated.

Senator YARBOROUGH. That's right. As you pointed out, there is a more rapid growth in Latin America, and ours has slowed up a little bit in the last few years. I think that is a very important point.

Mr. CHRISTIAN. I think not only the sheer growth of the population, but the growth of the influence in education of Latin America, and particularly the growth of influence of mass communication, radio, television, and educational newspapers and other printed matter will make a great deal of difference in our relationship between the United States and Latin America.

Senator YARBOROUGH. I am very much impressed with your explanation of why people study foreign language who don't understand it now and your conclusion that a different type of foreign-language teaching is needed, the type that you say is virtually unknown in today's public schools.

Mr. CHRISTIAN. I think one of the principal things is simply to communicate ideas through the language that the Spanish-speaking group already knows, and that this is something that can be done from the first grade on, and not teaching language as such, but communicating in their language, to them, and they are learning the language in this way.

Senator YARBOROUGH. Well, you point out that most of the teaching now is a teaching of grammar, a teaching of the structure of the language, rather than just using the language, rather than learning to use the language.

We have in this bill here a provision that provides for programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language. That is so they will be bicultural as well as bilingual; they will be able to operate in the two cultures.

Dr. Christian, we thank you for coming here. You have taken part in a number of these meetings in the last few years. Now we hope to give wide dissemination of the results of this congressional hearing. I am sure it will be as a result of the interest that has been shown by educators, writers, and others on the subject. I believe there is a growing awareness of the general body politic in the urgency of it.

Thank you.

Mr. CHRISTIAN. Thank you very much.

Senator YARBOROUGH. The next witness is Mr. Oscar Reyna, president of the Coastal Bend Labor Council.

Mr. Reyna, you and I have participated in many public movements attempting to improve education or wages or job opportunities or economic opportunities, of the people of Texas.

It is a pleasure to welcome you here to an official hearing before a U.S. Senate subcommittee on a different bill, another designed like many activities in the past, to raise the economic and cultural level of the people of our State.

You proceed in your own way, please.

STATEMENT OF OSCAR H. REYNA, PRESIDENT, COASTAL BEND LABOR COUNCIL, AFL–CIO

Mr. REYNA. Thank you. The pleasure is all mine, Senator.

Senator Yarborough, distinguished guests and visitors.

I am Oscar H. Reyna, president of the Coastal Bend Labor Council AFL–CIO. May I begin by saying thank you on behalf of the Coastal Bend Labor Council and all of the people of South Texas, for the opportunity that you have given us today to express our feelings on an outstanding piece of proposed legislation, U.S. Senate bill 428, dealing with bilingual education.

We here in Corpus Christi area are acutely aware of the great burdens—economic and social—which are imposed upon many of our citizens by virtue of their inability to adequately use the English language. A great number of our Latin American children enter school with no ability to cope with our English language. We have here in Corpus Christi many schools in which Latin American children constitute 90 or more percent of the enrollment, schools servicing perhaps better than 10,000 students. We know that the problem of school dropouts is critical in these areas. Our welfare rolls are swelled by the names of persons so deprived of the right to use the capabilities with which they have been naturally endowed.

The labor movement in south Texas has not been blind to these problems. In the past, our ability to contribute materially to alleviating the difficulties encountered by children with inadequate understanding of the English language have been indeed limited.

Senate bill 428 provides an outstanding and long-needed answer to this most acute problem.

I have been authorized by the Coastal Bend Labor Council, AFL–CIO, acting through its executive board, to come before this committee and to state unequivocally and strongly the support of the labor movement in this area serviced by the Coastal Bend Labor Council, AFL–CIO, of Senate bill 428 and to urge you on behalf of the Coastal Bend Labor Council to use all means at your command to assure passage of this legislation which holds so much promise for the linguistically deprived members of our community.

Senator, there is more could be added, but I think it has already been said. I don't want to delay the hearing any longer.

We wish you luck. Any way that we can help, we will do so.

We endorse this bill.

Senator YARBOROUGH. Thank you very much.

I noted by the last monthly statement of the Department of Labor that the unemployment rate for adults had increased in a month from about 1.7 to about 1.9 percent among adults unemployed. That would be about 120,000 more that month than a month before.

Now, at the same time that was issued, I heard an appeal on my car radio asking for people to come in at night and learn to be automobile mechanics. It pays higher wages than much other labor, because of the great shortage.

Have you ever examined any of those manuals that automobile mechanics have to master? They are pretty thick books and it takes education in the English language to master those texts.

This illustrates how many good-paying jobs are available to people if they have adequate educational opportunities.

We have a great shortage in this country of mechanics who know how to repair a radio or television set. With the number of automobiles and radios and television sets increasing as a result of the greater affluence of our society, there are so many more jobs available than before. Not enough people know how to repair them, and since there is a shortage, those jobs pay well.

Thank you very much, Mr. Reyna, for coming here and adding your information to our meeting.

The next witness is Mr. Arthur Thomas, vice president and general manager of radio station KUNO.

Mr. Thomas.

STATEMENT OF ARTHUR THOMAS, VICE PRESIDENT AND GENERAL MANAGER, RADIO STATION KUNO, CORPUS CHRISTI, TEX.

Mr. THOMAS. Thank you very much.

Senator Yarborough, members of your august committee, and members of your staff.

It certainly gives me an honor and a privilege to have the opportunity to appear before you and testify in behalf of your bill.

In all fairness to my competitor, I would like to say this, that him, as well as myself, and some 400 radio stations throughout our country, broadcasting either totally or partially in Spanish, have, for many years, strived arduously to preserve the Spanish culture and the Spanish language. We do it not purely as an unselfish interest, because if Spanish should ever be forgotten, well, I am afraid that my competitor and I would be out of business, so, we certainly want to preserve it.

Senator, a couple of days ago, a member of your staff, Mr. Mandel, came to my radio station to invite me to testify before you. He requested that since this is a bilingual program, that we, at our radio station, translate the bill into Spanish. This we have done and I would like to submit some 60 copies of your bill in the Spanish language. I have that right here.

Senator YARBOROUGH. We would be glad to have them and I want to commend you for your public service in broadcasting these hearings. I think this is a fine public service, where you are furnishing this information to the entire Corpus Christi area.

Mr. THOMAS. Senator, I have some other items in my possession which I feel could, in some way, reflect upon your efforts, which I would like to submit also as part of your record.

These are things that my radio station has done, as an indication of what other broadcasters such as myself can do to preserve the culture of the Spanish language, and I would like to submit these also.

Senator YARBOROUGH. They will be received and filed as documents with the committee.

Mr. THOMAS. Thank you, sir.

I also have two sample tapes. Some months ago, my staff and myself collaborated and initiated a series of programs dealing with the culture and language of Latin countries. These programs are heard on our station every Sunday morning. These are sample tapes on Mexico and Bolivia.

Senator YARBOROUGH. Thank you very much. Are they properly labeled for identification?

Mr. THOMAS. Yes, sir, they are.

Senator YARBOROUGH. Thank you. They will be filed with the committee, and identified as being offered in the record at this point. Thank you, Mr. Thomas.

Mr. THOMAS. Thank you, sir.

Now, before I go into my prepared statement, and recalling the words of Dr. Manuel, in which, as I recall, he mentioned the fact that if these efforts couldn't be made at home, then the school must set forth the effort, I also recall the words of Dr. Cleo Garcia, in which she said the psychological problem can be eliminated only through a basic program such as bilingual education. Recalling those, I would like to give you a little brief history of my bilingual background.

My mother and her brothers and sisters, some 13 of them, immigrated into the United States as refugees in 1910. They left Mexico to settle in this country. My mother could speak English. She learned English in Mexico. She was born in Reynosa, Tamaulipas, Mexico, Maria Marcela Rodriguez.

She married my father, Isom Hodges Thomas, who was born here on the King Ranch, Laureles section, son of my grandfather, Arthur Thomas, a ranch foreman at the time, working at Laureles, on the King Ranch.

Of course, each was completely different: my mother, coming from Mexico, and a Mexican citizen, and my dad this country.

Fortunately, my dad could speak Spanish and Spanish was the language in the home. With one exception, we were raised from infancy to speak English to mother and Spanish to dad, and so received this excellent early training. I will say we had our hard times, too, because occasionally I would burst out in English to my dad and he would slap me in the face, and so I was able to sleep in English and dream in Spanish, eat in English and drink in Spanish.

I attribute whatever success I may have had in life to that particular knowledge, and particularly so to the Spanish broadcasting medium.

Senator YARBOROUGH. Do you think having, each day, to speak to each member of the family in a different language, was any impediment?

Mr. THOMAS. It was none whatsoever.

Senator YARBOROUGH. You think it has helped your overall development?

Mr. THOMAS. It certainly has, sir; and I think even in those early years my mother and father had the foresight to realize this fact and raised my sisters and I in the family to have the ability to express ourselves in either language.

And now I would like to go into my prepared statement.

Senator YARBOROUGH. Fine.

Mr. THOMAS. Through many years of experience in the Spanish radio field, I have arrived at the conclusion that for a Spanish radio station in this country, particularly, the success of the station depends largely on the ability of its announcers to speak good Spanish. Letters, phone calls, personal visits by listeners to our radio station, all bear witness to this fact.

I have found that our Spanish-speaking listeners prefer simple but correct Spanish. There appears to be a sincere admiration on the

part of our American citizens of Spanish origin for anyone who speaks good Spanish, regardless of race, creed, or color. Good Spanish is both admired and respected by these people. Bilingual education would most certainly have great appeal and could be the answer to a better understanding between our Spanish ethnic group and our friends that speak only English.

I have tried to acquire the services of our local youth as Spanish announcers, but have found them to be unqualified to speak correctly the language left to them through heritage. It has been necessary for my station to import announcers from countries whose native language is Spanish and who, of course, received their education in Spanish.

For many years I have felt extreme concern due to the lack of educational facilities allowing our children of Mexican extraction to learn not only to speak their own original language correctly, but also to learn the history, folklore, and culture of their ancestors.

I do truthfully feel that the Southwestern Human Development Act of 1967 will pave the way for a golden era for the more than 3.5 million people of Latin ancestry in our great Southwest. Providing assistance to local educational agencies in establishing bilingual American education programs, and certain other assistance to promote such programs, will give these citizens of our country the educational quality they have for many years needed.

Many things can be said in praise of those that speak more than one language, but one of the greatest benefits our country could receive from such a program would be the betterment of our foreign relations with all Latin countries, plus the preservation of Spanish, the language of the Abe Lincoln of Mexico, Benito Juarez.

Thank you very much.

Senator YARBOROUGH. Thank you, Mr. Thomas, for a very enlightening statement from one who has known, from his earliest childhood, what it means to live in a bilingual, bicultural environment. This is very, very valuable direct testimony.

Thank you for this fine statement and thank you for the interest you have shown by broadcasting these hearings, because we have had some of the most informed people in the United States on this subject speak here. We have also had people like you and Dr. Cleo Garcia who have lived through that, yourself, under different circumstances: you growing up from childhood in a perfect bicultural and bilingual environment, she having the transition in the public schools from Spanish speaking over to English.

This is what you call primary testimony, basic testimony, from the very source. That is one reason we came to Texas to have these hearings, to get testimony of the highest caliber of what bilingualism means at different stages of the child's development.

Thank you very much.

Mr. THOMAS. Thank you very much, Senator.

Senator YARBOROUGH. The next witness is Mr. Richard Villarreal, social worker, Community Settlement House.

Come around, Mr. Villarreal.

STATEMENT OF RICHARD VILLARREAL, SOCIAL WORKER, COMMUNITY SETTLEMENT HOUSE, CORPUS CHRISTI, TEX.

Mr. VILLARREAL. Thank you, Senator, and members of the staff, for the opportunity to come before you.

I feel like I should say what everybody else has said: I am for it too, and that's it, but this is brief. I would like to say that my name is Jose Ricardo Villarreal, but because of the implications of our Great Society, oftentimes it is finer to say Richard Villarreal, and this also may be the essence of why we need the program.

I would like to say that I want to give you the assurance that this bill is certainly needed.

To assure its need, I would like to share some of the experiences I have had as a social worker.

It is a fact that many children find themselves with divided loyalties. In the home it's Spanish—a Texan-Mexican culture—in school, his striving to learn English and his patriotism for America the beautiful. The challenge of learning commences and gaps in the learning process are established. It is fantasy to state that it will bewilder a child's mind if he is taught both languages, Spanish and English. It is a fact that it challenges his learning capacities.

The most prevalent problem that calls out in this program apparently is the one of "attitude of acceptance" to the program. In asking for opinions, some people favor the proposed program with reservation as to what Spanish is going to be taught. Others are against it for fear of change. It is encouraging to note that the bill proposes pilot test projects to test its effectiveness. It is assumed that adjustments would be toward improvements if the tests warrant the need for changes.

In the realm of Child Adoption Services, children are placed in homes where tender loving care is prevalent with concern but without regard to ethnic background. For in some instances it's not known. Then why is it not possible for the children of today and citizens of tomorrow to be bilingual. Could it be that we learn too late what should be done soon?

Our basic home structures in the Spanish-speaking families will benefit the atmosphere of total acceptance by such a program. Our English-speaking friends may enrich their lives in accepting the challenge of learning.

Tolerance is a two-way street and it seems that this is the key to success. It seems to me, Senator Yarborough, that we, the Spanish-American, the Texan-American, the Mexican-American, or even the bilingual American, have lived in hope, in sacrifice, and in poverty, and I say that, in my 39 years, I have always tried to be a better citizen. would only lighten our tomorrow, for it is bound to come.

I, Jose Ricardo Villarreal, have lived in Corpus Christi all my life, and I say that in my 39 years, I have always tried to be a better citizen.

It is indeed sad, but, at the same time, a realistic fact, that I am a school dropout. I dropped out of school of my own choice, to join the service, which I am not ashamed of, and then came back and worked my way, myself, in the educational field.

I have been a social worker for 14 years. I have a family and five children, all of whom speak both languages, English and Spanish.

I thank you for this particular opportunity here and I want to congratulate you for the fine program, the efforts that are being put forth, and thank you for selecting Corpus Christi as a city that is always striving to get ahead.

Thank you, sir.

Senator YARBOROUGH. Thank you, Mr. Villarreal, and let me congratulate you on teaching your children to speak Spanish and English, use both languages fluently. The capability of using both languages fluently will open up opportunities to them in life that would not be enjoyed by any person who spoke only one of those languages, even though they spoke it well.

I noticed what you said about your name, that changing Ricardo to Richard. You know, that was the experience of some of the early Anglo settlers in Texas. When Stephen F. Austin started the first Anglo colony, he immediately changed his name to Esteban F. Austin, and Peter Ellis Dinn was captured down in Mexico while he was fighting with the Mexican revolutionary force against Spain. Spain kept him in prison for years before Mexico got their independence and then he became a colonel in Mexico, at which time he changed his name to Pedro Alias Dinn. I have seen his signature. He was Pedro Alias Dinn. So it works in both directions.

Mr. VILLARREAL. I would like to say this, too, that not very long ago, in our work, we had a workshop and we invited people from Laredo to come and share that workshop and it was learned, or at least it was discovered and it was assumed, that if you think in Spanish, you can count faster than if you think in English. How true this is, I do not know, but I know that whichever the case may be, it blends in for better understanding between our groups.

Senator YARBOROUGH. Well, we have had experts testify on this in Washington, and their testimony is that English is a more difficult language to learn than Spanish. Their explanation was that, over the centuries, Spanish scholars have changed the word structure and would fit the spelling to the phonetic pronunciation of the word in that generation, while English scholars, on the contrary, have worked to keep the same early form of the word, even though the pronunciation might change over the generations, making English a more difficult language in which to acquire fluency than Spanish.

That is the explanation given our committee in Washington by people who are experts in this field.

Mr. VILLARREAL. Now, to satisfy the question of some of the people who have asked me, Senator, "What Spanish will be taught? Is it Castillian? What curriculum would be used?" These are some of the things that have been asked me that I have not been able to give an answer to.

Senator YARBOROUGH. Well, the school districts will have a choice because we will not dictate programs.

Mr. VILLARREAL. Good.

Senator YARBOROUGH. The Federal Government will not come in and try to tell the school districts how to pronounce Spanish. The school districts and the people there will have the authority to decide that.

I, personally, am not an expert in language, not even English, and I am not going to pass judgment as to what type Spanish should be spoken. That will be for the local authorities.

Thank you very much.

Mr. VILLARREAL. Thank you, sir.

Senator YARBOROUGH. Mr. Cecil Burney has arrived.

Mr. Burney was not listed as a witness, but he has been a leader of the poverty program here and has a statement to make on the bill.

Come around, Mr. Burney.

STATEMENT OF CECIL E. BURNEY, PRESIDENT, COMMUNITY COMMITTEE ON YOUTH OPPORTUNITY AND JOB OPPORTUNITY, NUECES COUNTY, TEX.

Mr. BURNEY. Thank you, sir.

I appear on behalf of the Community Committee on Youth Opportunity and Job Opportunity, and as president thereof.

We sent our expert, vice president, Paul Montemayor, down to bring a word, but I would like to say a word about it.

In the community action program in this county, we found there about 16,000 families with Spanish surnames and each family has about 4.3 persons, on the average.

About 51.9 percent of those people with Spanish surnames are within the definition of poverty in our county.

As a result of that, most of the work that is being done and should be done in this county in the war on poverty relates to those with Spanish surnames.

We have based our program primarily on education because we feel that the answer to the problem is primarily one of education, in the long range. For that reason, most everything we have done to this date has been in the field of education.

We, therefore, welcome this bill and any other effort that is made to improve the educational facilities for our Spanish-speaking children that are in the poverty belt of our city.

We have found, of course, that the worst thing that happens is that this fellow who has never been to school finds himself in a strange place, with a bunch of strange people, with a strange lady, speaking a strange language. The first thing that happens is that he gets discouraged. Before too many years, he has dropped out, like his brothers have before him, and the eventual result is that he is a victim of the cycle that can't be broken until we do provide him with the education that he needs to be able to learn in the language that is used in the marketplace, where he tries to find employment. So, for that reason, and feeling that this will aid in our war on poverty, we are happy to join your efforts. Our executive committee considered it yesterday and voted to endorse your movement and this bill here today.

Senator YARBOROUGH. Thank you very much and your executive committee of your Council on Economic Opportunity. Is that Nueces County or Corpus Christi?

Mr. BURNEY. Nueces County.

Senator YARBOROUGH. Nueces County has voted yesterday to endorse this bill. Thank you very much for bringing this message here.

Now, was this number of 16,000 families, 4.3 persons per family of Spanish surnames, was that for all of Nueces County?

Mr. BURNEY. Metropolitan Corpus Christi.

Senator YARBOROUGH. That would be, if my arithmetic be correct, only 68,800. Is that the total number of people in Corpus Christi with Spanish surnames?

Mr. BURNEY. In Metropolitan Corpus Christi, according to a survey made by A. & M. College.

Senator YARBOROUGH. I am surprised that the percentage isn't higher of the city, in, say, a quarter of a million population in the city.

This is very informative and very helpful, in addition to the endorsement by the executive council.

Thank you, Mr. Burney.

We were to have had Rev. William H. Colson, superintendent of the Metropolitan Mission, Corpus Christi Baptist Association. He could not come, but he has sent here, to represent him, Mr. Salvador Molina, who has a statement on behalf of the Baptist Mission.

Come around, Mr. Molina.

STATEMENT OF REV. W. H. COLSON, SUPERNTENDENT, METROPOLITAN MISSION, CORPUS CHRISTI BAPTIST ASSOCIATION; AS PRESENTED BY SALVADOR MOLINA

Mr. MOLINA. Thank you very much, Senator.

Mr. Colson has sent some copies of his statement. He asked me to welcome you on his behalf, and he expressed regrets that he was unable to be here himself and welcome you in person, and I, likewise, wish to commend and thank you for this wonderful bill, S. 428, on bilingual education.

I feel it will help my people's educational plight as well as socially and psychologically, and of course economically.

Let me read Dr. Colson's statement.

Before I read it, I will identify him. W. H. Colson, Metropolitan Mission Superintendent, Corpus Christi Baptist Association, Corpus Christi, Tex. He says:

Mr. MOLINA. "After having served 17 years in my type of work I have come to feel that it is imperative that more be done in assisting Latin-American children through education.

"Children who are born and reared in a home where English is never spoken find it almost impossible to do equal work in public school until they have had time to overcome the language barrier. This problem in south Texas, as well as in many other areas of the United States, can be solved through wise practices of teaching.

"The community, State, and Federal Government, in my opinion, should face these responsibilities and use wisdom in the development of a dual culture in a way that will provide equal opportunity for all of our citizenship. I believe the cooperation of the Federal Government in providing financial assistance to assist in special English classes for the elementary children would be a beginning in meeting this responsibility.

"I am for the legislation now being sponsored by the Honorable Ralph Yarborough, senior Senator from Texas, and urge favorable consideration from both the Senate and House of Representatives."

If I may take just a moment, Senator, I am going to be bold and offer a few suggestions, perhaps.

Dr. Stemler, from Texas University, has tried this method in teaching Latin American children. She has taught grades 1 through 3 with a great deal of success in San Antonio. As I understand, they have classes in the morning in Spanish and then the very same classes in English in the afternoon, and this, I believe, is doing a great deal toward ameliorating our problem with our Latin American children. I feel we need something a little more bold, a little more daring, perhaps.

We sponsor a kindergarten ourselves, and, in this kindergarten, I had this experience. Some of our children had left the kindergarten and gone into public schools, and, in checking with the teachers, they say these kindergarten children who have been thoroughly exposed to English are far ahead of the other types who come, who have not had kindergarten training. Therefore, perhaps it would be wise, Senator, to begin English-speaking public kindergarten schools throughout the country. I say this could be done even around the world, and just the way we operate our schools, have this under the public educational policies and teach the 3-, 4-, 5-, and 6-year-old child.

When we do this, we shall have taken an immense step toward ameliorating the plight of the bilingual child, and I have three suggestions:

Have classes for threes and fours, and one for fives and sixes, or, if possible, if there is no other solution, altogether, but this is probably the best arrangement.

Then provide classes for the preschool child.

Then provide the best English-speaking teachers available.

Then, under that, folks who know and understand our Latin American background and culture, folks who have had as much child psychology training as possible, and then some, human behavior; and then probably the most important thing, folks who love children, and, finally, folks who love teaching.

Of course, this is the ideal, perhaps, and there is no such thing as an ideal, or a perfect, but if we were doing this, this would go a long way toward ameliorating the plight of our bilingual Latin American people.

Senator YARBOROUGH. Thank you very much, Mr. Molina.

Now, as to your specific suggestions, as to how to do this, our bill does not attempt to tell people how the course and pattern must be followed. Each school district will propose its plan and your suggestion that there be instruction in languages at the age of 3 and 4 is virtually identical with that of Dr. Manuel this morning. He didn't use the same language where you spell it out year by year but he thought it should start early, before the sixth year.

Mr. MOLINA. I agree with him.

Senator YARBOROUGH. Your testimony is in the record for consideration by the Office of Education, if and when the bill passes.

In our local districts we anticipate there will be experimentation, there will be pilot projects. One school district might use one plan, another a different plan. It will take study, over the years, to finally reach the most efficient and best system for the child in the cause of education.

Thank you very much for your leadership in coming here, and express, please, my regrets to Dr. Colson that he couldn't come. My best wishes to him.

Thank you.

Mr. MOLINA. Thank you, sir.

Senator YARBOROUGH. We have a statement here from the West Oso Independent School District of Corpus Christi, by Dr. George J. Garza, superintendent, who could not come, due to activities this time of the year.

He has sent this statement by two of his principals, Gonzalo Compos and Octavio Garza, and strongly endorses this Senate bill 428, and

also expresses the opinion that this type of congressional legislation will implement existing laws and will help this situation greatly.

Now, the principals who brought this message have told me, in addition, that the West Oso district is a district of not great affluence, a district in which their tax values are not high, a district of poor people; that there are 2,500 students in that district, 80 percent of them Spanish speaking, and they feel this problem very acutely.

In addition to the statement from Superintendent Garza, of the West Oso district, we have a statement from Dr. W. Foy Elliott, who is assistant to the president of Texas A. & I. at Kingsville, and has written several letters about the hearing. He desired to be here today, but, due to graduation exercises at A. & I. he was unable to be here. He has aked to be allowed to file a statement on their work at A. & I. in setting up a bilingual program at A. & I. for engineers. The Chair orders Superintendent Garza's and Dr. Elliott's statement be printed at the end of the hearing record.

Ladies and gentlemen, if there is any person or any institution that did not have time to send their statements, we accept written statements. You do not have to testify orally. If you will send us a statement to Washington within the next week or 10 days, it will be included in the record, and we will be glad to have your views on this legislation.

Now, when we adjourn, we will adjourn to reconvene next Monday moring, the 29th of May, at 10 a.m., at Edinburg, Tex., for hearings there. They will be held in the Hidalgo County courthouse.

Then, following those hearings, on Wednesday, May 31, in San Antonio, Bexar County, hearings will be at McCollum High School.

I believe that completes the hearings here.

I want to express my appreciation to the people of Corpus Christi, to all of the court officials, to those who have made this courtroom available. We have received very, very wonderful cooperation from everyone in Corpus Christi.

We have another witness.

STATEMENT OF JESSE RAMIREZ, ROBSTOWN, TEX.

Mr. JESSE RAMIREZ. I am Mr. Jesse Ramirez from Robstown, Tex., and I am attending classes for citizens. I am for this bill, the Senate bill. I know my Constitution and I know my American history, and I am teaching the older citizens how to be good American citizens.

Senator YARBOROUGH. That's fine. Congratulations on that program, a program of good citizenship as well as bilingualism. Thanks and congratulations.

Any further statements or questions from anyone?

If not, I declare the hearings adjourned until next Monday morning, 10 o'clock, Edinburg, Tex.

(Whereupon, at 4:20 p.m., May 26, 1967, the subcommittee hearing was adjourned.)

BILINGUAL EDUCATION

MONDAY, MAY 29, 1967

U.S. SENATE,
SPECIAL SUBCOMMITTEE ON BILINGUAL EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Edinburg, Tex.

The subcommittee met, pursuant to notice, at 10:10 a.m., in the auditorium of the Hidalgo County Courthouse, Edinburg, Tex., Senator Ralph Yarborough (chairman of the subcommittee) presiding.

Present: Senator Yarborough (presiding) and U.S. Representative Eligio de la Garza.

Committee staff present: Gene E. Godley, counsel to the special subcommittee; Robert O. Harris, counsel to the Labor Subcommittee; and Allan Mandel, professional staff member.

Senator YARBOROUGH. The Senate Special Subcommittee on Bilingual Education will come to order. Hearings will be resumed on Senate bill 428, a bill to provide assistance to local educational agencies in establishing bilingual American educational programs and provide certain other assistance to promote such programs.

Our hearing today concerns the bilingual educational bill, S. 428, the first ever introduced into the Congress of the United States. The bill's cosponsors are Senators Kennedy and Javits, of New York, Senators Kuchel and Murphy, of California, Senator Montoya, of New Mexico, Senator Williams, of New Jersey, and Senator Tower, of Texas.

The problems of Spanish-speaking children are highlighted by a survey that has been made of the median number of years completed by all people of Spanish surnames in the Southwest. The 1960 census showed of all people of Spanish surnames, those in Arizona had completed an average of 7 years of schooling; in California, 8.6 years of schooling; in Colorado, 8.1 years of schooling; in New Mexico, 7.7 years of schooling; but in Texas, only 4.7 years of schooling.

The people with Spanish surnames in Texas have been disadvantaged far beyond people of Spanish surnames of any other Southwestern State. There are over 1 million children of school age in the five Southwestern States of Texas, New Mexico, Arizona, California, and Colorado, but there are 425,000 of those in the State of Texas that have an educational disadvantage, not only to them but to the whole State of Texas. Our State suffers because, educationally, Texas ranks 32d in the Union but in average annual per capita income we rate 34th. You are never very far away from the income of the people with the level of education of the people.

This bill, after long and careful study, has been introduced in an effort to provide more adequate education for those who come from

homes where Spanish is spoken and go into a school where English is spoken. Often they are not permitted to use any Spanish in the classroom or on the playground. Experience has shown that this is the group among whom there is the largest number of school dropouts. This bill provides for financial assistance to districts, leaving the control of programs in the hands of the local people, and not stating in this bill that any one system is the best system. Some think that children should be taught bilingually, Spanish and English in the same class at the same hour, using both languages. Some teachers favor teaching of one language or the other for the first three grades and then adding the other language. The purpose of this bill is to help those people with Spanish as the mother tongue, give them literacy in Spanish and also English.

The bill provides for pilot projects and demonstrations, letting each district try the kind of projects they think can do the best.

Laredo, Tex., has such a school now where they teach English and Spanish in the same class the full time, starting with the first grade. I am happy to inform you that the Laredo people are here. Unfortunately we didn't have time enough with our committee to have a hearing in Laredo, even though we wanted to have one there. We have also had requests from El Paso to have hearings because the people from New Mexico would come down and testify, but because of limited time we were unable to do so.

California and New York are the States with the largest Spanish-speaking populations other than Texas. That's why, as in Texas, the bill is cosponsored by both of the Senators from each of the three States with the largest number of Spanish-speaking people, regardless of whether they were Democrats or Republicans. It is cosponsored by every Senator from these three States because the educators of those States realize that these are the children that are getting the least opportunity in our society and we are determined to try to give them an equal opportunity with others.

This bill that we have introduced is to try to bridge one of the last education gaps and give any child in America the best opportunity that we can with the knowledge that we now have.

We will start this morning with a welcome from Mr. Darrell Brumley, president of the board of trustees of the Edinburg Consolidated Independent School District.

Will you come around, please, President Brumley?

STATEMENT OF DARRELL BRUMLEY, PRESIDENT, BOARD OF TRUSTEES, EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, EDINBURG, TEX.

Mr. BRUMLEY. Senator Yarborough, Representative de la Garza, representatives of the subcommittee staff, ladies and gentlemen, the Board of Trustees of the Edinburg Consolidated Independent School District and the citizens of this area of the Southwest welcome the hearings which are being held and the interest being shown in the proposed legislation. In my experience the board of trustees firmly believe in and devote our efforts to provide equal opportunities to all children. Our children are fortunate, regardless of their mother tongue background, in living in a potentially bilingual and bicultural

society. Any failure to develop and capitalize on this potential shortchanges all of us and all of our children. We are concerned that financial resources and educational planning have not thus far permitted us to achieve for our children all we would have them achieve. We welcome the legislative attempt to provide help to increase educational opportunity and achievement for all our children.

Thank you.

Senator YARBOROUGH. Thank you, President Brumley.

We are fortunate this morning to have with us the Congressman from your own district, the Honorable Eligio de la Garza, better known among us in Congress as Kika.

Congressman de la Garza, I turn the mike over to you. The Senate would like to ask you to make a statement on the bill. We are very appreciative of the fact that after your other commitments such as your graduation address at A. & I. at Kingsville and functions you attended yesterday that you could take time off to come to the hearings this morning.

STATEMENT OF HON. ELIGIO de la GARZA, A U.S. REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. DE LA GARZA. Thank you, Senator. Protocolwise I'll say, Mr. Chairman, I'm very happy to be afforded the opportunity to appear before this subcommittee hearing.

Personally, first, though, I would like to welcome you, Senator, to our area. We are always very happy to see you. We are more happy than ever that you would come with this type of a subcommittee hearing on this type of legislation. We commend you, sir, for taking the interest and the leadership in introducing this type of legislation. We commend you very highly for coming into the field and meeting with the educators who are on the ground level in education. We know, sir, that much research and many people have worked with you on this legislation. Very happy that our junior Senator from Texas has coauthored this legislation with you and that it has bipartisan support of the Senators from the Southwest area. We are very happy and privileged to be here and, as I stated, so that you can hear the comments of the educators on the ground floor.

Sometimes we get the feeling, sir, that our higher up departments in Washington have—for those who are educated and who are very well versed in education—but some of us get the feeling that they work with theory and then they don't know the facts as they appear on the ground level. We think that you have chosen the wisest course in hearing both sides and coming down here to hear our educators, and we are very happy that you chose this area.

I know that we will learn much and I know that you are the type of a Senator who recognizes the facts of legislative life and I trust that this bill that you have introduced is not with the intention that no "i" will be dotted or no "t" will be crossed because this is an area bill. I think that the reason that you are taking the time to come down here is to get the views and the opinions of those who will, in the final analysis, be working. Also that you will take the time to help the little child who has a disadvantage which so easily can be turned into the greatest advantage that anyone can have. One who speaks two languages is far better off in any field than one who speaks one. One who

speaks three is better off than the one who speaks two. And here we have the potential for bilingual training for youth that has been a disadvantage and probably is becoming less of a disadvantage, though. This can be turned into a tremendous advantage for the young people of this area. And we are very happy that S. 428 is trying to help in that respect.

From the statistics which you quoted, Senator, and the mention that you made, I am very happy that you made this because I am currently thinking that education and your economic level go hand in hand with very little barriers, and anything that we can do to educate will be an economic enhancement for that child in the future. Education is the breakthrough in my estimation for the child.

We have great people in education. I am very proud of the people that we have here in this area who have devoted their lives to education because this is what's going to be the breakthrough for us and for the children of future generations.

Therefore I endorse very heartily the principle and the ideal and the philosophy of S. 428, sir, and I join with you in working toward this end and I hope that what our educators here will contribute to this hearing and will be toward the enhancement of this legislation.

Again I thank you for the privilege of appearing before the subcommittee, sir.

Senator YARBOROUGH. Thank you, Congressman de la Garza, for your comments. I agree with you that we need to go to the people and talk with educators with practical experience. That's why we have had the day-long hearing in Corpus Christi last Friday with over 15 people from Texas testifying. That's the reason for the hearing today. That's the reason for the hearing in San Antonio next Wednesday. I regret that we couldn't schedule El Paso hearings or Arizona hearings, but I took part in a symposium on this problem in Tucson last October where people from Texas, New Mexico, Colorado, Arizona, and California spoke on this. The need was pointed up very sharply there, and as a result of that symposium, I went back and continued to work on this bill. I introduced this bill in January. So, you could say that the local people are responsible for this bill from its inception.

Now, the hearings that we started in Washington, to our surprise, were the first hearings ever held by the Congress of the United States on the problem of bilingual education. Never in the history of the Congress had there been a bilingual education bill introduced until I introduced this one on January 17, and never before had there been a hearing. The result is that we have had many of the finest educators in America, many of those who have worked in this field to come testify.

We have had to limit that number but we thought that after 2 days of hearings in Washington the best thing to do was to hear local testimony and have a thorough and comprehensive hearing.

We have had a number of the eminent educators of the country tell us that the hearings alone—if nothing else was done—would be invaluable for the information that is being accumulated from the leading authorities in the country. All of these hearings will be published and the volumes will be available to the educators all over the country.

And so we have come to listen to people, hear people, who deal

directly with children, who are faced with a bilingual culture, who come from homes with the mother tongue different than the national language. And as I say, we want every child to have an opportunity to participate fully in our national life, have every opportunity open to him that is open to any other child. A Spanish-speaking child can only do that if he doesn't drop out of school but is given the opportunity to become completely bilingual and comfortable in both cultures.

So I concur in what you say. We want what is sometimes referred to as the grassroots testimony—the people who are applying this principle right in the classrooms. I have no fixed opinion as to how this should be done, not being a linguist, nor should I until programs are proved.

Now we have arranged something this day that we haven't had at one of the hearings yet and that is a panel discussion. It is to be led by Dr. Thomas S. Pickens, superintendent, Edinburg Consolidated Independent School District. We would like for the panel to come around and take these chairs here, either as they are or as they might be rearranged to suit your convenience.

Gentlemen, the way it is fixed, your backs are to the audience but this entire hearing is being broadcast by radio, live, so the tables have been arranged, I can see, to aid the broadcasters in getting this message out all over the valley and not limiting it to those who could come in person.

You gentlemen might come to the rear of the table, though, so you can be seen by the audience.

Now accompanying Superintendent Pickens will be Mr. Harold Dooley, director of the Valley Association for Superior Education, Dr. L. D. Gilmore, dean of the College of Education, Pan American College.

Now we had planned to have a fourth panelist, Mr. Rogers Barton, Southwestern Educational Development Laboratory. He's coming from Austin and we have been advised that he was weathered in, the plane couldn't make it, but he hopes to be in by 11:30. We will hear from him later. But we will proceed with the panel discussion without him.

Gentlemen, just have your seats, and, Superintendent Pickens, I assume you are going to chair the panel there. Just proceed in your own way.

STATEMENT OF DR. THOMAS S. PICKENS, SUPERINTENDENT, EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, EDINBURG, TEX.

Mr. PICKENS. Senator Yarborough, Congressman de la Garza, members of the subcommittee staff: This is not a panel which has had an opportunity to work together on this particular subject. The idea of the panel is that representatives from different groups or institutions serving education might come together and enter into some kind of joint project or a pilot project, and how we relate together in terms of ideas is relatively unimportant. We might disagree on some of our ideas but the main point is that here are resource people and resource institutions who could plan and help organize, hopefully, an experimental contributory project.

My testimony has been developed in various ways and is not exactly an independent testimony.

The board of trustees and staff of the Edinburg Consolidated Independent School District wish to express officially their appreciation for your interest in education and specifically at this time for your concern with bilingual-bicultural education.

This district, since its beginning, has been dedicated to equal educational opportunity for all students. In the light of modern day studies, it is obvious that, in terms of students, achievement as related to native capability, equal results are not produced with equally capable students. We have lived with this fact many years, possibly with some degree of complacency in the rationale that we have provided equal opportunity but that a large group of students are handicapped by (1) inadequate attendance; (2) cultural background; (3) language deficiency; (4) migrancy; (5) low level of aspiration.

Through the concept of "compensatory" education we have been asked and are trying to take steps in the educational and community setting which will compensate for these handicaps. These compensatory steps are in the form of specialized programs and services concentrated on handicapped or disadvantaged children and designed to help in correcting deficiencies and, if possible, eliminating causes.

Senate bill 428 challenges us to consider bilingualism and biculturalism as not only goals desirable in themselves but also goals which could have a potential for compensating for handicaps and possibly for alleviating some of their causes.

This district has made no giant strides toward either bilingualism or biculturalism. It, has at the most, only indicated its values, with inadequate program scope to serve all the students, with dedicated personnel but limited as to both number and preparation, and with admitted insecurity in curriculum design.

The current programs in progress are: (1) An oral-aural elementary Spanish program; (2) a Spanish language arts program for non-English-speaking beginners. The first program was begun as an effort toward a direct contribution to bilingualism and biculturalism. The second program was begun as a contribution to the self-image of students and with the hope that we could capitalize on the highly phonetic nature of the Spanish language, provide meaningful reading experiences in Spanish and thereby make the initial stages of reading in English less difficult and formidable for the child. We are intensely proud of what we are doing. At the most it is an initial, limited movement.

As we look at the potential under the proposed legislation we see opportunities to go beyond our initial valued steps. We also see great questions which we might not be able to answer adequately. We have questions concerning design of curriculum models. Should we have all curricular experiences for students in the mother tongue and phase percentagewise year by year into English? Should we teach selected subjects in both English and Spanish concurrently? Should we teach selected subjects in Spanish and phase into English? What curriculum design will in truth serve best the educational needs of students and the sociocultural and socioeconomic needs of our society.

The answers to these questions require more than random grass-roots, locally initiated experimentation. They require more than "ivory-

tower thinking" by associated experts. There must be a planned melding of both so that what may be considered good theoretically may be translated into local action equally good and greatly valued by those who support and control education—the people and their elected board of trustees.

What might the district I am authorized to represent attempt to do on passage of the proposed legislation? I think it should attempt and make progress in some evolutionary, not revolutionary, steps. It could expand and improve the teaching of Spanish to all students in the elementary grades. It could encourage and make more attractive for all students the study of Spanish, probably continuing on an elective basis in the junior and senior high school grades. It could try to develop and conduct during a segment of each school day an integrated social studies-Spanish language arts program for all elementary students, using bilingual teachers and social studies content—attitudes, skills, knowledges, and understandings—which subject content students would learn in two languages simultaneously.

It could participate, as it currently expects, with the Southwest Educational Development Laboratory in some pilot project, supported by outstanding planning and supervisory resources, directed toward the teaching of English as a second language, relying on the superior planning, supervisors, and evaluative resources of the Southwest laboratory.

We could also improve in our efforts to create in all curricular fields greater bicultural appreciations and understandings. To do this much, which except for the bilingual schooling venture in social studies and the Southwest laboratory pilot project, represent only expansion and evolution of limited programs now in existence, would require both financial resources and curriculum construction resources not now adequately available to us.

Thus concludes what might be called an official testimony in the sense that all staff members of the district and the members of the board of trustees have been requested and urged to help me develop and improve the testimony to this point. Formal approval was not requested.

I have read some of the testimony taken in Washington. It was my pleasure to listen to the testimony Friday morning in Corpus Christi. The great significance of the goals expressed by the bill seems not to be questioned. The testimony of both experts and practitioners seems to me, however, to range from overconfident generalizations as to the procedure to almost complete frustration as to how the goals can be obtained.

I found myself at the Corpus Christi hearing identifying with each speaker as he gave testimony from his frame of reference. That this district, which now seeks to make a contribution and would hope, with the assistance from the proposed legislation, to make a greater contribution, may be helped to make such contribution, may I offer three suggestions.

First, recognize that we are dealing with an educational system and that an insert or addendum to the system produces little change and has weak "staying power" unless the entire system is adjusted in such a way that the insert or addendum is a functional part of the total system and contributes to the efficiency of the system.

Second, on hoped-for passage of the bill, assemble a team of associated experts and field practitioners to develop three or four thoroughly planned projects for advancing the goals of the legislation. Make these alternative projects available for tryout in selected school systems with the support necessary for their conduct and continuous evaluation and improvement.

Avoid a miscellany of inadequate, individualized applications, inadequately supported, inadequately implemented in local systems, and inadequately evaluated. This goal is not, in my opinion, random bilingual educational activity but significant, planned change which relates to all factors involved so adequately that the efficiency of the educational system is enhanced for all students. Education for all our children is inextricably related now. The future of all our children in the great Southwest and of their children is inextricably related.

Senator YARBOROUGH. Thank you, Superintendent Pickens, for this very fine paper. Before we have questions, I think it would well to go ahead and hear from all of the members of the panel here, then we will call for questions before the next witnesses are called.

Mr. Dooley, I believe you are listed next on this panel.

STATEMENT OF HAROLD R. DOOLEY, DIRECTOR, VALLEY ASSOCIATION FOR SUPERIOR EDUCATION

Mr. DOOLEY. Senator Yarborough, Representative de la Garza, the opportunity to present my views concerning Senate bill 428, the Bilingual American Education Act to this distinguished arm of the U.S. Senate is deeply gratifying.

As director of the Valley Association for Superior Education, a title III educational service center serving seven south Texas counties, I am deeply concerned with the educational problems facing our students, teachers, and administrators in this particular geographical area. S.428 is particularly applicable to our area as 71 percent of our total population are Spanish-speaking, 89 percent of our children in the first grade are Spanish-speaking, and we share a common international border with Mexico.

Senator, I strongly support the passage of this bill and commend you on the introduction of such a bill. We hope that the bill will help us to solve some of our local problems.

Our educational problems in this area, when looked at in isolation, sometimes appear almost insurmountable. The median annual income of Spanish surname families in this geographical area, according to the 1960 census was $1,925.

Senator YARBOROUGH. May I interrupt at this point 1 minute, please? Pardon the interruption.

I think we should place in the record at this point in your statement that the average annual median income per capita in Texas, not per family but per capita, is $2,339 per person per year. This is the averaged annual income of every person, averaging it all from the child to the adult, not per family. Your figure, this $1,925, is for the whole family. So per capita it would be considerably lower.

Mr. DOOLEY. Yes, sir.

The median educational level of all adults in our area who are 25 and over is 6.27 years of educational achievement. The median educa-

tional level of Spanish surname adults age 25 and over is 4 years of education. The lower income levels of our Spanish-speaking population is apparently directly related to the lower educational levels of our Spanish-speaking population.

Another of our educations problems, as illustrated by statistics from the Texas Education Agency, in that the number of 6-year-old children enrolled in the first grade in 1954, only 27 percent of these children were still enrolled in school 12 years later in 1966. This dropout rate, one of the highest in the State and Nation, is directly related to the economic levels of the Spanish-speaking families and the language handicap of the Spanish-speaking children which these children are struggling to overcome in the opinion of the local educators in this region.

The educational program in the area is further handicapped by the pattern of migrancy on the part of the thousands of Spanish-speaking families.

Educational retardation and being over age for the grade level assignment are characteristics of the Spanish-speaking population in this south Texas area. A survey conducted by the Valley Association disclosed these statistics based on teacher knowledge and professional evaluation:

(*a*) Eighty-five percent of the students in grades one through six have Spanish surnames.

(*b*) Sixty-nine percent of these Spanish surname students spoke little or no English when they entered school.

(*c*) Forty-six percent of the students in grades one through six are over age in grade by 1 or more years. This fact is influenced by the delay in formal traditional instruction for Spanish-speaking children while they are learning the rudiments of English.

(*d*) Eighty-nine percent of the teachers responding to our survey indicate a limited background experience as one of the three most serious pupil deficiencies.

(*e*) Eighty-five percent of the teachers responding indicated that poor command of the English language is one of the three most serious pupil deficiencies.

(*f*) Sixty-nine percent of the teachers responding indicated that lack of broadening cultural experiences is one of the most serious educational program deficiencies.

(*g*) Forty percent of these teachers expressed a need for an adjusted curriculum to alleviate pupil and program deficiencies.

(*h*) Fifty-eight percent expressed a desire and need for improved inservice training procedure.

(*i*) 20 percent of the teachers responding were teaching in the district for the first time indicating a very high rate of teacher turnover in our area which complicates our educational problem.

Schools in the area, however, individually and collectively, are striving to improve the educational climate with assistance from titles I, II, and III of the Elementary-Secondary Education Act, the national defense education programs, vocational programs, and Office of Economic Opportunity programs. However, these programs, excellent as they are, are not directed specifically to the solution of the educational problems peculiar to Spanish-speaking populations of the Southwest.

The bilingual educational programs, the teaching of the English as a second language, and bicultural enrichment programs included in Senate bill 428 hold great promise as partial solutions to the total problem. For the individual teacher or the individual school district to achieve maximum success in implementing these new concepts, innovative and creative approaches must be devised and demonstrated prior to wide adoption. Education service centers should be included in the funding process in order to provide leadership in curriculum planning, materials development, pilot projects, demonstration activities, inservice training for teachers involved in this program, and evaluation of the effectiveness of the programs. Local districts, teacher training institutions, education service centers, State education departments and regional laboratories should be encouraged to mount joint mutually supportive attacks on the problem and share the successful solution in Spanish.

Thank you, sir; for the opportunity to present my view.

Senator YARBOROUGH. Well, thank you, Mr. Dooley, for a very informative statement. We will continue with the panel before we return to questions. Thank you.

The next, Dr. L. D. Gilmore, dean of the College of Education, Pan American College. Dr. Gilmore.

STATEMENT OF DR. L. D. GILMORE, DEAN OF THE COLLEGE OF EDUCATION, PAN AMERICAN COLLEGE, EDINBURG, TEX.

Mr. GILMORE. Thank you. First of all, I think that we should recognize that for these children—as far as your political life is concerned, you have always been a champion of education, and I think, deserve appreciation from all of us—you should recognize this.

Now if I may please make a small, short statement. I should like to recommend that consideration be given to Senate bill 428, a bill amending the Elementary and Secondary Education Act of 1965, so that new innovations and new programs might be tried in the interest of the special educational needs of Spanish-speaking children.

We have been partially successful in the past in educating children from the Spanish-speaking homes but new emphasis must be placed on their special needs. Probably the most important resource in the United States is its people, and to raise the educational level of the children with special problems should in turn raise not only the social and political level but also the economic level. I feel that every effort and all of the resources at our disposal should be made and used for the upgrading of the programs for the bilingual child. Not only should new programs be tried in the public schools but a concentrated effort should be made to train teachers for the special needs of the Spanish-speaking child. It is through the training of the future teachers and the new innovations and new programs that the upgrading of the educational level of the children should come about.

Thank you.

Senator YARBOROUGH. Thank you, Dean Gilmore.

I think these hearings have been helped explicitly by these three very fine educators that we just heard. I want to say first that the bill was not introduced with the idea that this bill was something like the law of the Medes and Persians that couldn't be changed.

It's the first bilingual-education bill ever introduced. We worked on it about 3 months and then introduced it realizing that we would learn much more through the course of these hearings. We hope to develop answers to whatever weaknesses there were in the bill, realizing that whatever form the bill finally took it is the application in the field that will teach us what we will need for the future. Some of you have expressed the opinion—I wouldn't say same opinion—but a similar opinion to Dr. Manuel of the University of Texas faculty who testified in Corpus Christi last Friday, whose specialty is educational psychology of the child. His view is that until we have carried through thorough experimentation done with the most competent teachers, the pilot project, we don't really know what is the best way to teach children bilingually.

And so the bill, having foreseen that, provided that these funds will be used on pilot projects. Now really it's a small amount of money it authorizes. For the first year $5 million, $10 million the second, $15 million the third. It's not enough. But we realize that with the war in Vietnam it is very difficult to get a new program through now and very difficult to get money for a new program.

The bill provides that the local districts will develop their programs under certain criteria set out in the bill, submit it to the Office of Education. A copy is also sent to the State educational agency for their comments and suggestions but it does not give the State the power to veto the program.

And I think that Superintendent Pickens' suggestions are very good. I particularly agree with you, Superintendent Pickens, on realizing that to do anything about this it must be integrated into the whole school system, an integral part, not something special and separate. That's one reason we have offered it as an amendment, as mentioned by Dean Gilmore, to the Elementary and Secondary Education Act, so that it will become a part of the total educational program. I agree with you that just a few temporary, expedient acts will not do this job. What we are planning here is research funds and money particularly to train teachers such as you have mentioned.

One idea you have, though, I don't believe we have heard yet. That is the suggestion that a team of associated experts and field practitioners be called together on the passage of the bill to develop three or four thoroughly planned projects in advance, and make these projects available for trial in selected school systems. Now we have not intended to have projects brought out by the Federal Government alone. Let the individual districts develop their own projects. But you were obvious of the danger of fragmenting this into to many different areas.

I assure you that these recommendations are going to be carefully considered.

I wanted to ask you on your statement, Mr. Dooley, about this very valuable data in your statement. What geographical area does this cover?

Mr. DOOLEY. The survey was made in the four Rio Grande Valley counties of Cameron, Hidalgo, Willacy, and Starr County.

Senator YARBOROUGH. Those four counties. So this is the data from those four countries.

Mr. DOOLEY. Yes sir.

Senator YARBOROUGH. We would like to get that in the record. In those four counties, Hidalgo is the ninth largest in population in

Texas, or was in 1960, and Cameron County was the 11th largest county in population. Do you have the total population of those counties?

Mr. DOOLEY. I don't believe I have that.

Senator YARBOROUGH. Now, partly along the lines that you have recommended, Superintendent Pickens, there is an advisory committee provided for in the law but they were to advise with regard to each application under the grant in the preparation of general regulations, policy matters. The bill does not specifically provide, as you would recommend, that the money be granted under some one of the policies they approve but it would give them some discretion. In connection with this advisory committee, your recommendations, I believe, would go further and say have the pilot projects under one of these three or four accepted criteria first. That will be given careful consideration as to whether this advisory committee—whether its powers should be extended a little bit beyond the present power which is advisory.

Now, Mr. Dooley, on your statement, I read into the record some data about the years of schooling. I want to go back and add to that data. Taken from a frequency of high-low family income in the Southwest. This is 1960 U.S. census. It shows that in the Southwestern States there are families with incomes of under a thousand dollars—now this is total family.There might be five people in that family with a thousand dollars' income; that would be only $200 per capita.

Now I'm reading data from the Congressional Record of January 17, 1967, taken from the U.S. census of 1960. In the 1960 census in Texas 7.6 percent of the families of Texas had incomes of less than a thousand dollars for the entire family, but of the Spanish-surname population 13.6 percent had income of less than a thousand dollars per family. So the Spanish surname, twice as high a percentage of families with total income of less than a thousand dollars than of the general population. Now with families with income under $3,000—this is the so-called poverty bracket—Texas as a whole had 32 and a half percent with income of less than $3,000.

Unfortunately our State has a higher percentage of families with a poverty level income than any other large State, in population in the Union. But of the Spanish-surname population the figure is 51.6 percent. Over half of all the Spanish-surname population had incomes of less than $3,000 for the family. We know that this is not due to any lack of innate capability but lack of having any opportunity—a language difficulty or receiving an education, proceeding to that level that would enable them to learn more.

And there have been differences in statistical data concerning the age, the number of people—rather the number of years of education of people. I read first data of 4.7 percent with Spanish-surname population from the tables. In your statement here, Mr. Dooley, you say the median educational level of the Spanish-surname adults age 25 or over is 4 years. Well, the difference between ours is the age in which you take your census.

Mr. DOOLEY. Yes.

Senator YARBOROUGH. One census, I think, was 25 years. Now there's another more recent overall census, all ages, which would put that figure at 6.1 percent. By contrast the average person over the Southwest received 12 years of schooling and the average Spanish-name

person of California was 9 years while the average Spanish-name person of Texas is 6 years.

So the Spanish-surname person of Texas lags far behind the Spanish-surname person of California, Arizona, and New Mexico or Colorado. All are behind the English-speaking segment simply because the English-speaking segment have less of a problem because their mother tongue and the national language are the same, English.

Now if a child has a mother tongue of one language and national language of another, we know that unless we have special educational devices developed to give them opportunity, they will—many, many will drop out of school because they will become frustrated at the language barrier.

Mr. PICKENS. Senator, may I make a comment on what you have just said there with regard to educational attainment of the Spanish-surname people?

Senator YARBOROUGH. Yes.

Mr. PICKENS. I do not have statistics to support this but if you check into the educational attainment of those who are not Spanish surname or do not have Spanish as a surname in this area you will find that on the average that this is retarded, that this is not what it ought to be. Our failure to solve this bilingual-bicultural problem has handicapped not only the Spanish-speaking child but all of us.

Senator YARBOROUGH. You know, I know a schoolteacher in Austin who was reared at one of the small towns in El Paso County, and she told me that about four out of five of the children were Spanish speaking. She said, since they didn't become proficient in English, not only did it hold them back but she said, "When I went off to college I found that I was greatly disadvantaged as compared with the English-speaking child from other areas of Texas." And she said, "I learned for the first time that this failure to fully—to give the Spanish-speaking child an opportunity for full development is also retarding those who had English as a mother tongue, too." This is the very same thing that you have stated there, Superintendent Pickens. She had received two college degrees and was an efficient teacher but she said, "I learned then that this was a detriment to all the children in that school, both those for whom Spanish was a mother tongue and those for whom English was a mother tongue."

So solving of this problem is going to help every child in districts like this. I'm glad you brought that up. That point hadn't been made in the record before in all the hearings. I think, it points up the value of going out of these hearings and talking to the people who work with this problem every day.

Congressman de la Garza, do you have some questions?

Mr. DE LA GARZA. I have been traveling in educational circles, it seems, all this weekend, Senator, and I would like to ask Superintendent Pickens—I heard in some of his discussions about this legislation that a teacher who is bilingual is not necessarily a bilingual teacher. Is that what you meant by stating that we must go into the colleges and teach those who will do the training so that the teacher would be proficient and capable of teaching bilingually? This requires further training than just purely and simply being bilingual? Is that what you meant by that statement?

Mr. PICKENS. I think Dr. Gilmore referred to this also. I feel there's a tendency, because some of our dedicated and most wonderful teachers

are bilingual, to generalize, to the fact that being bilingual makes a teacher of bilingualism. I think it's a skill that has to be developed and takes a great bit of effort and training on everybody's part. I don't think its just a natural product of being able to talk English and Spanish.

Mr. GILMORE. As far as training of teachers, of course we are cognizant of this fact. Most of us are, because we realize that we have teachers going out that perhaps are not qualified to teach these children. It's going to have to be a separate program. We cannot accurately prepare elementary teachers in 4 years. It is just too much for them to do.

Now if you go into a high gear program—we already have a teacher shortage—that is just going to compound it because they will not go along for 5 years with a teaching certificate. So we are in a quandary. I suspect that many, many people, children, that live in this Rio Grande Valley have a wonderful full life and never speak a word of English. Now as long as they are here, because of the close proximity to Mexico, they can have a full life. But somewhere along the line they are going to be handicapped because of the inability to speak English. I suspect that this is the one thing, to my own humble opinion, that causes any confusion in the child's life. Because I can't speak Spanish, many times it is embarrassing. I, too, have sort of an Oklahoma-English background. But that doesn't help the situation. Now it embarrasses me because I cannot converse with people. Then think what it's going to do to the youngster.

I don't think we should lose sight of the fact that this should be a bilingual approach because I suspect the younger we get them the better off we are going to be as far as their education.

Now this goes back to a wonderful program, I think, called Head-start. This is a partial—and I say partial—solution to the problem. For my own personal opinion I think it should be expanded for a full year for these children. Then they can develop the English language, we can teach them reading, writing, and ciphering the following year or the whole year, but let's concentrate on that oral communication.

Mr. DOOLEY. Senator.

Senator YARBOROUGH. Yes. This is Mr. Dooley, director of the Valley Association for Superior Education. Go ahead, Mr. Dooley.

Mr. DOOLEY. Thank you. These remarks emphasize the last point that I was making that no single school district, no single organization or no single institution has the full and total resources needed to attack this problem and that the best solutions will come, I think from cooperative approaches, from involving the departments like Dr. Gilmore's, school districts like the one Mr. Pickens has, and other organizations who can bring special talents to the solving of these problems, and especially in the area of evaluation, to demonstrate effectively to the Congress how this money has made an improvement in the educational opportunity of the children.

Senator YARBOROUGH. Thank you, Mr. Dooley. That's the one purpose of this law, to furnish money because the districts told us they didn't have the resources to set up pilot projects, and people didn't have the money to go to college to take the extra training Dean Gilmore has talked about. This is to use Federal money to let the districts initiate projects, let the State educational agency make their recommendation, let the office of Education make the grant with the

aid of this advisory committee set up under the bill. And we have a provision in this bill for teacher training so that the contract may include a curriculum designed for the special training of teachers for bilingual education. That is to help them to qualify for bilingual teaching. As you gentlemen know, being professionals in this field, the purpose of these summer institutes is to train people to teach who already know their subjects, but are not proficient in the methods of teaching in a particular area or subject field.

Congressman de la Garza, do you have a question?

Mr. DE LA GARZA. I don't have any further questions, Senator. Thank you.

Senator YARBOROUGH. I would like, gentlemen, for the record, to ask you collectively, to have your feelings, about how you feel enactment of Senate bill 428 would enable you to do things that you cannot do now adequately under existing legislation, particularly in the areas of setting up programs, training teachers, developing and testing new curricular methods, and perhaps the most important, of the coordination of these activities. In other words, to what extent do you feel the present programs fall short and do we need these new programs? Do we need this legislation? Do we need the additional programs and the money to meet this problem?

Mr. PICKENS. Senator Yarborough, I appreciate personally an opportunity to make an expression on this. The present programs are not going to provide us the resources to tackle a great problem. This is one of the greatest problems in education in the Southwest, as we all know, and all we have to do is work on it as for the last 2 weeks, just try to think about it and feel the significance of the intended goals of this legislation. I feel the legislation is essential for any effective, concerted attack on this problem.

I have tried to point out, to make a small initial step that expresses our values and indicates our desires to achieve something. We do not have the resources, the finances, the consultant services, or planning to really plan something that is this significant. Because we are dealing with curriculum design, we are dealing with teacher preparation, we are dealing with techniques, and we are dealing with materials, and it all has to tie in together.

Senator YARBOROUGH. Thank you, Superintendent Pickens.

Mr. Dooley, do you wish to say something?

Mr. DOOLEY. I think that the current legislation which is most appreciated by educators in this area was written from a nationwide—a national point of view, trying to alleviate problems on a national level. Although they are assistance to us in this area, they are not geared to a specific attack on a specific problem like this bill is, and this will provide continuing support for the conditions that are peculiar to this area, and I certainly think it is needed.

Senator YARBOROUGH. Dean Gilmore.

Mr. GILMORE. Well, I think it is needed, too, especially—as a matter of fact, I think it needs to go beyond the scope that we have here. I think somewhere along the line we are going to have to start educating these parents to make them more cognizant of the need. It is not too late. They are pretty set in some of their ways.

As far as teacher training, I think it's a marvelous opportunity and I think Pan American College in this area can participate in the training of teachers.

Senator YARBOROUGH. Gentlemen, I want to thank you. I think this panel has added much to the hearings. It has given us new data, new ideas. Yours have been some of the most valuable testimony. We have had much testimony as to the dire need for this matter. And I would like to point out in the bill, instead of providing that grants could be made only to a local educational agency, we said a local educational agency or agencies. So in the valley, Pan American College, Edinburg School District, the valley educational agencies, all could work together on a composite program training teachers in the program and providing programs of actual instruction.

I think you gentlemen have much to offer and I'm going to recommend, if and when we pass this bill, that this group be consulted by the Office of Education.

Since we have introduced this bill and hearings have started, we have pinpointed interest in this area. I think we are already getting some results of more grants being made in this area than ever before by the Office of Education. They have set up a unit for Mexican-American education which they never had before. It has been created in the past 60 days in the Office of Education in Washington. So by pointing attention to this problem, pinpointing it, we are getting some administrative action already in limited fields.

I realize, gentlemen, that this money is limited. I believe Superintendent Pickens mentioned how great the problem is, but as soon as the war is over we hope to vastly expand this. We need to greatly increase the amount of money, because in dealing with the immensity of the problem, you know better than I by living in a bilingual culture here, that large degrees of support are needed.

We had one very interesting witness from New Mexico, Dr. Cordova of the University of New Mexico. His parents were illiterate in both English and Spanish. His father worked out in the rural areas on a farm at very low pay, and he and his wife decided their children must have a better education, a better chance in life than they had had. So he moved to Albuquerque and took a job as a day laborer. Of their seven children, six are college graduates and last year Dr. Cordova was the first Mexican-American, Spanish-speaking American ever to be elected to the executive committee of the National Educational Association. He told me about the convention in New York City with thousands of delegates from all over the country. He said, "I had $37.50 to spend. My opponent running against me spent hundreds." And he said, "When I won I decided I had become bicultural."

This was a very valuable panel and I thank you gentlemen for leaving your duties to come here and add this very valuable information.

Congressman de la Garza, do you have any questions?

Mr. DE LA GARZA. No.

Senator YARBOROUGH. Thank you very much.

The next witness is Mr. Al Ramirez, assistant director of the Valley Association for Superior Education. Mr. Ramirez is a well-known educator of the valley. I remember him in his context as a mayor. You can proceed in your own way, Mr. Ramirez.

Mr. A. R. RAMIREZ. Thank you.

STATEMENT OF A. R. RAMIREZ, ASSISTANT DIRECTOR, VALLEY ASSOCIATION FOR SUPERIOR EDUCATION, EDINBURG, TEX.

Mr. RAMIREZ. Senator Yarborough, my prepared statement has been distributed, and I think you have it.

Senator YARBOROUGH. It will be ordered printed in full at this point in the record.

(The statement referred to is as follows:)

PREPARED STATEMENT OF A. R. RAMIREZ, ASSISTANT DIRECTOR, VALLEY ASSOCIATION FOR SUPERIOR EDUCATION, EDINBURG, TEX.

This testimony is based on my experiences for more than fifteen years in public education here in the lower Rio Grande Valley as a teacher, a principal, and a curriculum director. It is also based on my own school experiences from the first grade through high school, also here in the Valley, beginning in 1928.

I would say that since 1928 there has been considerable improvement in the education of the Spanish-speaking. Back in those days, "Mexican" children could attend school if they wanted to and most who did went to the "Mexican" school in whatever town they lived. One sign of progress is that those schools are no longer officially given that designation, whereas before, even the architects' blueprints bore that label.

In those days, and up until the Gilmer-Aiken Legislation in the late 1940's, local districts received state funds according to the number of children listed on the census rolls. The change in the law provided for state aid on the basis of average daily attendance. As a result, school districts began to enforce the compulsory attendance law in earnest, and more "Latin-American" children, as they were then called, began to attend school. Some of the increases in enrollment were phenomenal. In one school district the number of six year old children in school doubled in the years from 1945 to 1949. Such was the effect of this great legislation.

Unfortunately, there were no accompanying great changes in curriculum. The Spanish-speaking child was taught with the same textbooks used by English speakers. As a young teacher I saw no serious fault in this. That is how ill-prepared I was to teach or direct the teaching of these children.

Anyone who still believes that the curriculum for a non-English-speaker should be identical to that of a native speaker of English has not experienced failure as a teacher of these children or has not studied the sad statistics relating to their educational achievement.

And although the law was intended to improve the opportunities of all children, for too many Spanish-speaking pupils the change was merely from an official attitude of "come to school if you wish" to "you must come to school, and learn if you can".

I present these hard comments at this time because there are still a number of persons who believe that if a Mexican-American does not get an education it is his own fault, some of them believe that anyone can learn English by sitting in a classroom for 175 days each year. I want to try to correct those misconceptions.

When a Mexican-American child enters school for the first time at age six, he generally enters an uncommunicative environment because the use of Spanish is frowned upon, if not forbidden. He is expected to learn to speak English, to read and write it, and to make the same progress in school as English speakers. His mother tongue is ignored, his ancestry hidden, and his heritage unrecognized. The order of the day is instant acculturation. If he can do all of these things, and surprisingly enough, about twenty-five out of a hundred do, he may then begin his search for identity at age 18, when the system releases him. I cannot begin to tell you of the psychological damage suffered by adolescents of Mexican ancestry in our schools who are unacceptable to the dominant group and who have been taught to reject their own language and culture.

Until very recently, all of the efforts to provide compensatory education for the non-English-speaking child were in the direction of concentrated instruction in English. One such admirable attempt was the Pre-School Program initiated in the summer of 1960, I believe. The state provided aid, on the same basis as the regular program, for a forty day session of four hours a day during the summer. I directed these programs here in Edinburg for a few years and my

own opinion is that they are desirable and should be continued. (Just recently, during the current session of the Texas Legislature, a bill was passed extending the length of these Pre-School Instructional Programs—another indication that a need exists and that we are making progress.) But some observers have expected the program to convert Spanish speakers into English speakers in 160 hours. This is absolutely unrealistic.

The latest major impetus to compensatory education for the Mexican-American has come from Federal Legislation. The aid comes in the form of money and is spent by local districts according to their needs and interests. The funds have generally been spent wisely and for the improvement of educational opportunities for the disadvantaged, as intended by the law. But nearly all of the funds have been spent on "units in isolation" "by schools in isolation" when what is most sorely needed is a program that attacks the common problem—that of a Spanish-speaker in an English-speaking school.

There is still the need to focus efforts on this acute educational problem affecting the entire Southwest. There is no provision now, under existing titles, for the coordination of projects operating, for example, in Los Angeles, San Diego, Tucson, Albuquerque, El Paso, Laredo, San Antonio, and Edinburg. So much more could be done so much more quickly if these efforts were coordinated.

Attention should also be given to the process of curriculum change. An excellent example is the healthy ferment created by the National Defense Education Act. Prior to the enactment of the NDEA—which to an educator is like saying, "back in the dark ages"—our curriculum was static, or relatively so. The methods and content in foreign languages, science, and mathematics were clearly inadequate for the rapid changes taking place in the second half of the twentieth century. Individual school districts were not keeping pace. Few states were willing or able to commit the necessary resources for curriculum revision. And the Federal Educational Agency was powerless to implement change deemed vital to the national interest. It was this huge logjam that the NDEA broke up.

New course outlines were developed by recognized authorities. Textbook publishers incorporated these into new publications. Manufacturers produced a variety of related teaching aids. Teacher training sessions were held all over the country. Professional publications spread the word. And finally, all of this reached the classroom teacher.

It seems to me that this is precisely what needs to be done to modernize the educational programs for the Spanish-speaking, with one important addition—a coordinating staff working across school district and state lines to help with adaptation to local situations. If bilingualism is a desirable goal and in the national interest, which is my personal view, we must remember that individual teachers, working alone with twenty-five or thirty pupils, will determine whether or not bilingualism is achieved. The support needed is enormous and I commend Senator Yarborough and the other sponsors of this bill for taking the first step.

Senator YARBOROUGH. Proceed, Mayor Ramirez, in your own way.

Mr. RAMIREZ. I would prefer to use the time allotted to perhaps clarify some of the things I said in my printed statement and to say again what comes from experience. When I say that we have failed in large measure to educate many of our Spanish-speaking children I lay the blame on myself. Because I remember at one time I was principal of a school and was given the opportunity to do whatever I thought was best for the children. I did the best that I could, but it did not include teaching them anything in their native language. It never occurred to me that this was important. And that's how ill prepared I was.

I remember on the playground once stopping some boys, asking them to stop speaking Spanish, and one of them looked at me blankly and said: "Why?" And I couldn't answer him. I told him that because that is what we have been told: "Don't speak Spanish."

As a child, walking just a few blocks from here from my home to Edinburg School that I attended, I remember walking with a classmate speaking Spanish along the road, street, and as soon as we

crossed the curb and stepped on that campus we switched to English. That's how indoctrinated we were on it.

I think a program of this type or the suggestion of a bilingual program scares a lot of people because immediately they start saying, "Well, English is the language of the country." I just want to reemphasize that no one is saying it is not or it should not be on top, if you want to put it that way. It's not a question of neglecting English. But a lot of us know now that by beginning where the child lives, his own language, that he can get where we want him to go so much faster even though it may seem like a roundabout way. If he learns the mechanics of reading the language that he knows well, when he gets to reading English it will be so much easier for him. We just never give him that chance.

The Congressman asked about the qualifications of bilingual teachers. It is absolutely true that a teacher who speaks Spanish and English here in this area is not thereby qualified to be a bilingual teacher. I could not myself teach mathematics or geography or anything in Spanish. I just don't have the background or vocabulary.

Also I would like to clarify what is meant by second language when we refer to second language, such as teaching English as a second language. It does not mean that it is second in importance. It means that we must teach English not in the way the textbooks offer it—the textbooks of the State of Texas, for example, because those textbooks were written for English speakers. A child learning English, who already knows Spanish, is going to have considerable interference because the sound system and the structure of the two languages are not the same. And this is why we distinguish an English teacher of a second language from a regular teacher of English language. I wanted to get that point clear.

Also, just the talk of teaching Spanish in our educational institutions, of using Spanish in any other way than a foreign language, scares the Spanish speaker. The Spanish-speaking parent is going to be opposed to this in many cases. Just last night at a little barbecue, we were talking about this bill, about this hearing, and one fellow said, "Well, my wife just doesn't want any of that for her children." I should explain that this was a group of—all of us were Spanish speaking and we were speaking Spanish at the time. I forget that sometimes. Don't ask me what I just said, or whether I said it in English or Spanish. I don't know that either. I don't keep up with it. But these people were afraid of this bill or what it might do because they felt that it would slow their children down in learning English. I want to say to them that there is nothing to fear. We have just been through the system too long. They went through the system where they started speaking English when they stepped on the campus and they think that's the only way to do it. I want to reassure them.

Probably when you really take all of the problems that are faced in a bilingual situation, the only one that I can see that is serious is that people are inconsiderate and I'm talking about Spanish speakers. I was at a little wedding reception Saturday night and there were four of us who understood Spanish well and a fifth one who I'm not sure whether he spoke Spanish or not—I doubt it—but one of the men came and told a joke in Spanish. That embarrassed me simply because there was a person there who didn't understand Spanish. And this is the one thing

that we have to get straight. Not whether it's OK to speak Spanish or not. It's under what circumstances you can do it.

And finally the last clarification I want to make has to do with the use of title I funds which I think have been very helpful to us in this area, and in my prepared statement it says that mostly it has been spent for units in isolation, by schools in isolation. I wanted to say that what is needed is a program—what is needed is something more than filling in gaps which should be filled, but as far as whether or not we have enough now to do it with, I would say we do not. We do not have a program, we do not have the materials to go with it, we do not have the training. This is what I hope that this bill can provide.

Senator YARBOROUGH. Thank you a lot, Al Ramirez. You are very modest about your statement. You modestly placed your statement in the record rather than presenting it orally, but I want to state that the record shows that you have had 15 years experience in teaching in public education, have been a teacher, a principal, and a curriculum director, working out a curriculum that would give each child a fair opportunity.

Of course what we seek to do with this bill, with the children who are Spanish speaking, is not to freeze them in the Spanish language where their opportunities would be largely limited, say, to the valley, with 71 percent of the people Spanish speaking, but it is to educate that child so that he would have an equal opportunity anywhere they might want to go in the United States, and give him a full opportunity in our society. Realizing, though, that their mother tongue may be Spanish or some other language, to have a full opportunity in our society they must be able to speak the national language, English, wherever they go. With a mobile population, people move whatever they do. Opportunity in the Nation, whether it be education, industrial, commercial, or social, depends on being able to speak the national language. And we think that their competency in their own mother tongue is a part of their total education and will enable them to better master the national language.

Congressman de la Garza?

Mr. DE LA GARZA. Senator, I am glad that Mr. Ramirez brought out this question which has caused some concern. I daresay that I think it would be unfounded but the word of using second language has caused some concern into thinking that the ultimate goal was to make English the second language, English being the language of this, our great Nation. I think that Mr. Ramirez brought that out—brought this out, and I would like to think of it that it is with the ultimate goal of making a child proficient in English that we will take this route. It's only a question of how best to achieve this, and in this instance—I think you have wisely depicted this picture, Senator, and Mr. Ramirez has brought it out—in this instance it's by teaching improperly in Spanish that you are taking the shortcut or the proper way into making him eventually proficient in English and therefore saving from stagnation, you might say, the child that would not have been proficient in either. So this is only a method to achieve the ultimate goal and not to put English in a secondary nature but is only the road that we will take to making him proficient in English, and in so doing we have made him

proficient in his native tongue which by and large he would not have been except for speaking. And so this, I think, should be clarified, and I hope that perhaps we might stop using the term second language because it is scaring some people without any basis whatsoever.

Senator YARBOROUGH. Well, we legislators fell in the habit of educators there. We took that word from educators who used it in numerical sense only. The first language they learned being that at home around their mother's knee, second one when they go to school; not in order of importance. This has been clarified in previous hearings. Reference has been made to the mother tongue and the national language. And this was clarified in the very first hearings. Senator Fannin of Arizona asked this question, that these relate only to the numerical sequence in which the language is learned, not to the importance.

Mr. RAMIREZ. The only alternative that I know of, the term you used previously, English as a foreign language that the children—I learned English as a foreign language.

Senator YARBOROUGH. Well, that seemed even more objectionable from the standpoint of the public understanding the bill.

Mr. DE LA GARZA. I might also add that using the mother tongue causes confusion because I—your bill has caused great interest and much comment, Senator—in this group a man from a marriage in which the mother was a non-Spanish speaker, he said, "If you tell my children they must learn their mother's language, their mother don't speak Spanish."

Senator YARBOROUGH. Well, we had a witness, Mr. Thomas, at Corpus Christi, Friday who has a radio station there; Spanish-language radio station. He told us of his experience in life. His father was an Anglo who spoke English, on the King Ranch. His mother was Mexican-American extraction. There were a number of children in the family, so as they grew up speaking Spanish to the mother; speaking to the father always in English. So he grew up completely bilingual. He had the ultimate bilingualism by being reared to speak two languages, a different one to each parent.

But this is merely a matter of semantics. I think by the use of bicultural educational approach, we can stop this educational lag for a million children of school age in Texas today. It is the one thing that is pulling down their social, political, government and economic, and other opportunities in life. We need to give them as good an opportunity in life as any other child has. And if they become completely literate, not only bilingual but literate in both languages, most educators and other people believe they will have a superior opportunity in life to a child who is literate only in one language.

Thank you, Mr. Ramirez.

The next witness is Mr. Robert P. Sanchez, attorney, of McAllen, Tex., who has been very active in different organizations for advancement of children from Spanish-speaking homes. I believe I first became acquainted with Attorney Robert Sanchez some nearly 20 years ago when the GI forum was getting off the ground, and he had returned from military service. I attended some of the early meetings of American GI forum, having the honor and privilege of being an honorary life member.

Mr. Sanchez, will you proceed?

STATEMENT OF ROBERT P. SANCHEZ, ATTORNEY AT LAW, McALLEN, TEX.

Mr. ROBERT P. SANCHEZ. Senator Yarborough, Congressman Kika de la Garza, members of the subcommittee staff, gentlemen of the press, ladies and gentlemen, it goes without saying that I appear here before you this morning in support of Senate bill 428 for bilingual education. As I open my remarks it occurs to me that there must be someone somewhere—it has been kicked around in these circles before—I don't mean to say that there are those in education but in other circles who will say that, "Oh, this bilingual stuff is just another new and radical idea." I know that such thought has at least crossed the minds of some individuals. I would like to state, with your permission, just a little bit of the history to show you that the idea is not really new and certainly I don't think it is radical at all. I think it is in keeping with good educational procedures.

Juan Ruiz, the great 16th century Spanish humorist, for instance, argued strongly in favor of bilingualism. Before him, in fact, before 1530, Fray DePeur Gante in Mexico City, Tenochtilan, which at the time was still Tenochtilan, taught the Indians in their native language first, then he taught them Spanish, and then he taught them Latin, or tried to. He also wrote books printed later around 1560 in three languages. His "Doctrina Christana Guotuo Americana" is written in Nahuatl. That appears to be the language of the Aztecs. Gante's "Cartilla Para Canaria Leer" presents the church prayers first in Spanish, then in Latin, and then in Nahuatl.

So I say, Senator, in all sincerity bilingualism is not a new and radical innovation at all. It has been around. They think it has proven itself in other generations and other civilizations, and I think it's going to prove itself this time, too.

Now to go forward with my comments I should say that in a sense I am sad to see Spanish language fading in the United States, southwestern part. I can see it fading everywhere in the homes, particularly in the higher bracket homes of lawyers and doctors and well-to-do businessmen and other professional people. I mean in formerly Spanish-speaking homes. I can see that those of my friends who have children, young children, are simply not teaching them Spanish. Again I think we can go back to this regimentation that Al Ramirez was talking about. I think it's a deterioration of a language and I think it is a mistake. These kids simply are being reared today where they cannot speak Spanish. The problem there is that they cannot speak Spanish, not that they cannot speak English. That's no problem whatever.

Now it is still a problem with the lower income brackets. English is still a problem there. You have got to teach them English.

But this bill, as I see it, does not say that you are not going to emphasize English. In fact, I think as I read the bill it says that English is supposed to be emphasized. You are supposed to develop the bilingual child.

Now to pass on to something else. There is no question but that Spanish actually is a resource that we ought to export abroad and which can pay tremendous dividends to us as a nation and as a world leader. There's no question about that. Personally I have had some experience with this.

I was an adviser to the joint United States-Mexico Trading Committee which is a subcommittee to the Intra-American Regional Organization of Workers. From time to time we met in Mexico City. We had a semiofficial status because the Departments of Labor of both the United States and Mexico had the same status. They would receive us and treat us well, party us, and so forth, which I didn't mind. Now in our deliberations it was clear to me that I was almost an ambassador. I was able to reach a great many more, greater understanding with the delegates of Mexico, with the Mexican delegates, than my colleagues on the American delegation who were non-Spanish-speaking. At the time I am speaking of, 4 or 5 years ago, the American delegation over there consisted of eight to 15 of us and I was at the time the only Spanish-speaking individual there. And it was clear to me that I was better received by the Mexican delegates and I was able to get along better, and they almost gave my statements more credence than they would have of my fellow delegates, the gringos, if you please. I say that in kindness really.

So there's no question I'm sure, as I say, Congressman de la Garza, Henry Gonzalez, Senator Yarborough, and some of these fellows of Anglo parentage who are fluent in Spanish have experienced the same thing. And I might emphasize that I sincerely believe that my experience in this regard was such not so much because my name was Sanchez in fact but because by the grace of God I was fluent in Spanish and I was able to bridge the gap. That is my sincere thought.

Now I believe that I would be safe in saying that the bill is a good bill because it emphasizes English also, and I think that English—no question about it—is primary. I think that our children ought to learn it and learn it well. But then that does not go to say they ought not to learn Spanish or any other number of languages. I agree again—I think it was Al Ramirez who said that a person in effect who knows two languages, so to speak, is worth two persons. It is an old adage and I adhere to it quite rigidly.

I would like to conclude my remarks in saying that I support the Senate bill, that the world of tomorrow is undoubtedly and unquestionably going to be bilingual or multilingual much as Europe is today. In the future, I think, and I suppose that you men in education here might not disagree, I am inclined to think that no person is going to be considered an educated person until he or she can speak at least two languages.

With that, Senator, I conclude my remarks. I endorse the bill wholeheartedly. I hope it passes.

Senator YARBOROUGH. Thank you, Mr. Sanchez, for this statement.

And let me say, Bob, I didn't introduce this bill with the idea that I had invented something. I have been a member of the Senate Education Subcommittee since 1958. I am coauthor of the National Defense Education Act of 1958 which provided for student loans. Since then I have been either coauthor of, or sponsor of, every educational act passed by Congress and been on every conference on the subject of education of every bill that got in conference between the House and Senate since 1958.

Having worked on all of this educational legislation, a number of educational organizations did talk to me about this last year. I said I am not well versed in the field. They said, "But we must have some-

thing done." And though I was not bilingual, not well versed, they urged me to go to Arizona. I did and took part in the symposium last October. That was the third annual symposium.

Not only is this idea not new but a lot of people have been working on it for years. No bill has ever been introduced until I introduced this bill. No hearing had ever been held by either House of Congress until I started these hearings. This is to move the subject from the field of academic research into the field of legislation to get something done. It is in that context that I introduced the bill, not as an experiment.

And we have had schools, private schools with high tuitions, where the wealthy families can send their children to school in the very beginning years, 3, 4, 5, or 6 years of age, and they learn two languages concurrently. These children are generally from English-speaking families, solely monolingual. They think their child will have an advantage if they become fluent in two or more languages. This isn't open to the average child because they don't have the money to go. But we furnish bilingual education here. I think we are giving these children a real break in the whole society.

Mr. SANCHEZ. To a man who knows history as I'm sure you do—in fact I know that you do—I'm sure in saying that I felt sure that you knew that this was not an entirely new idea, it is new to the U.S. Congress.

Senator YARBOROUGH. New to the U.S. Congress. First time legislation has been proposed in this field.

Mr. SANCHEZ. I hope it passes.

Senator YARBOROUGH. Thank you.

Ladies and gentlemen, we will defer hearing the next witness and move to the next event which will be a demonstration of bilingual teaching from the Laredo Independent School District, with Superintendent Harold Brantley. The teacher is Mrs. Dolores Earle.

We have had people come there from New York City, where they have 1,600,000 Spanish-speaking people, Puerto Rican descent, to observe this program. People from Washington and New York who have been to this school say this is the best bilingual teaching going on in America today, in one classroom in Laredo, Tex.

Is Superintendent Brantley here? Good to see you.

We were to have another person with him, the elementary school supervisor at Laredo, Victor Cruz-Aedo, who can't be here but he will file a statement. He had a previous commitment.

Come around, Mr. Brantley. Do you have a statement?

Mr. BRANTLEY. Yes, sir.

Senator YARBOROUGH. We will order Superintendent Brantley's statement printed in full in the record at this time.

STATEMENT OF HAROLD C. BRANTLEY, SUPERINTENDENT, UNITED CONSOLIDATED SCHOOLS, WEBB COUNTY, LAREDO, TEX.

Mr. BRANTLEY. Senator Yarborough, Congressman de la Garza, staff members, just one slight correction, Senator. This group that you will see represents a united consolidated school district which encompasses the Laredo school system. This district completely surrounds on three sides the Laredo Sschool District; the Rio Grande River and Mexico is on the fourth side.

Gentlemen, the time is now when we as educators can no longer assume that a child who spends the first 6 years of his life in a different culture and speaking a different language will on his entry into the first grade be able to perform on the same level as the child who grows up in the dominant culture in this country and speaking the English language. No longer can we tell ourselves that if this child fails to perform on the accepted level he must be of inferior mentality. The time is now when we must look for new ways to open the doors that will enable him to bridge the gulf between the culture in which he has spent his first 6 years and this new culture in which he suddenly finds himself and will enable him to learn the language of the new culture as a second language.

It is readily understood that there are thousands of children from California to Brownsville, Tex., that have the problem of adjusting to a new culture and to a new language upon their first entrance into the public schools. However, I should like to point out that we can no longer refer to this as a problem that exists only along the border between the United States of America and the United States of Mexico. Since the inception of the bilingual program of instruction at the United Consolidated Schools of Webb County I have had numerous inquiries from school systems scattered over the Nation wanting information about what we were doing in order that they might try to devise some program that would help them with their problem of children entering the school who speak a language other than English.

It has been my privilege to talk with some of the people in the State of Michigan who are concerned about meeting the needs of some of their children who are unable to make normal progress in the public schools because of some language difficulties. In addition, I have had inquiries from a school district in the State of Maine where 80 percent of their children enter the public schools speaking only French, the other 20 percent being bilingual in French and English. The parish immediately surrounding the city of New Orleans likewise has manifested an interest in such a program.

In an effort to comply with the request for help from these other school districts, we requested the Texas Education Agency to send personnel to our school district and to capture on film and on a recorded tape some of the aspects of the bilingual program as it is carried on in the united consolidated schools. These slides and this tape have recently become available and it is our intention to send to all school systems who have made requests these slides and this tape in an effort to help them devise some program which they feel will enable them to meet the needs of this large segment of their school population.

The bilingual program of instruction is in its third year, and I might say we just completed the third year. We go into the fourth year of operation in which all subject areas are taught in both languages, at united consolidated, and you will have an opportunity to see here today the performance of some children who have had only 1 year of instruction in this new approach to learning.

Now what about Senate bill 428? All of us who were in education saw what happened following October 1957.

Senator YARBOROUGH. Now pardon me. I believe that's when the Russians put up Sputnik I and scared America into doing something

more about education, since you were too modest, put that in, Superintendent Brantley.

Mr. BRANTLEY. Immediately thereafter, through the efforts of Senator Yarborough and others, the National Defense Education Act was passed. Through the provisions of this act the schools of this country were able to provide the equipment necessary that would enable them to raise the standards of instruction in the fields of science and foreign languages that were unprecedented at the time.

Gentlemen of the committee, it is my considered judgment that the passage of Senate bill 428 will have a like effect upon this new program of instruction commonly referred to as bilingual education. Not only will the passage of this bill point up the importance of school systems becoming aware that a problem exists in their districts, but it will provide the funds necessary that will enable these school districts to provide the equipment and instructional materials so necessary for this new approach to learning.

May I disgress just a minute from the prepared text to insert this. I have listened attentively to some of the testimony here this morning. Some of us are concerned about whether English should be considered a second language, et cetera. I think it might be well to get into the record that what all of us are concerned about primarily is that this new idea fall in a fertile environment, in the communities where this type of program is necessary, and I think that we as educators—I think this committee has already rendered a great service by pointing up the need that is existing in certain communities of this Nation for some type of program that would better meet the needs of the Spanish-speaking American children. I think it has done a great service by reenforcing or reinsuring the educators of the communities that it might be popular to support such a program. Now if you people who are here from the different communities, if you want to help your chief school administrator more than any other way is to reassure him of that. And you can't do this until you have done a lot of spadework in the community, until you consume several cups of coffee downtown and you have gotten a lot of haircuts, if you follow me—you can't give him this assurance until you have done the spadework, and then when you have done the spadework, you can convince him that it is all right to embark on a different approach to meeting the needs of these kids who come from this different culture and who have been speaking this different language. If you can give him that assurance, don't worry about some of the other things that we have been concerned with here this morning. Don't worry about the lack of prepared teachers, don't worry about a lack of curriculum, as important as all of these things are. All in the world that he needs is assurance that this is what the people of his community want him to do and want him to provide for the children of that community. Once he has that assurance, he will find ways to get these things that we have been concerned about here this morning.

In closing I should like to point out the fact that we in this country are divesting ourselves of the archaic idea that all who live in this country must speak English only and that those of us who are members of the dominant culture have no responsibility in learning a second language. We feel very strongly about this at United Consolidated. We believe if it is good for Juan to learn a second language that it

is also good for little Johnny to learn a second language. What I am saying is that we are attempting to prepare our students to become not only bilingual but bicultural as well. Thank you very much.

Senator YARBOROUGH. Thank you, Superintendent Brantley. We can tell from that statement you are a doer, you have got the job done with action and drive. I agree with you. We can argue on semantics but it takes action to solve the problem.

I am glad to welcome an activist who is doing something in this field, and we are going to ask now for you to bring Mrs. Earle around and introduce her.

In bilingualism, some schools teach, say Spanish 2 or 3 years and get the child literate in Spanish and then switch to English. The old method was not to let them speak Spanish on the playground. In the classroom you have a different approach to this which illustrates that under this bill these different programs might be used and experimented with. Congratulations to you for not having waited for a Federal act but on giving a demonstration what a Federal act could do. Thank you, Superintendent.

Mr. BRANTLEY. Thank you, Senator Yarborough.

The one ingredient that has been omitted here thus far this morning, one of the needs has been omitted, and I'm going to present that right now, and that is a loving, well-qualified, understanding, warm, classroom teacher: Mrs. Dolores Earle.

STATEMENT OF MRS. DOLORES EARLE, TEACHER IN UNITED CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, LAREDO, TEX.

Mrs. EARLE. I have always said Mr. Brantley is a very smart man and this way I can't let him down. So thank you, Mr. Brantley. And another thing, may I add, Mr. Brantley, is to say that what you need is a teacher that has realized what the needs of these children are, that is a quality we need in the classroom. But we also need an administrator like Mr. Brantley that says, "Here is the job, I know you can do it, get to work and let's do the job, at least as much as we can." So thank you again, Mr. Brantley.

Senator YARBOROUGH. Mrs. Earle, you have seven of your pupils with you?

Mrs. EARLE. Yes sir.

Senator YARBOROUGH. Is this their first year in school?

Mrs. EARLE. Yes sir, this is the first year for some of the children, and as I introduce them, these will be the children who have been in school for only 1 year: Leticia Cardenas, bilingual child; this is Paul Hughes, English speaker; Richard Gregory, English speaker; David Newman, English speaker; Nicky Santos, bilingual; and Maria Luisa Salazar, Spanish speaker; second term in the first grade. I'll tell you why we have kept these two children. We are trying to experiment with them and we decided that if we give them a good strong foundation in the first grade—many a time it is so easy for me to say as a first grade teacher, "Gee, those high school teachers—how many dropouts they have," but I have stopped to think that maybe I should be the one to consider that I might be dropping them out in the first grade. We believe if we give them a good strong foundation, then we won't have high school dropouts.

So these children today, I hope, will show you what we have been doing in the first grade. Nothing has been prepared. This is an actual classroom demonstration. I haven't seen these children since last Wednesday when I issued out the report cards.

Senator YARBOROUGH. Now did we get the name of the seventh little girl in the record?

Mrs. EARLE. Excuse me. I'm sorry. This little girl is Celia Estrada, and I might mention in Headstart for 8 weeks she did not say a word to me, and anybody that has been around me for about 8 weeks, you know I'm bound to make a person feel ashamed because I do love to talk.

Senator YARBOROUGH. So, Mrs. Earle, you have children here from Spanish-speaking homes, English-speaking homes, and then from bilingual homes?

Mrs. EARLE. Yes, sir; this is the only way these children were chosen, only so that we could represent the group of children that we actually have in our classroom. We do not divide our classrooms because this child speaks English, this child bilingual, this child Spanish speaker. We divide them only because we have so many children, so many teachers to teach these children, and you get the card as it falls down on the table and from there on we work. So consequently we have made these children not only feel a need for each other but a desire to learn two languages. Because as I start off at the very beginning of the school year, I said I'm so fortunate that I speak English and Spanish because here is Maria Luisa who is a Spanish speaker and she is my friend because we can communicate. And here is David Newman who is speaking English and I can communicate with him. So consequently what have I done? I have made two new friends. So who doesn't want to have more than one friend? And everyone in the classroom is there to share that joy. So consequently you have part of the work already done for you when you have the desire to make these children—want to make friends with children that speak a foreign language, regardless of what age they are.

Now, Maria Luisa, start sitting around there, please, all of you.

I have some papers that have been prepared. Of course, we will project them here on the wall so that they can all see what the children will be doing and how we teach them how to read and how to speak to each other in both languages.

Now I was so happy to hear some of the experts here this morning mention that some parents were worried about the fact that we were trying to make the child speak Spanish because, well, it was more predominant in our community or the community wherever it may be. But as it happened I want to assure you this is not the purpose of our program. We want to make them literate in both languages and we hope that we are accomplishing maybe a little bit of it here. But I do hope we have a successful program.

Now, children, I want you to please stand up—I'm going to choose Richard—will you please stand over here close to a microphone and, Celia, if you will stand close over here, you will pledge allegiance to the flag in Spanish and pledge allegiance to the flag in English, and all of us will join in.

(Whereupon the children pledged allegiance to the flag in English and then pledged allegiance to the flag in Spanish.)

Mrs. EARLE. Thank you. Now we will sing "America."

(Whereupon the children sang "America" in English and then sang "America" in Spanish.)

Mrs. EARLE. Now you may be seated. Of course, teaching can be very serious but you can have a lot of fun, too, so consequently in the first grade, though we have much work to do, we always have play, don't we?

Now this is going to be your vowels, in Spanish first and then in English. Now the children love to do this because many times we teach them like any other language through the medium of song and music. Children love to sing. While they are learning one language, start translating for them so they can know what they are singing and many a time we have come through an accident, been able to translate one song from one language into another, and consequently the children have relied upon learning and what they are singing of the two languages.

(Whereupon the children sang a song in Spanish entitled "Las Cinca Vacales," with individual children singing individual verses, and then the children sang the same song in English.)

Mrs. EARLE. So you see this is the way we start developing the lessons and skills in both languages. Now since I know we are running little short of time I'm going to get the children to take dictation in one language and translate it in another language, and I'm going to have a child come up to the front, and I'll let you, Senator Yarborough, select any child you want to be the first one to come over here.

Senator YARBOROUGH. Well, I'll take the one with the bow tie here. He's dressed up like a Senator.

Mrs. EARLE. All the children will be taking dictation at one time. Now remember when it is your turn to go up to the overhead projector you will sign—please write your first and your last name.

(Whereupon Mrs. Earle dictated to the children the sentence, "I have a red pencil," and the sentence, "I have a big dog," both in Spanish and English, one child being seated at an overhead projector which displayed on the wall the handwriting of the child as the child was writing the sentences in both languages.)

Senator YARBOROUGH. I would like to say to all these people watching here that cannot see—while this little girl is working on writing that, it is projected on the wall. There is a barrier between you and this projection on the wall. With this projection machine, a very fine teaching aid—as she writes, the whole thing is projected upon the wall on a panel about 8 feet high and some 5 feet wide. But this auditorium is so constructed there's a barrier between the audience and the stage. I wish you could see as we can here. All of us here, including the teacher and the children, and those with the news media here.

So you have one line in Spanish and right under it the English, both written by the pupil.

Mrs. Earle, as one who tried to teach the beginning year, I want to congratulate you on the penmanship, the beautiful writing.

Mrs. EARLE. Thank you. I assure you it is the children's penmanship. I tried to guide them. They did it themselves in the classroom. Actually I just pushed a little.

Senator YARBOROUGH. I wish everyone here could see what beautiful penmanship they are writing here.

Mrs. EARLE. As you notice there we usually have a lot of difficulty trying to tell the child, "pero grande," dog big. What do you do, Richard?

RICHARD GREGORY. I change it.

Mrs. EARLE. Tengo pero grande, and that's all the trick there is. The child knows.

Now as you have seen all these children were working, we stopped right then and there, and I will ask Mr. Bob Dotson to choose a page from a spelling book from the eighth grade. It is not something that is prepared but has to be written down. So he was kind enough, and he is——

Senator YARBOROUGH. Excuse me, but will you please identify yourself for the record?

Mr. DOTSON. Bob Dotson, KURV, Edinburg.

Mrs. EARLE. All right, I asked him to please choose, so all he did was choose four words from this spelling book from the eighth grade. I want to give it to Senator Yarborough so you can see that we did get it from this. Now I will just ask the children to read the first word. Just go ahead, read it for me.

(Whereupon the children read the following words from the eighth grade speller: challenge, corral, comfortable, circumference.)

Mrs. EARLE. So you see how one language helps the other. We are really not teaching one language to replace another. We are teaching one langauge to reinforce the other one.

Like I said, this is the result of the kind of fun that we have in that classroom.

Senator YARBOROUGH. Mrs. Earle, may I clarify for the record, this is from page 83 of the "Basic Spelling Goals," eighth grade teacher edition, is that correct?

Mrs. EARLE. Yes, sir.

Senator YARBOROUGH. Mr. Bob Dotson from Radio Station KURV which is broadcasting this hearing live is here. I understand, Mr. Dotson, that you picked these words at random, these check marks were yours?

Mr. DOTSON. I did, Senator.

Senator YARBOROUGH. And the children were reading these words from the eighth grade speller without being shown before they came here. They didn't know what words Mr. Dotson would pick. You have seen they have projected on this board up here, through this visual aid. These children have interpreted, recognized and pronounced these words that they see here.

Mrs. EARLE. I asked Mr. Art Hassel to choose from this manual for teaching the sixth grade reader just a sentence. The children have not seen it until just right now, and I would like for all of you to try it out.

(Whereupon the children collectively read the sentence projected on the wall by the overhead projector, "A coarse cloth used for sacks is called burlap.")

Senator YARBOROUGH. Any of you teachers or others who want to see that, you are welcome to come up here and stand on the platform where you can see this demonstration more closely.

(Mrs. Earle then conducted a discussion with the children demonstrating their ability to recognize and pronounce words and letters in the sentence selected from the sixth grade reader, and conducted further discussion with the children demonstrating their knowledge of grammar in general, including having the children correct several grammatical and punctuation mistakes.)

Mrs. EARLE. I thank you all very much for having paid such nice attention. I wish you all could have been in my classrooms this year or that you could come and visit us this coming year because, like I said, you always say what a wonderful group of children I had, I wish I could follow them to the second grade. But when you have the results like these children, who can ask for any more. Thank you very much. Thank you for your kindness.

Senator YARBOROUGH. Mrs. Earle, on behalf of the U.S. Senate, the Special Subcommittee on Bilingual Education, I want to thank you, and these boys and girls who have come this distance—one of these little girls having traveled 39 miles to get to the school first over in Webb County and then you have driven this entire distance—what time did you say they had to get up this morning?

Mrs. EARLE. I imagine it was before 5 o'clock because they had to be at the school at 6 o'clock.

Senator YARBOROUGH. Now it's about 12:45. They have been here without lunch. They have been very patient. I congratulate you boys and girls and students, but most of all I congratulate Mrs. Earle. This would be wonderful instruction in either language, but to have this bilingual instruction and to make these boys and girls this proficient, this is a very fine program. This will benefit us.

I want to say our time is so limited in the Senate, we had hoped to come to Texas the first of last week, so that the number of Senators from other States could come, but our work was so heavy that we had to hold these hearings in a recess. This is the Memorial Day recess. Tomorrow is a big holiday in the Northeastern part of the country. The whole Congress is in recess. This is the only time we could get to come here, during what you might call our vacation time this week. So we are traveling here and holding these hearings during our vacation week, and I want to thank all you boys and girls and congratulate you on the very, very fine instructions you are getting. We hope you get a little extra sleep tonight to make up for all the hours you lost last night.

Mrs. EARLE. Thank you very much, Senator Yarborough.

Senator YARBOROUGH. Gracias to all of you.

Superintendent Brantley, before you leave, I want to say that we have already placed in the record this volume, "Invisible Minority," and the chapter on what is being done, some specifics, on the United Consolidated at Laredo, Webb County. This is printed in full. Now we have had this oral and visual demonstration, both recorded in the record as far as we can. I notice we are using both the tape recorder that records the sounds and words and music, and then the audio-visual aids. The school of the future will accept the dimension of bilingualism that you have already developed there, and hoping this is one way it is done. We seek different ways in pilot projects to develop what is best for these little children in Texas of school age who come from a Spanish-speaking home. I want to thank you for being a

pioneer in this. You didn't wait for the Federal program. You have pioneered very successfully.

We have taken this demonstration which was later on the schedule of witnesses and put it at this time, and all of those who have been pushed down to the afternoon will understand why when these children got up early this morning and traveled this distance. How far is it from Laredo to Edinburg?

Mr. BRANTLEY. It is 152 miles.

Senator YARBOROUGH. Superintendent Brantley knew that distance immediately. One little girl had traveled 39 miles to get to school. They have driven overland 152 miles, and must go back. They haven't had lunch. So I hope that all of the witnesses who were pushed out of place by this demonstration will understand, and I'm sure they do, and we are glad that these children could have this demonstration and go back home.

We will recess the hearing at this time until 2 p.m. At 2 p.m. we have a visitation to the Lamar Teaching-Learning Center, Edinburg Consolidated Independent School District. That is just north of Pan American College. It is expected that that demonstration will last about 45 minutes. We will then return to this room for hearing the other witnesses. Five more are listed for this afternoon. But at this time I will recess the hearing until 2 p.m. when we will reconvene out at the Lamar Teaching-Learning Center. I want to thank all of you for having made this such an informed and beneficial hearing this morning. Thank you, Congressman de la Garza, for coming and staying with us the entire time. You have shown your interest in this by staying here every minute of the hearing. Thank you very much.

The hearing is recessed until 2 p.m.

(Whereupon at 12:50 p.m. the subcommittee recessed, to reconvene at 2 p.m. for a visitation at the Lamar Teaching-Learning Center, which visitation was not reported, following which the hearing was resumed at the auditorium of the Hidalgo County Courthouse at 3 p.m. the same date, Monday, May 29, 1967.)

AFTERNOON SESSION

Senator YARBOROUGH. The hearing will be resumed by the Senate Special Subcommittee on Bilingual Education on Senate bill 428, to provide for a bilingual American education program. We will carry forward with the witnesses left from this morning when we recessed for lack of time. Since the morning recess we have been out to the laboratory of the Lamar Teaching-Learning Center, Edinburg Consolidated Independent School District, with Superintendent Pickens and with other members of the staff of this Edinburg Consolidated Independent School District, and have had some very stimulating demonstrations there of bilingual teaching. They were slightly different in concept and execution from that followed in the Laredo district as demonstrated here before noon.

Now resuming with the witnesses in the list, the next witness is Mrs. Ann Parker, Woodrow Wilson fellow at Texas College of Arts & Industries, Kingsville, Tex. Mrs. Parker, will you come around, please?

STATEMENT OF MRS. ANN S. PARKER, WOODROW WILSON FELLOW, TEXAS COLLEGE OF ARTS & INDUSTRIES, KINGSVILLE, TEX.

Mrs. PARKER. Well, I was here all morning so I feel that after Mrs. Earle's demonstration anything I say will be anticlimax. This was to me the great thing that happened this morning. I was over at the Laredo school on Thursday and visited Mrs. Earle's classroom and her classroom is exactly as advertised. This is what I found going on with the little kindergartners. At first I peeked in the cafeteria and the word that came to my mind immediately was homogenized. The little Latin and Anglo kids were just like this. You couldn't find a single cluster of Latins off to themselves and Anglos off to themselves such as we have at A. & I. Some of them jabbering in Spanish, some of them jabbering in English, and then when I went through the classroom it was more helping each other, working together, just as Mrs. Earle demonstrated this morning. It was more like a game than a classroom. Mrs. Earle told me they have to make the kids go home at 3 o'clock, they have such a good time. This was beautiful.

By the way, Senator Yarborough, I wanted to tell you that Mr. Cruz-Aedo at Laredo was working on bilingual textbooks from first grade on, and it was beautiful the way she put it this morning. I was deeply impressed. I felt the Laredo school was beautifully represented in this part of the country and I think we need something like this in every school district.

Senator YARBOROUGH. How long do you think it will be, Mrs. Parker, before those elementary textbooks are in full production?

Mrs. PARKER. Well, I think they have done this 1 year at a time. They started out one grade and now they have third grade and next year they will add fourth grade. They are doing this gradually, this bilingual program. I think he's going to have the text ready, as I understand it, by next year for the fourth.

Senator YARBOROUGH. Next year will be ready for the fourth? Do you know where they are?

Mrs. PARKER. He mentioned Houghton Mifflin Co.

Senator YARBOROUGH. I will recommend to the staff that they get that information.

Mrs. PARKER. But this will be equally very excellent. Mr. Cruz-Aedo—I though it was a privilege to have met him. I feel he's a real important person in education today although he is a very humble person. I am departing from my little written speech because most of what I have to say has already been aptly said by those having gone before. I would like to underline what Mr. Sanchez said about the cultural deprivation being mutual, not only to the Latin but to the Anglos. I think it is very true. We lived for 4 years in Mexico and I minored in Spanish here at Pan American. I planned to go on but I asked for a year's deferment so I could study French. During that year I was called to be an emergency replacement at the migrant school and I became so interested in this problem that I changed all my plans and went to A. & I. in order to study special education of Spanish-speaking children. Of course I have a real appreciation of Spanish literature and I feel definitely we are creating a situation of cultural deprivation of our Anglo children when we withhold from them our knowledge of this language. I mean you stop and think of people who

can afford to hire teachers to teach French and German children at their early ages to learn this language, and here we have the possibility where all of our children speaking Spanish fluently, as I saw in the little children who came in here this morning. If we deliberately don't use it I think we are being very short-sighted to our own children's welfare as well as the Latin children.

Mr. Sanchez, I think, mentioned the work of Gante back in the 16th century, how he had taught Spanish to the Aztec Indians and also Latin. The way I was informed about that was that the Indians got to be such fine Latin stylists that the Spanish Crown cut the whole program off because the Indians were getting too darn educated and they couldn't use them as slave labor any more.

Anyway, bilingualism is certainly something that people who have any regard for education at all approve—I think it would be ridiculous to feel otherwise about it, especially a language like Spanish when we consider that they had nine universities in the Western Hemisphere before Harvard ever opened its door. It's a little ridiculous to look down our noses.

And Spanish—I might just mention I have had the experience of teaching in the third grade and have seen the problems that the children had actually learning to read there. That is the Spanish-speaking minor children. I had children in my class up to 16 years old who had not been able to read because they had formed such mental blocks. I'm sure that is what it was. They are not retarded children. But when we came to reading they had formed such blocks and were so confused by having to hear this language and indentify the sounds—for instance "sat" and "set" to us are two words but to them it was one word. "Watch" and "wash," "wish" and "witch." Many words like that they didn't know. And to throw the words at them and ask them to distinguish the sound and also to read at first year is just too much and they built up the idea they could not read, and some of them never did learn to read.

What made me aware of this was the fact that two of our best readers had just come from Mexico and even though they couldn't speak English they could read it. They could read over there and they would attack the words, you know, phonetically, and sound them out, and I had to correct them sometimes on their pronunciation and then they would remember and answer it right next time. But they were readers. Our kids that were living here were having so much trouble reading. So I immediately went to the principal and said, "Why don't we teach them to read Spanish first? It's so much easier to approach it in this light," and they had a vocabulary already in Spanish, and then transfer over to English. Because English is to them a foreign language. And of course this seemed like a very radical suggestion. I'm so glad some other people had the same idea.

But anyway I saw the problems there on the third-grade level and now I have been teaching freshman English as graduate assistant at A. & I. this year. I have quite a few Latin students in my class and now I have seen the result of this type of language on the college level where they are still carrying this handicap. Of course there will be exceptions of those who managed to overcome it. I see people flunk who should be making excellent marks for instance in English because they are still carrying this handicap that they had in school.

I would like to read a paper of one of my freshman class semester wrote for me. This by Bobby Herrera. He calls it, "My Language Barrier."

The main reasons for my awkwardness in using the English language are blamed on my poor English background as a kid, and to my present living in a Spanish atmosphere.

English was really the first language I ever heard, but that was in the hospital the day I was born, and you can bet your boots that it didn't make any sense to me. From the day I was born until I was six years old all I was taught, and all I heard was Spanish. I did learn some English words, but these words are a part of any infant's career no matter whether he is Anglo or Spanish. My parents, who lacked a solid education, neglected to teach me as much English as they were capable of doing despite their handicap.

My English vocabulary was still poor when I got to that age when my parents would let me go out to play with the neighborhood kids. All of the kids knew practically nothing, except the names of such fictional characters as Flash Gordon, Superman and Robin Hood.

Since I had a bad habit of learning things I wasn't supposed to learn and vice versa, I entered school with a poor English vocabulary. During the first few weeks of school I was real excited and willing to learn anything, but as the weeks went by, the school sessions started to bore me more and more. Of all the sessions, English was the most boring. Every morning of that school year we had to sing the alphabet to our teacher and tell her how much we loved her. Every day after school was out I went home, had a snack, played ball, and did almost anything, except study and try to improve my English vocabulary.

After that first year of school my parents realized that I wasn't progressing with my English and decided to enroll me in an elementary school that consisted of ninety-five percent Anglo students in its total enrollment. I attended this school for five years and by the time I was ready to enter Junior High school I had learned many of the main principles of the English language.

No matter whether it was in school or out of school, I always hung around with Spanish-speaking boys and girls. We always spoke Spanish to one another, attended Spanish dances and movies, and did many other such things that did not improve our English vocabulary one bit.

Another reason for my awkwardness in using the English language is the method in which my town is geographically located. My hometown is highly populated by Latins. The Anglos live on one side of the tracks and the Latins live on the other side. Prejudice kept many of us Spanish kids from hanging around with the Anglo kids. I am more than sure that this can handicap anyone with his English usage. I can also point out that I've been to California several times, and every time that I return to Texas my English vocabulary seems to improve. The reason for this is that in California there is not too much prejudice; and everyone there seems to talk "perfect English."

All through this time I never realized the importance of having a balanced English background. When I finally became aware of how essential English is to an individual in later life I was "behind the pack." In high school I was always behind on my work, and was constantly having a difficult time catching up with the other students. I finally caught up, but I discontinued to try to improve my English.

It never occurred to me that I'd go to college to gain a higher education. Thus, I graduated from high school with an average English background. When I did realize that I was going to attend college I got all shook up due to my average English background. In a last minute effort I took a special English course in the summer; spoke as much English as possible during the summer; and I even went to California for one and a half months. Yes, I did all this, but I realized that it came a little too late.

I think that is perhaps a masterpiece of understatement and Bobby was very kind not to blame the school system or the teachers. He blamed himself. But I'm sure that he was not in the type of class that Mrs. Earle demonstrated. At that early age and the social problem developed, and the academic problem developed.

Senator YARBOROUGH. Thank you very much, Mrs. Parker.

We thank you very much for patiently waiting until this afternoon so that your statement might be reached. Now your full statement, "Testimony for Bilingualism," you make the statement that this need exists and that you hope this bill passes.

Mrs. PARKER. Yes.

Senator YARBOROUGH. We will order your entire statement printed in the record without taking the time to read it.

Mrs. PARKER. Thank you.

Senator YARBOROUGH. Thank you very much for this testimony that you have added.

(The prepared statement of Mrs. Parker follows:)

PREPARED STATEMENT OF ANN S. PARKER, WOODROW WILSON FELLOW, TEXAS COLLEGE OF ARTS & INDUSTRIES, KINGSVILLE, TEX.

TESTIMONY FOR BILINGUALISM

I have been called here to testify to the need for a bilingual educational program in this area. It exists. In Bulletin 560 of the Texas Education Agency the following principles are listed: (1) "A planned instructional program that leads to discovering and meeting the needs of each pupil." (2) "The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils . . ." We are here to discuss the needs of 300,000 of the above mentioned pupils in particular and of all Texas pupils in general. Recently, a Laredo school supervisor was informed that an entire sixth grade had fallen well below the national average score on the California Achievement Test. The grades, out of a possible score of 25, ranged from 16 to 2, with the largest group making 10. On a hunch, the supervisor gave the same test 8 months later, in Spanish. These children had been taught no Spanish in school, but were from Spanish-speaking homes. This time their scores ranged from 22 to 18, with the largest cluster making 19. On the same examination, fourth graders tested in Spanish came out ahead of sixth graders tested in English. We must some day realize that what drags our Texas schools down is not a high rate of low achievers, but the tremendous language handicap with which we have saddled many of our children.

After serving one semester as an emergency replacement teacher last year, I relinquished my plans for graduate study in comparative literature and took up an education minor in order to enter the field of education. My purpose—to improve the quality of education which our young people are receiving. Main objective—bilingualism. If it is logical that French and German and Italian are taught in Switzerland, it is certainly logical that Spanish and English should be taught in the Southwestern states. Nothing else is logical.

Since Aristotle, we have known that sound learning practice is to move from the known to the unknown. In this area the average classroom of 27 children has 23 who are Latin. 16 of these speak no English when they enter school. This means that well over half the class is being asked to leap into the unknown when studies are commenced in English only. No wonder a recent survey showed the average Spanish-speaking student spending three years in first grade and dropping out of schools before fifth grade! If these children were taught reading skills based on the vocabulary which they *do* have instead of on the one which they do *not* have: if they could learn to sound out words in Spanish, which is completely phonetic, instead of in English, which is *not*, and then transfer their skills to the new language—the results would be vastly different. I saw this principle of transfer operate in my third grade class last year. Many of my students had not learned to read at all in three years. But two of the best readers had just arrived from Mexico. They had trouble with English pronunciation and comprehension, but they could *read*. They applied the reading methods which they had learned in Spanish to English. When they came, for example, to the word *bread* and sounded each vowel, Spanish fashion, *bre-ad*, I simply gave the English pronunciation. They corrected their pronunciation as they went along, but they knew how to read. This was not true of the youngsters who had tried to learn in one year to hear, speak, and read the language.

Dr. Finocchiaro, who has made such a large contribution to the teaching of English as a second language, says: "Listening and speaking should *always*

precede reading. It is only *after* students can say material with reasonable fluency that they should be permitted to see it." This, after all, is nature's way. Can you imagine teaching an 11 month old baby to read the sounds he is just learning to distinguish? Dr. Finocchiaro recommends a period of up to two years deferment of reading for the child from 7–10 who is learning English. The point is that he must have the feel of the language before he tackles reading skills.

A bilingual program would reduce the waiting time before reading by allowing the child to become oriented in English more quickly through a comparative use of the two languages. It would also let the child who is more comfortable in Spanish anchor his basic reading skills there. The phonetic approach which is so important to good reading is practical in this kind of a program. It is only confusing to the child whose sole reliance is on the strange sounds and irregular written symbols of English.

But the matter of getting children off to a good start in reading and writing is not the only benefit of a bilingual program. The child who is *forced* to limit his conversation to English (and punished for lapsing into Spanish) soon develops a sense of inferiority and social apartness that remains through life. I well remember how I shocked my third graders by saying something in Spanish on the first day of school. One boy leaped up with his fingers over his lips to warn me to "ssh" or I would be taken to the office and called to account! When I replied that Spanish was a beautiful language which I wanted to practice and become proficient in, another boy insisted: "Ah, no, Mees! De Spanish no good—very bad. No good like de English." How ironic—the descendants of the people who established 9 universities in this hemisphere before the doors of Harvard opened must now declare that Spanish is not as good as English.

This unwarranted sense of inferiority becomes set as a school progresses and the vicious circle of failure becomes established for the language-handicapped pupils who fall farther and farther behind. The other day as I was chatting with a brilliant Latin schoolteacher (now a college graduate) he told me that when he made the National Honor Society in high school, he asked to be excused from the group. He felt that belonging would cause him to lose the friendship of his own group. He was sure that he would not be accepted by the Anglo students and the rich (Anglicized) Latins who were in the honor society. When his advisor refused to drop him, he made the only 2 C's of his high school career, deliberately, rather than remain in the society. His advisor reproached him for having forfeited a possible college scholarship. He replied that he would pick cotton to go to college. This young man still does migrant labor during vacations, and uses his contacts with the migrants to urge their young people to finish school. But *why* couldn't he believe that he was scholarship caliber? His parents spoke only Spanish, that's why.

A bilingual program eliminates this barrier, which amounts to a form of segregation. The other day I visited the school in Laredo whose representatives you have here today. Stepping into the classrooms and the cafeteria, I was struck immediately by the perfect mingling of the pupils, who were eating and playing and working together without a trace of distinction between the language groups. We do not see this even on the college level in the present system. These children represented not only two language groups but the entire social scale, from the poorest ranch homes to the upper middle class. As they had helped one another to learn a new language, a wonderful mutual appreciation had evolved. It was one of the loveliest examples of democracy in action that I have ever seen. If the rest of the schools in this area do not follow the pattern which the Laredo people have instituted, we will all be the losers, educationally and socially. Our Anglo children will continue to be culturally deprived by missing the opportunity to speak Spanish. Our Latin children will continue to feel segregated.

Lastly, there are economic factors involved. Field work is fast giving way to mechanization. A Latin student recently said: "We're like the Indians. They were driven west and west and finally shut up on reservations. We have to go farther and farther to find work—oh well, if they shut us up on reservations, they'll have to feed us—I think." Is this what we want? Millions on relief, thousands in correctional institutions and jails, who could be American businessmen in the common market of Latin America, who could be teachers, writers, statesmen? We are like the early gold prospectors who were annoyed by the oil that seeped up in their diggings. We are suppressing what should be our greatest asset—the possibility of a bilingual, bicultural bridge between the Americas—a bridge not of steel but of intelligent young Americans. Let us not continue in this short-sighted and foolish course. The language of Cervantes is available

to our Anglo children. What a treasure! The language of Shakespeare is here for our Latin children to enjoy, not to fear. We cannot do much about cultural deprivation in the way of changing the home backgrounds of our children. But we *can* do much about it in the way of making our schools true workshops in democracy and genuine educational experiences for all children.

My fervent hope is that pilot projects, modeled after the Laredo school, will quickly be established in every school district in this area. The results will soon speak for themselves. We will see schools making high averages on national achievement tests instead of lagging two years or more behind as many of our present schools do. We will see the dropout (better called the pushout) rate diminish radically. Best of all, we will see Americans living together as Americans are supposed to do. And when we see these results we will wonder why we waited so long to do the obvious thing.

Who could cut German or French or Italian out of the Swiss culture? Why should we cut Spanish out of ours? Why should we forget the *Spanish* names carved on the monument to the heroes of the Alamo—or the *Spanish* titles still attached to Texas real estate from the days of Felipe II? This land is neither your land nor my land—it is *our* land. Let us keep it that way.

Senator YARBOROUGH. The next witness, Mr. Jesse Trevino, vice president of the board of trustees, McAllen Consolidated Independent School District. Come around, Mr. Trevino. It's a privilege knowing you for so many years, Mr. Trevino, and we have your statement, "A Bilingual Program in the Schools of the Southwest." Go ahead and proceed in your own way.

STATEMENT OF JESSE TREVINO, VICE PRESIDENT, BOARD OF TRUSTEES, McALLEN CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, McALLEN, TEX.

Mr. TREVINO. Thank you, Senator. I certainly appreciate your inviting me to be here to give my personal views in this particular problem that exists here in our magic Rio Grande Valley.

The upgrading of education has been going on for a long time. A major part has been played by the teachers colleges with the revised curriculums designed to meet the needs of area segments of student population. Community support has been increasing and a mandate in most communities has been to provide the best education afforded by that community.

The biggest step in the Texas Educational System of particular benefit to the Mexican-American was the implementation of the Gilmer-Aiken laws which provided for State reimbursement to the schools on the basis of actual attendance. Other modifications to the basic laws have improved during the years and were responsible for the preschool programs for non-English-speaking students to give these students a basic English vocabulary before the start of the regular first grade. These programs, initiated on a voluntary basis, later through local expense and finally through State support are recognized as having led to the now famous Headstart programs under Federal support.

The advent of the Elementary and Secondary Education Act of 1965, with all its titles and areas of concern was a major step in the Federal Government's recognition of its responsibility to assist the States in the enrichment of educational programs. Most systems and particularly those in the valley area, have taken full advantage of these programs and have realized that the results achieved were significant enough for these and similar programs to be considered an essential part of the educational programs henceforth.

With all these efforts at the local, State, and Federal level, major problems of concern still confront the Nation's educators. The dropout rate is still in excess of 33 percent and is much higher than this for the Mexican-American. Further education beyond high school level either on the academic or technical field is still lower than the overall average in the State. Because of this and the previous low educational level of their parents, the educational attainment of the Mexican-American as a whole still lags below the overall average in the State and the region of the Southwest. This is a cause and at the same time an effect, since generations from this ethnic group have in most cases shown low educational attainment. Whether recent arrivals from Mexico or natives of two or more generations, they have lived in partial isolation amounting almost to residency in a foreign country.

The involvement in the educational processes of this country has been minor and the inducement to their children's continued education has been comparatively small. Whatever the various and complex reasons for the low educational attainment in this group as a whole, it is conceded by leading educators and other interested laymen that one of the main reasons has been the language handicap. Many of these students come to first grade speaking only Spanish or at best limited English to the extent that they are not fluent in this language. They are products of their family and immediate community environment and have reacted in various ways when suddenly thrust into a new situation presented by the schools. Here in addition to the new rules and procedures, they find that their chief tool for communication is not acceptable in this situation. For this reason many educators have for many years privately and publicly advocated a bilingual system of education in the schools. This can be implemented in many forms depending on the philosophy of the local educational authorities and administration of each school system. Details will vary but in general the method calls for utilization of the Spanish language as an indication of social and cultural acceptance as well as a tool for the instruction in subject matter and the introduction of a new language. Whether getting into details which are in the province of the professional educators, the matter of advantages to the Spanish-speaking child as well as the English-speaking child will be considered here. Advantages to the community as a whole and areas to explore regarding further research for new ideas and means of implementing these programs will likewise be considered.

ADVANTAGES FOR THE SPANISH-SPEAKING CHILD

Whatever the child possesses, be it a toy or a new shirt, if he finds it useful, he wants other people to appreciate it and accept it. This applies to the Spanish language and culture that he brings with him to school when he first starts. He needs to retain all that he brought with him as a bridge between the old world he recognized as a home setting and the new one he is entering as a school setting. Basic educational philosophy dictates that a child be accepted where he is with the assets he has. Accepting his language and culture, and understanding them can be a natural channel for a bridge that will take both the student and the teacher into the new formal learning experience which is the school. His old knowledge is used as a medium for new knowledge to be acquired while he is at the same time further

developing his original knowledge. Not only the use of his former language as it is but further development of it is implied. In this manner the end product will be richer because the original language and culture are blending with a new language and culture to turn out a well-rounded, well-educated, bilingual student who appreciates and understands two cultures and how they interrelate to bring forth greater richness.

ADVANTAGES FOR THE ENGLISH-SPEAKING CHILD

A bilingual program of education implies accepting the English-speaking child with his language and culture, developing it in an orderly manner and adding to it the richness of a second language and culture. He is taught Spanish concurrently with his English and not as an isolated part of this bilingual, bicultural program. He will learn much better because of having been a part of a living laboratory for learning, living, and playing in organized natural activities. This gives him an insight not only into another culture but into the two which can be mixed to produce a richer one without any loss to either. The end product is likewise a well-rounded, educated student who understands both cultures and languages.

ADVANTAGES TO THE COMMUNITY

While involved in a bilingual cultural situation adults of the two cultures will be brought closer together because of their common interests. This systematic mingling and teaching of the two cultures will make it possible to learn the best of both where the opposite is always true when two cultures are linked without a systematic procedure for upgrading. In areas along the border, and as far inland as Houston and San Antonio, these business interests know no economic or business boundaries. The tearing down of barriers on the social, language, and culture level would be a great asset in trade and commerce.

AREAS TO EXPLORE

The desire to implement these programs does not presuppose that we know all the answers or details of implementation. Systematic exploration in the areas of parental motivation and involvement and psychological effects on a child regarding permissive or enforced activities, problems of administration and orderly phasing in of the program and the development of materials and staff should be explored. Headstart and other programs have shown that when an entire family is involved, greater advantages accrue than would have if a child had been taken in isolation without considering the home environment where his thoughts and ideals are molded by a closely knit family and community group. If the ideals of the entire family are changed the child is more likely to be influenced to accept education and to set higher goals for himself, knowing that in so doing, he is not becoming more isolated from his family group.

More research is needed regarding reaction that may have discouraged the student from accepting "the English" if they would not accept "his Spanish." It is very likely that lack of knowledge in English was not due only to an inability to learn but to a lack of de-

sire because his assets, valued by himself and his family, were not equally valued by the school but mistakenly labeled as a handicap.

Thorough study into the orderly phasing in of these programs only when adequate materials and an adequately prepared, sympathetic staff are available, is likewise necessary. It is assumed that passage of the bill will require these and other preparations to start immediately to insure success of these programs.

Lest these programs be confused as an enactment to teaching a foreign language in this country, let me reiterate that it is both to the interest of the country and the individual that Spanish be considered as a first language at the initial stages as a tool to teaching English as the first language with Spanish as a strong second language and not vice versa.

As a member of the McAllen school board, but speaking as a private citizen, I feel that other valley boards of education will welcome the opportunity to try to solve our common problems if assistance at the State and Federal level is provided. This bill before us will provide this assistance.

Thank you, sir.

Senator YARBOROUGH. Thank you, Mr. Trevino, for this very informative statement. I think we saw an example early this afternoon over at the laboratory at the Lamar Teaching-Learning Center of the type of thing you are talking about here where the teachers rotate, taught Spanish and English in alternate hours in the same day, beginning classes. Thank you very much.

Congressman de la Garza?

Mr. DE LA GARZA. No questions.

Senator YARBOROUGH. Thank you very much.

The next witness is Mrs. Herlinda Garcia, director of the Spanish language arts program, Edinburg School District. Mrs. Garcia, we welcome you here. We saw you earlier over at the demonstration at the Lamar Teaching-Learning Center where we saw the wonderful examples of art and the audiovisual instruction and also the instructions of the teachers. Very informative visit we had at that center. You may proceed in your own way.

STATEMENT OF MRS. HERLINDA GARCIA, DIRECTOR, SPANISH LANGUAGE ARTS PROJECT, EDINBURG SCHOOL DISTRICT, EDINBURG, TEX.

Mrs. HERLINDA GARCIA. Thank you, Senator Yarborough. I would like for everyone to think of me as a teacher first of all. I am speaking purely as a teacher and from a teacher's point of view.

The objective of the Edinburg public school's program for the non-English-speaking child, as I view it, is to improve the children's verbal functioning, their self-image, increase their expectations of success in school and we are to help these children become literate in their mother tongue so it will enhance their chance of becoming literature in the English language.

Since January of 1966 we have had here in the Edinburg public schools a limited bilingual program consisting of teaching Spanish language arts to first grade children whose mother tongue is Spanish. These little ones in the past have come to our schools with 5 to 6 years

of experiences in a language. The means of communication has been Spanish. Poor as it may be, it has served them well up until the first day of school.

From the moment our children enter school their Spanish, their only means of communication, has been stopped. They have been instructed that they must learn English, speak it at all times because it is the official language of our country. They must push their language into a corner and along with that, any and all pride in their inherited culture. Their teachers know this and they understand how a student feels but they, too, must emphasize English, even though they must work harder to teach these children, to the point of exhausting themselves and the children—when if only they could use one word for comprehension or clarity and go on with their English lesson. This point of view is a result of conditioning from many sources, not from school policy, but because of the teacher's own personal concern that the child practice as much as possible and make as much progress in his English language development.

The only contact the school has with the parents are the children and the only contact the parents have with the school are the children. But the child is neither bringing from home to share at school, nor does he take home to share with his parents.

When the little ones go home and their mothers ask, "Que aprendiste hoy?" The answer usually sounds like this, "Quien sabe? No le entiendo a la maestra," or if he has learned a few words, a few sentences in English he'll repeat them to his mother and she'll answer, "Quien sabe que diras? Yo no entiendo ingles, dime en espanol." After a few days or weeks she stops asking and he stops sharing. We feel now, that with the use of Spanish to teach them they can take more home to share and therefore, establish better relations with the parents.

There have been also many instances where the child is able to share his school experiences with his parents. I've had mothers stop me at the grocery store and tell me how pleased and surprised they were their children were learning nursery rhymes and riddles that they had learned when they were young. This has brought a moment of joy to these ladies. They now enjoy a respect which was previously not given to them by their children.

During the past year we have had several lessons which in my opinion made a greater impression on the children than if they had been conducted only in English as it has been done previously.

If I may, I would like to tell you how we emphasize the responsibility that parents have of bringing up their children and being their very first teachers, and how only they alone can teach certain things. These must be taught before the child enters school, and not after, by the teacher. The idea was to recognize the responsibility that a parent has and how we can never take their place. This gave the parents a very important role in the eyes of the children. This lesson is followed up with the importance of everyone having a job, and how every job should be done with dignity because there are no jobs that are not important. The role of father is built up and it should be. The important thing is that the teacher understands this, does communicate it to these little ones in the language they best know. We stress at every opportunity what we have, why it is important

that we work, we stay in school and grow up to be good Americans, to be good citizens. Our little ones learn to say the Pledge of Allegiance in Spanish and they understand what they are saying much better than when it was done only in English.

Our holidays are very important. October 12 was a very exciting one. In a very simplified way we showed how Columbus came to America and how one of the most imporant things that he brought was the Spanish language. From there we begin to build up interest in who brought the English language. When Thanksgiving came we were ready to learn about the Pilgrims and how they brought the English language to our great country.

Now that we have a bilingual program our year has been one of many important and happy moments for our children and for us as teachers. Only a teacher can fully appreciate when her children can match pictures that are alike after giving the instructions only twice. Not only matching the pictures but having them tell you why they are alike and understanding what they are doing. This is something they will be expected to do in English and they will do it well because they now know what the teacher wants, as they have had the experience in Spanish and understand it.

We have included the reading of library books to the children. This is important because it gives these children an experience that few have had. Not many parents with large families such as our children come from have someone at home to sit down and read to them. They must learn how to listen and hear every word if they are to get the most out of their schooling. This ability to hear is a must. It will serve them well while learning English. By reading to them we serve two very significant purposes: First, they develop auditory perception and second, they are exposed to favorite children's stories in a language they understand so that when the story comes around in English they enjoy the feeling of knowing what it's all about.

Favorable comments from some administrators have reassured us that instead of more Spanish being used on the playgrounds before these little ones are using more English, we feel that maybe having had a chance to use Spanish every day at least one period of the day and not forbidding them to use it has really taken out the desire to speak it elsewhere. As we all know, if you want a child to do something all you have to do is tell him not to do it.

Some have told us that the children are coming out of their little shells sooner and are volunteering more in their English classes. They feel this can be attributed to a great extent to the fact that they have done well in Spanish in similar lessons, therefore, have gained the confidence necessary to try it in English.

I would like to mention here, that it has been our privilege to have an exchange teacher from Guatemala working with us this year. The school and the community have been brought together in many instances because of this and we have all felt at one time or another that we are on a person-to-person basis taking part in international relations with her country through her. We share a mutual concern for our children who are not basically different to those in Guatemala. We hope to continue in this exchange of teachers.

We feel that we have used Spanish, the children's language, to learn English. This is a good thing. We hope that they will continue to use

it but at the same time become fluent in the language of this country, English. The child does not have to forget what he already knows to learn something new, instead he will be adding to it and we hope that he may one day add other languages.

We have used itinerant, experienced elementary school teachers with formal training, in Spanish, not necessarily foreign language teachers. We feel that this enables the child to associate the language with the teacher and relieves the regular classroom teacher of the burden of having to prepare materials in both languages. This in itself affords the child the best possible model in both languages. The opportunity for the child to become a true bilingual is definitely enhanced.

Our classes have been organized on a 30-minute basis. I can foresee no reason for not increasing this time to an hour. I do endorse the organizational plan we now have for teaching of non-English-speaking children in the Edinburg Consolidated Independent School District. I also look forward to the possibility of expanding and improving our program with assistance provided under Senate bill 428.

Thank you so much.

Senator YARBOROUGH. Thank you very much, Mrs. Garcia. I appreciate the emphasis you paid on the teacher. The necessity for having a qualified teacher who is devoted and dedicated and puts his or her life into this work cannot be overemphasized. Yours is a very fine statement and I think it will be very important to those working on this bill.

Congressman de la Garza, do you have any questions or comments?

Mr. DE LA GARZA. Thank you, Senator. I would like to make this comment at this time. Mrs. Garcia has made such a wonderful presentation and factual presentation, but in listening to the testimony this morning and this afternoon I thought that I in all fairness should make this statement. We are talking here of a need that our area possesses and we are talking of innovation and modern methods by which we can better teach our children. But I would like to emphasize that our school systems have not been entirely deficient in the past. Classic examples are Mayor Al Ramirez and Mrs. Garcia who are products of our local school districts. It is only that we want to do more and that we want to equip our children in a more modern world where the need for bilingual or trilingual person, to better enhance the capabilities of our Nation and of our people in that we want to help our children to better prepare themselves to live in a modern world, but I thought it would be worthwhile that in my estimation the greatest thing that any school can teach you or any teacher can pass on to you is your desire to learn and to continue learning and enhance your education. I think that Mayor Ramirez, Mr. Trevino, and Mrs. Garcia here have shown that the education which they received fulfilled the requirements of the statutory law but it also fulfilled that moral obligation that they learn that they would never stop learning, and that they must innovate and that they must supplement throughout their lives. I think that it's a tribute to the educational sysem of our area that we have here those who are products of that system who say that we can do more.

Senator YARBOROUGH. I agree with you on that comment, Congressman. I just regret that so many drop out; that the average educational level is 4.7 years instead of the fine education that Al Ramirez has and Mrs. Garcia has, and these other teachers. What we intend to do is

expand this opportunity so that instead of just a few having this wonderful education, each child with capability—and that is most children—might go ahead and complete their education like we have.

Next witness, Mr. Arturo Benavides, principal, J. T. Canales Elementary School, Brownsville. Mr. Benavides, proceed in your own way.

STATEMENT OF ARTURO BENAVIDES, PRINCIPAL, J. T. CANALES ELEMENTARY SCHOOL, BROWNSVILLE, TEX.

Mr. BENAVIDES. Senator Yarborough, ladies and gentlemen, and friends, first I would like to thank the Education Service Center, Mr. Pickens, Mr. Dooley, Mr. Mandel, and Mr. Ogg for having asked me to attend and speak at this hearing.

For the past 20 years I have been associated in the educational field, as an administrator and as a teacher. I can see the vital need of more help for the Spanish surname population throughout the Southwest.

I am sure you gentlemen are aware of the factual information about our people. For example, in Cameron County 47 percent of the Spanish surname people earn less than $3,000 per year, and 13 percent earn less than $1,000. The total Spanish surname population of Cameron County is 65 percent. The infant mortality rate in Cameron is 4 percent as compared to 2.6 percent in the United States. The median group had a 3.6 average as compared to 7.8 for other groups. In Texas the average median was 10.4 and in the United States 10.6. So you can see we are indeed in dire need of help. The Bilingual American Education Act can be of great assistance to our Spanish surname population. Title I has indeed been a shot in the arm but we need more aid than this.

For example, we would like to recommend that a full 9-month kindergarten program be made available for the students who do not speak English or have a fluent vocabulary of a regular English-speaking child. We further recommend that money be made available for building purposes since many districts are already overcrowded and do not have any rooms available. In staffing this program we might meet some obstacles but we could use our 2-year college graduates that are studying to be teachers. These fine young people would do a good job and also inspire young children with their fresh minds. Since most homes have parents who do not speak English, it would be necessary to concentrate on oral language and then go into a readiness program if at all possible.

This 9-month kindergarten program should be 85 percent or 90 percent funded by this act. Because we do not at any time want to feel that this puts some kind of enumeration into scholastic program, the district should do their portion or their part. This will help the poorer districts avail themselves of this program. The Texas Legislature has recommended something similar to this but on a 50-percent basis which makes it practically impossible for the majority of the schools to participate.

The Headstart program and title I preschool have indeed been a tremendous help but in most instances we have had it only for 2 months in the summer because of lack of space in the regular school year.

A 9-month program dedicated to oral English, reading readiness, and recreational activities would be a tremendous beginning. As is,

we are now able to teach 300 to 400 words in the summer; you can imagine what our educators could do in a 9-month term.

Another recommendation that we would like to make is that language laboratories be made available in more schools complete with 15 or 20 listening stations. In schools like ours, it would be necessary to have two complete rooms for this purpose. Materials such as tapes, records, films, filmstrips, and circuit TV would be made available in these rooms and our children would be more exposed to the English language than ever before.

Another recommendation that we would like to make is to lengthen the school day or the school year. By first remunerating the teacher with a sizable salary increase, we would overcome the first obstacle. We need much more time with our students and the teachers would be the first ones to agree with this. There are so many subjects and fields to cover and explore that the day is just not long enough to do a good job.

A further recommendation is that we be allowed to teach the students in both English and in Spanish. That we be allowed to take the best of these two fine cultures and nurture them into a unified one. We all know that a 5- or 6-year-old child can learn many languages if approached correctly. We feel, though, that a sudden transition of Spanish to English, which is what has been happening for a long time, is too demanding and terrifying for a child that spoke Spanish all of his or her preschool days. One day he is thrust into a different world and he is faced with a challenge too hard to meet. Several school systems have tried this approach and found it to be rewarding. We need to explore this further. It might not be the answer, but this act could let us look into it.

One more recommendation is that we start industrial, vocational courses earlier in education. Complete, well-equipped shops for arts and crafts, rooms with modern tools of all kinds are very intriguing for youngsters; all of these could be correlated with the language courses, the science experiments, et cetera. Extensive vocabulary could be used and the students would gain from two experiences, working and putting into practice their new-found words.

Social workers should also be hired to work on a full-time basis with the schools. These people could make complete home studies and share the information with the school and the teacher. Our families need constant counseling and these visiting teachers could be of great help in this field.

Overcrowded conditions in classrooms, 30 to 35 students per room, should be cut down to 20 to 25 students so that the teacher can have more time to devote to each child.

The above recommendations are only a few ideas as to how the Bilingual American Education Act can help the Spanish surname people of the Southwest. Our suggestions are not to be construed as set answers, but only as inroads to start the minds of these young people rolling along a better highway of education.

Thank you.

Senator YARBOROUGH. Thank you very much, Mr. Benavides, for that very helpful statement. One thing, the data from Cameron County is very illustrative. When you point out that the median educational level of this group is 3.6 years average of instruction com-

pared to 7.8 years for other groups, I assume all this data is about Cameron County?

Mr. BENAVIDES. Yes sir.

Senator YARBOROUGH. And then the level of instruction from this Spanish surname group is less than half of the average for Cameron County, showing the disadvantage they suffer economically and in all ways of advancement in the material part of our culture. I believe this is the kind of data that we can see the problem in Cameron County. It's the 11th largest county, I believe, in Texas. It was in the 1960 census. Looking at your data, I noted your recommendation that the 9 months' kindergarten program be funded 85 to 90 percent. The recommendation of the Texas Legislature, 50 percent matching basis, made it unavailable for a majority of the schools because they do not have the funds to put up that 50 percent. I think that is a valuable recommendation.

I have listened to all—about the tapes, records, films, circuit TV, et cetera. I am a coauthor with Congressman Curry in the House—Yarborough-Curry amendment, amendment to the Secondary Education Act, under which audiovisual aids were furnished to school districts and I worked very diligently for the audiovisual provisions of the National Defense Education Act of 1958. I was on the conference committee of the House when we provided for the science laboratories and the language laboratories in schools and junior colleges. I agree with your recommendations about this and we appreciate you adding your information.

Let me ask you how many years have you been teaching?

Mr. BENAVIDES. Twenty years, sir.

Senator YARBOROUGH. So you bring to this 20 years of experience?

Mr. BENAVIDES. Yes sir, the past 11 years as principal.

Senator YARBOROUGH. How many pupils in your school?

Mr. BENAVIDES. 1,255.

Senator YARBOROUGH. How many with Spanish surname?

Mr. BENAVIDES. Ninety percent Spanish surname.

Senator YARBOROUGH. Thank you very much.

The next witness is Mr. Rodolfo de la Garza, superintendent of schools, Rio Grande City. You have come from Rio Grande City. That's in Starr County, isn't it?

Mr. RODOLFO DE LA GARZA. Right.

Senator YARBOROUGH. So we hear from another county in this valley area. Will you proceed? How long have you been superintendent?

Mr. RODOLFO DE LA GARZA. Sixteen years.

Senator YARBOROUGH. What teaching experience did you have before that?

Mr. RODOLFO DE LA GARZA. I had 12 years in the schools of the city of Laredo and 6 years in college work in the East and up North, and one year and a half as a principal of high school, Rio Grande City, when I was drafted to be superintendent, and I have been there since.

Senator YARBOROUGH. Well, I don't know what all that adds up to without a computer but its something over 30 years.

Mr. RODOLFO DE LA GARZA. Thirty-four years.

Senator YARBOROUGH. Thirty-four years. We welcome you with this great experience that you bring to the witness stand in this hearing on

Senate bill 428. Thank you. I want to say you don't look that old to me.

Mr. RODOLFO DE LA GARZA. Thank you.

STATEMENT OF RODOLFO DE LA GARZA, SUPERINTENDENT, RIO GRANDE CITY INDEPENDENT SCHOOL DISTRICT, RIO GRANDE CITY, TEX.

Mr. RODOLFO DE LA GARZA. Senator Yarborough, Congressman de la Garza, I bring you greetings from 97 percent of young Mexican-Americans that will enter school for the first time in our schools in Rio Grande City and will be as lost as I was many, many years ago. I thought that there would be other Senators from out of the State here at this meeting today and so I have, I believe, more local color on the subject.

Senator YARBOROUGH. Well, Mr. de la Garza, let me say more had planned to come. These hearings were initially set for the first 3 days of last week but the Senate set another matter, a prior matter, and we were instructed by the leadership to cancel all hearings. We were forced to defer them and have the hearings during the period of the recess. This is what you might call the vacation—4 or 5 days when the Senators are in their home States. So I, instead of taking this as vacation, have set the hearings in Texas during this period in order not to delay the bill.

Mr. RODOLFO DE LA GARZA. We appreciate that, Senator.

Senator YARBOROUGH. But I'll order your full statement printed in the record and they will all read it.

Mr. RODOLFO DE LA GARZA. Our schools are in Starr County. We are at the western end of the valley. We have problems that are different sometimes from the rest of the valley. The problems of our schoolchildren all derive from poverty. Traditional beliefs have been rent asunder. Our people are a hard-working people. Our problem is mainly unemployment. There is nothing but stoop labor for most of them and little of that.

Would our people trek 2,000 miles across the continent to the asparagus fields in the State of Oregon to do stoop labor if better opportunities were found at home? Are they indolent people if they risk their lives across the Continental Divide to get to the grapes in California.

Our people are not starving to death. We are neighborly people and we take care of each other, but a daily diet of beans and rice and a few other staple commodities day after day bring undernourishment and eventually a tremendous health problem.

Our local CAP chapter informs me that all of the county covers poverty concentrated areas. The total number of families in the county is 3,339. Of these 2,384 have an income of less than $3,000. One thousand and five families have an income of less than $1,000. There are 3,786 males over 14 in the civilian labor force. Of such males 29.2 percent are unemployed.

There are 1,018 females over 14 in the civilian labor force. Of these 80.7 percent are unemployed. There are 972 persons age 65 or over and of these 69 percent receive old-age assistance. There are 7,513 persons 25 years and over. Three thousand eight hundred and nine have less than 8 years of education or 50.7 percent.

Quoting Senator Yarborough in the Congressional Record for January 17, 1967:

> The time has come when we must do something about the poor schooling, low health standards, job discrimination, and the many other artificial barriers that stand in the way of the advancement of the Mexican-American people along the road to economic equality.

The Office of Economic Opportunity has labeled Starr County the poorest County in the State of Texas, 17th in the Nation. We are poor, but it has definitely been proven that we are willing to help ourselves if the opportunities are offered to us.

The war on poverty has made inroads in our problems that are giving us every day a more and more lucid picture of what we face and an opportunity to give better service to the people and thereby improve our situation.

The pilot migrant program of the Texas Education Agency and the subsequent monies from OEO to help the program further have given us an opportunity to get better teachers, better materials, and give more time to those unfortunate children that spend 6 months in school with us, from November through April, and then trek with their parents all over the United States in search of employment. If the weather favors them they come back with some degree of success. If not, to abject poverty and more indebtedness in order to go back the following year and try their luck again.

The adult migrant program has shown their willingness to learn. There is no more touching scene that to see 20 to 30 adults from the age of 20 to the age of 60 struggling through a third grade reader. Their efforts and willingness to learn overwhelms you. But the problem here is big. Take our situation last October: we had to select 192 eligible migrant and or seasonal workers out of a list of 900 to give them an opportunity to learn and earn.

Senator YARBOROUGH. Let me stop you a moment, Superintendent de la Garza. What percentage of the 900 wanted to go and learn in the adult program? Is it 900 that applied and you had to pick——

Mr. RODOLFO DE LA GARZA. 900 that applied.

Senator YARBOROUGH. 900 applied and then you were forced to limit because of the low amount of funds to——

Mr. RODOLFO DE LA GARZA. Get the lowest income bracket.

Senator YARBOROUGH. And to tell that other 700 that they couldn't learn?

Mr. RODOLFO DE LA GARZA. Yes.

Senator YARBOROUGH. I don't envy you that.

Mr. RODOLFO DE LA GARZA. No, it was very difficult.

Senator YARBOROUGH. I know it was heart rending.

Mr. RODOLFO DE LA GARZA. Yes.

Senator YARBOROUGH. Proceed.

Mr. RODOLFO DE LA GARZA. The Federal programs are tremendous but not enough of them. We must have more help here, more help with the health problem, with malnutrition, and it should come in the same fashion as all the rest of the programs, more of them and all with the idea of self-help behind them.

Over 95 percent of our people come to school to learn in a second language. With the burden on their shoulders of unemployment and health hazards they still come to school; again quoting Senator Yarborough:

Thus the Mexican-American child is wrongly led to believe from his first day of school that there is something wrong with him, because of his language. This belief soon spreads to the image he has of his culture, of the history of his people, and of his people themselves. This is a subtle and cruel form of discrimination, because it indelibly imprints upon the consciousness of young children an attitude they will carry with them all the days of their lives.

Fortunately in our case in Starr County this problem is not as relevant because 97 percent of our people are all in the same situation.

The Senator continues:

Its effects can be perceived by looking at the dropout rates among Mexican-American children.

Last night Rio Grande City High School made history by graduating the biggest class that has ever finished 12 years of education, 218 strong. Yet when this class entered high school there were 326. What happened to the other 108? Somewhere, somehow, we lost 108 young people in 4 years. Some of these dropouts are becoming adult migrants at the age of 15.

We have done much to stop the dropout rate but not enough. We need a vocational building with vocational courses in the higher grades not only to teach many of these who will not go on to a higher institution of learning a vocation, for more than 85 percent of our high school graduates leave the community and do not come back, but to tempt them to stay in school.

Still the answer lies principally at the beginning. For 15 years we have tried to start preschool classes for the 5-year-olds, hoping that 1 year of extra education might break the language barrier. Without the money for additional classrooms and additional teachers we were never able to do so. We have been pressuring the Office of Economic Opportunity for this help and we may get some as we have in the other programs, but not enough to adequately house and adequately teach all of the needy children.

Housing is a problem in our schools. Our people cannot bear the additional burden of extra taxation to get the adequate system that is needed. In this climate where 4 months of the 9-month school year temperatures hit the 80's and 90's, imagine how the energy, industry, and learning situation could be engendered in an air-conditioned building. Adequately fed and clothed, education for these young children would become a desirable experience. So we need construction.

Teachers here become a rare commodity, and so we, in depressed areas, must become resigned to constantly losing our best teachers to school districts that can pay more, and to use and be satisfied with what is available.

Inservice education is a must. The Texas Education Agency and Federal projects such as title I have been helpful with funds to conduct inservice or acquire remedial personnel, but remedial people are at a premium and we must teach our own.

Teachers are expensive and the tendency is to load a classroom to the maximum allowed by the State. Thirty to thirty-five students and sometimes more students affords the teacher no time for individual instruction much less remedial work; and remedial work will be needed until we find the happy solution and correct approach on the teaching of students in a second language.

The National Teachers Corps has been one of the Federal programs to date to help depressed school districts with their teacher program.

We were fortunate this last year to have five young energetic people who fit in with our title I program on remedial language arts and reading. These interns did individual and group work with students in five different schools. Four days of the week they worked diligently and the fifth attended classes at nearby college dealing with the work they were doing with us. This was all an overall plan to procure their master's degree. Unfortunately we could have used 10 times as many National Teachers Corpsmen.

Some of my teachers after visiting several schools where new innovative methods are being used to teach the bilingual child have come back impressed and wish to experiment on a bilingual approach.

As Senator Yarborough so well puts it:

> Among Spanish-Americans the teaching of the Spanish language and culture to pupils who speak but do not read the language may provide a basis for motivation and an opportunity for achievement not previously accorded the group.

Says Benicio Barrera and Eustolia Barrera who last year were in the interstate project for migrant teachers and worked in Idaho among the migrants:

> We believe that the first three grades should have bilingual education by using both the English and Spanish method. In this way what is taught in English is reinforced in Spanish and vice versa.

Says one National Teachers Corpsman:

> I have been very pleased with the freedom I have had while working with these children. I feel that having the ability to experiment with techniques for teaching the Spanish-speaking child is vital for improving the teaching of these children in the future. So little is really known in this area by educators. I am convinced that there are better approaches for teaching these children.

Says another Teachers Corpsman:

> I would like to see such a school become bilingual next year, but since it would be virtually impossible without major changes in the entire school system, perhaps so and so school could cheat a little on the rules by relaxing the rule against Spanish. Teachers could be encouraged to disregard Spanish when used, instead of constantly reminding the students that only English is to be spoken.

Many of my teachers and I are becoming more and more firmly convinced that an opportunity such as Senator Yarborough offers in his proposal would not only be an innovative program but a way to teach our children their necessary and vital second language, English, through the use of their first native language, Spanish. To have these students finally proficient in both languages would not only be an asset to them but also to our State and our country.

That's all I have, Senator Yarborough.

Senator YARBOROUGH. Well, thank you very much for this informative statement, and the county, you say, is listed as the poorest in the State of Texas, and 17th in the Nation?

Mr. RODOLFO DE LA GARZA. Yes.

Senator YARBOROUGH. One of the 17 poorest counties in the Nation. You have set out the problem of education and of local school achievement, and the necessity for a greater effort and the need for vocational courses. Let me commend you on motivating these children in high school. Two hundred eighteen who graduated out of 326 who entered. That is two-thirds of those who entered high school. Can you tell me what percentage of those who graduated from the eighth grade entered high school?

Mr. RODOLFO DE LA GARZA. We lost another hundred.

Senator YARBOROUGH. So you lost then approximately 50 percent who graduated from the eighth grade did not graduate?

Mr. RODOLFO DE LA GARZA. We lost 50 percent of the ones that entered the fifth grade.

Senator YARBOROUGH. If you take the students who stay in school until they finish their eighth grade and prepare for high school, experience over the Nation has shown that of the children who graduate from the eighth grade practically all are intellectually capable of doing high school work, if they will try. Now Texas is 32d among the States of the Union in education, and here is one of the biggest reasons for our dropout rate. The census figures show that of the students who graduate from the eighth grade in Texas only some 40 percent graduate from high school. But in Wisconsin, 90 percent of all of the children who finish the eighth grade graduate from high school. In Illinois and California, similar racial basis as ours, particularly California with Anglos, Latinos, Negroes, some 85 percent of all who graduate from the eighth grade graduate from high school. And Illinois, about 84 percent of all who graduate from the eighth grade graduate from high school. So we have a tremendous dropout rate in Texas after they have already finished the eighth grade. By the time children have stayed that long they ought to finish high scool.

Now what percent did you say drop out by the time they reach the fifth grade?

Mr. RODOLFO DE LA GARZA. Our dropout rate is small from the first through the eighth grade compared to our dropout rate in the ninth, 10th, and 11th grade. We have done wonders, I think, where the dropouts are concerned in other grades but we are failing in the ninth, 10th, and 11th grades. We keep them up to the 12th grade—well, let me put it this way: Year before last we lost 180 kids in high school in ninth, 10th, and 11th, and only three out of the 12th. Last year we lost 175 out of the ninth, 10th, and 11th and only two out of senior year. And this year it looks like it's going to be about the same. I mean 170 to 175 in the ninth, 10th, and 11th, and only two or three in the senior year. If they get to the senior year, they stay.

Senator YARBOROUGH. I want to congratulate you on motivating those students to stay in school. You know, not everyone has to have a college education to be qualified to earn good money in this country, but it's almost necessary to have a high school education. And highly desirable to have a junior college education, to earn good money. There's a tremendous shortage of mechanics, automobile mechanics, mechanics who can repair a radio, television, and they pay good money. Sometimes they pay more than our schoolteachers get. There are many good jobs waiting in different parts of the country for those who master the English language enough to understand technical manuals without having a college degree. It is very important to the future of these children to have good opportunity for themselves and their families.

Mr. RODOLFO DE LA GARZA. May I say, Senator, for the record that we have a large number of students going to college. We have a large number of students that get to the professions. We have had some good doctors and dentists and a lot of schoolteachers come from our school. But I was dealing mostly here with our large percentage of young people who are not college bound. I think that we have had an excep-

tional number of young people come to college, especially to Pan American, and have done fine. Because we have a large number of young people who we have trained along the academic lines.

Senator YARBOROUGH. Forty years ago this year I graduated from the University of Texas Law School and one of my classmates, Mr. Guerra, graduated from Rio Grande City. So it is not new to me to hear that there are college graduates from Starr County because the University of Texas Law School then and now has a reputation, if I might in modesty say, of a pretty tough law school in the United States. Mr. Guerra was in my class and we graduated together that year.

Congressman de la Garza, any questions?

Mr. KIKA DE LA GARZA. No, sir. The only thing I would like to mention is that as far as I know Superintendent de la Garza is not related but we claim him.

Senator YARBOROUGH. I think you are entitled to. With this wonderful record, I would, too.

I believe that completes the formal list of witnesses. Do we have another witness who is not on the list and asked to be heard? The hearing is open—public hearings—to anyone, and you didn't have to have your name on the list to be entitled to be heard under the rules of the U.S. Senate.

Mr. Gregory Montoya from Elsa, schoolteacher for 27 years, member of the 59th Legislature of Texas, has appeared and states that he would like to say a few words on behalf of the bill. Come around, Mr. Montoya. I have a great friend in the U.S. Senate, very able Senator, former speaker of the house of the State of New Mexico, Senator Joe Montoya. Do you happen to be related to him?

Mr. MONTOYA. We are cousins.

Senator YARBOROUGH. Cousins. Congratulations. He's very able. Be seated and proceed in your own way.

STATEMENT OF GREGORY MONTOYA, TEACHER AND LEGISLATOR, ELSA, TEX.

Mr. MONTOYA. Hon. Senator Yarborough, ladies and gentlemen, it is indeed a pleasure and also honor to be here this afternoon. After driving in from Corpus Christi I got the news over the radio that you, Senator, were holding a hearing here today in Edinburg, and that's one of the reasons I am here.

And also the fact that you mentioned that Senator Montoya was a cosponsor of the bill.

Senator YARBOROUGH. Yes, he's one of the original cosponsors, one of the first ones.

Mr. MONTOYA. He's a cousin of mine, distantly related. I don't know if he claims me or not. But at any rate New Mexico is the only State of the 50 States in which bills are written in both languages, both English and Spanish.

Senator YARBOROUGH. You know, Mr. Montoya, in Texas we printed the acts of the legislature in English, Spanish, and German up until about 1880. We had it trilingually printed, the law. After the session was over, it was printed in three languages so that the three largest language groups of the State could get the laws in their own language.

Mr. MONTOYA. Yes, and New Mexico is the only State out of the 50 States that currently prints bills in both languages.

Now, hemispherically speaking, I am trying to place the importance of your bill, Senator, how important it is and how necessary it is that we should have something like this. I don't think it is late. We should have had it years back. And I wish you a lot of success in this. Now, hemispherically speaking, there are 21 American republics, 10 of them in South America, six in Central America, three in the Caribbean, Mexico, and the United States. Now of the 21 American republics, of course, our official language in the United States is English. In Haiti it is French. In Brazil it is Portuguese. Now the other countries, 18 of them, have Spanish as their official language. So it is important that we should learn both languages.

As a teacher for the past 27 years in the classroom and also being an assistant or understudy to the principal, I have learned that it is easier to pass the word on in the language that the student understands, knowing, too, that I am violating one of the rules. Of course, when the parent walks into the classroom and rattles off some Spanish, well, being a teacher, I have to be understandable and I have to rattle back or answer in language that he is speaking. Because, he is like a patient that goes to the doctor, he has got to know what's wrong with him; he has got to know what is good for him to get well.

At any rate 60 percent of the English language comes from the Latin language. Thirty percent of the English language comes from other languages. So if you were to erase the 60 percent of Latin and 30 percent from other foreign languages you would have a very small amount of real English. I'm talking about few samples like mineral, it is the same word in Spanish, mineral. Hospital, doctor, medicine, correct, correcto, important, and all of those words that have a Latin origin. It is important that we should learn these words, know about them, know their origin. Our county is Spanish named. Now if we were to draw a line all the way from El Paso, Tex., across east to the gulf through San Antonio we would be more in Mexico than in the United States.

There were 165 graduates last night in Edcouch-Elsa area from which I come, and out of the 165, 140 of them were Spanish named. Just think if this program that you are initiating and trying to implement could come through, many, many more graduates would finish school and we would lessen the dropout problem.

I have some examples of some people that are very conscientious of learing another language. I am thinking of Judge Tillman Smith of Corpus Christi who studied under me. I understand now he doesn't need an interpreter in his court. That's an advantage. Another judge from Corpus Christi also, George A. Hamilton, that served in the diplomatic corps in South America during the Second World War. Mary Miller, the granddaughter of Roy Miller, the founder and developer of the Port of Corpus Christi, one of my former students, is a bilingualist—multilingualist by now, I guess. The three State representatives in the State house, the Honorable Raul Longoria is bilingual, the Honorable A. C. Edwards is bilingual. I'm sorry about the other one. He took my place. State Senator Bates, we call him Flaco, thin one, he's bilingual. He can read and write and even sing in Spanish.

Senator YARBOROUGH. Thank you very much. Thank you for coming here and adding your endorsement, Mr. Montoya. Your distin-

guished cousin from New Mexico is making a great record in the Senate of the United States, and was one of the original cosponsors of the Senate bill, and since the Senate bill has been introduced a number of bills were introduced in the House of Representatives. Quite a number of bills came in the House from the Representatives that would carry out the spirit of this act. Some were identical, some were amended in some slight ways, but they are there.

We want to thank Congressman de la Garza. He stayed all day. We are approaching the end of these hearings, all of the regular witnesses have testified, and he has patiently sat through, listened, participated, made statements, asked questions. Its a comity that one House extends to the other, to invite the Congressman from the district or any other Congressmen from the State or authors of similar bills, or others when we have hearings, and we appreciate his coming here and participating for this full day that the hearings is held in the district. Thank you, Congressman de la Garza.

I want to thank all of you who have participated and who have come and added so much to this hearing here today. I appreciate very much the contributions of testimony and I feel that the hearings in Edinburg have been very valuable. They have added new material, a great deal of data, I think, to show the absolute necessity of doing something to educate the child from the Spanish-speaking home. We have had reasons, we have had suggestions, we have had theoretical discussions, but the evidence is overwhelming and compelling after today's testimony that the need is great; urgency is here. These children are entitled to it and I intend to try to help bring it about. Thank you very much for your assistance.

The hearings are adjourned until 9 o'clock Wednesday morning, May 31, at San Antonio, Bexar County, Tex. Thank you all for your help.

(Whereupon, at 5:50 p.m., the subcommittee recessed, to reconvene Wednesday, May 31, 1967, at 9 a.m. at San Antonio, Tex.)

BILINGUAL EDUCATION

WEDNESDAY, MAY 31, 1967

U.S. SENATE,
SPECIAL SUBCOMMITTEE ON BILINGUAL EDUCATION
OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE,
San Antonio, Tex.

The subcommittee met, pursuant to notice, at 9 a.m., in the McCollum High School Auditorium, San Antonio, Bexar County, Tex., Senator Ralph Yarborough, chairman of the subcommittee, presiding.

Present: Senator Yarborough.

Committee staff present: Gene E. Godley, counsel to the special subcommittee; Robert O. Harris, counsel to the Labor Subcommittee; Allan Mandel, professional staff member; and Roy H. Millenson, minority clerk.

This morning, the Senate Special Subcommittee on Bilingual Education will come to order. The hearings will be continued that began in Washington, have been carried forward in Corpus Christi, Tex., and in Edinburg, Tex. Now, the third day of the Texas hearings are convening here in San Antonio, Tex. This bilingual educational bill, Senate bill 428, that I introduced last January, is the first bilingual education bill in the history of the American Congress, and these hearings are the first hearings ever held by either branch of the Congress on bilingual education. The question has been asked, what is the need for the bill? The bill grew out of an increasing need, and on recommendations of many American educators. This problem is cause by the fact that we have in the Southwestern States—California, Colorado, New Mexico, Arizona, and Texas—over a million Spanish-speaking children of school age, and approximately 425,000 are here in our home State of Texas. Most of those come to school unable to speak English. They enter classes where only English is spoken, and the result is that a barrier is created, and that those children fall out of school. They drop out by the hundreds of thousands and they lag behind in general even if they stay in school. That is to their detriment, it is to the detriment of our economy, it is to the detriment of their families. It is to the detriment of our whole society. The object of this bill is to give every child an equal chance in education and experiments are being conducted in the different parts of the State as to how to do this. In Laredo, they have classes where they teach Spanish and English words at the same time, the same teacher.

We visited in the hearings at Edinburg an educational laboratory, built with a 50-percent grant of Federal funds, where a teacher teaches a class in Spanish for 45 minutes, and then the next teacher comes in and teaches in English 45 minutes. They rotate that way all day long, one teacher teaching in Spanish and the other in English in the same

classes. Now, this continues through the day. There are other methods, and the purpose of this bill is to authorize money so that this work might be carried forward to educate these people. The detriment to them and to us is shown by the fact that of families in this country, with under $1,000 a year total income for the whole family, Texas has the highest percentage of any State in the Nation, and the white population with Spanish surnames in Texas, have twice as many families in this low-income bracket as the general population. So, this failure to get an education is depriving these people of an equal chance in our society. At the hearings in Edinburg, Tex., it was learned that 71 percent of the people in the Rio Grande counties of Hidalgo, Cameron, Starr, and Willacy—nearly half a million population—71 percent of the people have Spanish surnames. Eighty-nine percent of all the children entering the first grades have Spanish surnames, and 69 percent of those can't speak English. So to start off and say to them you can't speak any Spanish in school, then, their education is deprived. The purpose of this bill is to use their culture and their language so they can become fully bilingual. The purposes of these hearings is to obtain information as to the problems of our society, the need of this legislation in our society. We do not pass legislation in the Congress, or shouldn't, unless there is a need for it.

We start these hearings in San Antonio today with a distinguished panel of educators and other people in the public service, who are interested and who have studied this problem. First, representing the city of San Antonio, I have the great privilege of introducing to you here Mr. Pete Torres, Jr. He is a city councilman, recently elected to the city council. He is here on behalf of the city. We are glad to have the privilege of being here with you, Councilman Torres. You might say you are acting mayor insofar as these hearings are concerned.

STATEMENT OF PETE TORRES, JR., MEMBER, CITY COUNCIL OF SAN ANTONIO, TEX.

Mr. TORRES. It is certainly good to be here, Senator, and on behalf of the people of San Antonio, Senator Yarborough, distinguished guest, and my good fellow Americans, we can say that this is a very momentous, historic hour in San Antonio, and in all of the Southwest, because this is the first time that any subcommittee has embarked upon a study such as undertaken here today. It has been said that there are those who invest money, of course, rewards are forthcoming in terms of self-enrichment, but what we are concerned with here today is not self-enrichment. It is the dignity and self-respect of man. And, the reward may not be forthcoming, it may be a generation before we realize any rewards from this project that is being undertaken. We can wait patiently until tomorrow, because many yesterdays have already passed. Now, in discussing the problems pertinent to the Bilingual American Educational Act, we are not to say that the Mexican-American is without achievements, because our scholars, our doctors, our lawyers, our engineers, and professionals in every major field have made a permanent imprint in the history of our Southwest. The Mexican-American on the street has to be admired for his courage and his perseverence in his quest for his daily bread; and we cannot forget the pride with which our young boys

have served our country on foreign soil, and they merit commendation that they are among the bravest of the brave.

And, yet, of the indictment that you mentioned, Senator Yarborough, prevails that for too many there are education problems that reflect in low achievement scores, high dropout rates, a high rate of functional illiteracy, and the high rate of unemployment. To illustrate, the San Antonio Independent School District reported the results of a survey recently, which indicated that Mexican-American seventh grade students at four local schools in West San Antonio attained a 5.2 grade level in their achievement tests, or one full grade level below the district level. These same four schools from which the students came are considered to be educationally and culturally deprived. They are the lowest per capita income, from the community, and the highest unemployment rate. Consider that the unemployment rate in San Antonio is 4.3 percent, yet it is appalling that the unemployment rate in this same area is 8 percent. We can see, then, that there is a challenge, the fact that there is much work to be done. I know, Senator Yarborough, of no better person to undertake this task than you and your subcommittee, and again, on behalf of the people of San Antonio, Senator, I welcome you. Thank you very much.

Senator YARBOROUGH. Thank you, Councilman Torres. The facts that you have stated, I think, illustrate that people are becoming aware of this problem, and I am proud of the fact that this bill that I have introduced has distinguished cosponsors. I have introduced this with the following cosponsors: Senator Robert Kennedy, of New York; Senator Jacob Javits, of New York; Senator Kuchel, of California; Senator Joe Montoya, of New Mexico; Senator Williams of New Jersey; Senator Murphy, of California, and my colleague of Texas, Senator Tower, so this bill has high purpose and backing of both Democrats and Republicans. It has some people on this bill who are known as some of the leading liberals of the Senate and some of the staunchest conservatives of the Senate. It cuts across party lines, it cuts across ideological lines, because these Senators join me, and are determined that we are going to give these children a fair chance. And, in my State, I am proud to lead in this bill, because my State is the State where this need is greatest. For example, the average person with a Spanish surname in Arizona has had 7 years of schooling, California eight and a half years, Colorado, 8 years, New Mexico 7.7 years, but in Texas, the average person with a Spanish surname, only 4.7 years.

Of all of the southwestern States, we have been doing less to see that our Spanish surnamed citizens got a fair education. We have been doing less than California, Colorado, New Mexico, or Arizona, and while I match this with the whole Nation, I see this tremendous need in Texas alone. And, you are an illustration here, Councilman Torres, of the determination and drive of the people with Spanish surnames. You have come to the top in achievement in a not easy political city in Texas, in San Antonio. And, you have come on your own merits, without any machine backing you. So, that illustrates—you are just one illustration of many of great pride and capabilities. To this segment of our people, we need to give them an equal education. The contribution of 1,600,000 people of Spanish surnames in Texas to our society would be incalculable. So thank you, for this welcome in

behalf of this great city of San Antonio, two-thirds of a million people, and now one of the 13 largest cities of America. It is a great city, it is great in its influence, greater still in its potential in the future.

Mr. TORRES. Thank you.

Senator YARBOROUGH. Thank you. We are changing slightly the order of the witnesses. State Senator Joe Bernal, will be called to the stand first because he has an engagement to meet. He was to testify later. He is here, and since he is State senator and has been very active in the State senate, I think the people know him, particularly in this area. And, they know him pretty well over south Texas, and they know you in north Texas, too, Senator Bernal, because I had three engagements in Dallas last Saturday and they were talking of you in every one of them. This is State Senator Joe Bernal of San Antonio, Bexar County.

STATEMENT OF JOE BERNAL, MEMBER, TEXAS STATE SENATE FROM SAN ANTONIO, BEXAR COUNTY, TEX.

Mr. BERNAL. I am very happy to be here, ladies and gentlemen, at the invitation of U.S. Senator Ralph Yarborough, who also happens to be the author of Senate bill 428, better known as the bilingual education bill. And I come in support of that bill because of the very fine research that has gone into it. I know recently we had a conference here in San Antonio, Mexican-American conference for improving educational opportunities. And the Senator was one of our main speakers at that time. We have a summary of that conference, and I hope that the committee, later on, Senator Yarborough, takes advantage of the summary. I am sure it will be provided for you and the committee by the educational organization here in San Antonio.

Senator YARBOROUGH. Yes, sir, Senator Bernal, and there was a conference in Tucson last October. This bill largely grows out of those conferences. I was urged to come out there and when I listened, I heard and I saw the necessity.

Mr. BERNAL. You participated in that one, I recall, too, the National Education Association Conference in Tucson.

Senator YARBOROUGH. I participated in Tucson and came back and introduced this bill as a result of that, and then had the privilege to participate here with you in the great conference here in San Antonio.

Mr. BERNAL. You know, I attended both of those conferences and I didn't come out with a bill like that. I am very proud that you did.

Senator YARBOROUGH. Thank you, Senator.

Mr. BERNAL. You probably would have a better chance at that than I would. Anyway, I am very proud to be here. Just yesterday I ran into a letter, I will start with that, but I do have a prepared statement. But, it was a letter written to the San Antonio Light, directly from Mr. Jake Rodriguez, who I just talked to a while ago, and gave me permission to go ahead and use it, use his name. He states that Mr. R. E. states that Mexicans insist on speaking Mexican, and this is the problem really, for Mr. R. E.'s information, who speaks the language of Mexico, Spanish. From what I have heard here in San Antonio, the language that the Mexican Americans speak is a Tex-Mex. These unfortunate people who speak this dialect apparently can neither speak correct Spanish nor correct English. This is a tragic

situation since most of the Latin American tourists and businessmen who visit the city leave the city laughing about the terrible Spanish spoken. As for Mr. Jake Rodriguez, it appears that he is doing Mexico a favor by calling himself an American. This class of person is not wanted in Mexico, and apparently by the customs here in Texas, he is not wanted here either. So, Mr. Rodriguez and the other Spanish people find themselves here, are without a country. I have felt that too. The sociologist calls us marginal people, Senator Yarborough, because we are neither one or the other. I know many times when I travel in Mexico, they do sort of give you a funny look because you don't speak just exactly the way they do. And of course, we can't speak English. People look at us funny over here, too. But, I think your bill will take care of this very serious problem that we have here. I do have a prepared statement for the committee, which I will now give.

Language is understanding. It has frequently been called the basis of civilization, and its use, the measure of a man's success. Sociologists tell us that the basic differences and controversies that divide men on issues, customs, and attitudes are directly attributed to a lack of communication.

Today, we Texans and citizens of the American Southwest find ourselves in a dilemma—a dilemma as basic to our heritage as any time-honored custom. Bilingualism is just what the word implies—the ability to speak two languages, but on another level, it is much more; it is, for instance, a natural resource which has been foolishly wasted for years. It implies our best hope for mutual understanding and respect. And yet, in too many instances, we have attempted to clog the culture gap instead of bridging it. The logic was simple: If you change a man's language, you also change his culture. Once a Mexican-American speaks English, he will conform to the norms of the community and all ethnic difficulties will somehow disappear. Today, however, we are more enlightened or perhaps just more sensitive to the problems that do exist. Today's hearing on U.S. Senator Ralph Yarborough's Senate bill 428 is fitting evidence of the growing concern with the problems and the potential of the Mexican-American and other Spanish-speaking people of the United States. This culture gap that I speak of was beautifully illustrated by Carlos Conde in a recent guest editorial in a GI forum publication, when he remarked:

> When I was growing up in a small Texas town on the Mexican border, my teacher whipped me in school for speaking Spanish . . . and my friends whipped me after school for speaking English. The first was to remind me that I was living in the United States and the second was to not let me forget I was Mexican.

This was a generation or so ago, and fortunately, times have changed in favor of the Mexican-American. He has become more knowledgeable in the use of the English language and its influence and Anglos are learning to accept the cultural differences through mutual understanding and encouragement of bilingualism.

We hear a great deal about the chicanos (those Mexican-Americans who cling to their ethnic tradition and use Spanish whenever possible), the pochos (who attempt to identify with the dominant culture and speak primarily English), and the pachuco (who rejects both

and speaks an argot which is neither Spanish nor English * * * and who, by the way, doesn't give a damn). These terms although arbitrarily chosen do illustrate basic differences of acceptance and rejection of another man's language and culture * * * but, the important point to keep in mind throughout any meaningful discussion of Mexican-American problems * * * the point that has, for too long, been obscured through prejudice and ignorance is simply that bilingualism is and should be an asset and not a liability which can be used to bridge the culture gap. It can help fuse harmoniously our two great cultures rather than having them clash. It can, indeed, bring out the best in both the English as well as the Spanish-speaking world.

There exists today a vast resource, virtually untouched, which could bring about a long-needed amalgamation of two forces in this hemisphere. We have seen in our United States two great movements—one, from Plymouth Rock, where the pilgrims, settlers, and pioneers brought with them their Anglo-Saxon culture and Protestant religions. The other, from the South—the Catholic priests, the soldiers, and the explorers who brought with them the Spanish language. These two movements hold for us one of history's greatest challenges * * * the opportunity to prove that these two strong and basic cultures can coexist for their mutual betterment. And this is a challenge we of the great Southwest should all eliminate misunderstanding and prejudice * * * only when bilingualism is accepted and encouraged will we truly become good neighbors.

Senator, again, I want to thank you for allowing me to come before your committee.

Senator YARBOROUGH. Thank you, Senator Bernal, for this contribution. It is a real contribution. You know, outside of the committee hearings as I travel in south Texas, I hear these terms, "chicanos," "pochos," "pachuco," used. Nobody ever really explains them and they have not been explained in this record. I don't think anyone in north or south Texas knows what they mean. You have explained what is happening in a marginal area where two cultures overlap each other, and just as you have stated, the purpose of this legislative measure is to enable these people to become literate in both cultures. The country needs them. We need them here, we need them abroad, we need them in the diplomatic service, we need them in the Peace Corps, we need them in many places. They could serve and enrich the life of America and benefit this great Nation. We now have to wait and try to train people in Spanish after they are adults, and the educators tell me if you wait that late, they will never really be totally successful. They will never really learn to fully understand Spanish.

Mr. BERNAL. Well, Senator, we have, in my estimation two worlds in our hemisphere; the English-speaking world and the Spanish-speaking world. What better place than in the great Southwest, and Texas is very much a part of it, where these two worlds come to meet, could we take advantage of these two languages, and really have people bilingual than in this meeting place of these two great cultures?

Senator YARBOROUGH. That is one of the purposes of this legislation. Also, it could give all of these Texans just as much chance in life as the other—Anglo or Latinos. Latinos were here first. The bill would give them more opportunity to participate in the richness of life of the Nation. Unless they master English, and I don't think they could master

it coming to school speaking English solely unless they become literate in Spanish, too, the jobs of the Nation are not open to them. But, once they are literate in both languages, they will have more opportunities than a person literate in one language. Now, these opportunities, of course, come, as you have pointed out, only through education. You have stated beautifully the purpose of this is to enable them to become bilingual and familiar with both cultures. We have demonstrations where children that start young become completely bilingual and speak both languages fluently without mental difficulty.

Mr. BERNAL. I think the bigger mental problem, Senator, would be where one 6-year-old first-grader comes to school for the first time and is not acquainted with the English language, and is immediately rejected as far as his Spanish background, or his Spanish-Anglo background. Perhaps there is more of a dramatic experience in that, in being rejected at that early age, and possibly, there again having the potential dropout in the early elementary school years, psychologically being rejected. Maybe the teacher doesn't mean it. I am sure the teachers don't, because I have been a teacher too long, and I have too much respect for our teachers. But, many times we are a little harsh, and when you find a child that can't speak English that comes into the first grade, and have that child told that he ought to speak English, but he doesn't know how to.

Senator YARBOROUGH. Well, I wanted to bring that point out. While you are a State Senator now, your profession most of your adult life has been as a teacher.

Mr. BERNAL. I couldn't speak English in the first grade either. I have trouble with it now.

Senator YARBOROUGH. And now, you are one of the leading senators in the State senate. Congratulations. That is an example of what bilingualism has meant to us. Who knows, you might have been Governor instead of State senator if you had been bilingual from the start, instead of having to bridge this gap after you were some years old.

Mr. BERNAL. You are very kind.

Senator YARBOROUGH. You are making a great contribution to the progress of this State. We are glad that you could take time to come here.

Mr. BERNAL. I would like to commend you for your efforts, too, Senator, and I think you have done a great deal here, and I wish you well.

Senator YARBOROUGH. Thank you very much, Senator Bernal.

Our next witness, this morning, Dr. Joe Cardenas, who is chairman of the Education Department of St. Mary's University here in San Antonio. Doctor, you may proceed in your own way, read your statement, testify, ad lib, or proceed as an educator in the way that will best educate this subcommittee.

STATEMENT OF DR. JOE CARDENAS, CHAIRMAN, EDUCATION DEPARTMENT, ST. MARY'S UNIVERSITY, SAN ANTONIO, TEX.

Dr. CARDENAS. Thank you. It is a privilege for me to be here and testify before the distinguished Members of the Senate and this Subcommittee on Bilingual Education. May I state for the benefit of Senator Bernal, we shouldn't be too concerned about preferences and

languages. I have two brothers living in Mexico. One lives in Mexico City and the other one lives in Monterrey, Mexico. And, the brother that lives in Mexico City makes fun of the brother that lives in Monterrey, Mexico, because he says he speaks Yankee Mexican lingo. My experience as a teacher, administrator, and supervisor in the State of Texas have made me aware of problems commonly found among the Spanish-speaking population of this State. The group in question frequently experiences economic, social, health, and educational problems. It is my opinion that the relationship between these problems is cyclic, that is, a lack of education produces social, economic, and health problems which in turn are conducive to a lack of education for younger members of this group. Socioeconomic, as well as language, problems of this group frequently result in the following school problems:

(1) Poor adjustment to school;
(2) Lack of success in learning situations;
(3) Low grades;
(4) Failure;
(5) Retention;
(6) An inability to compete with students from other cultural groups;
(7) The development of negative self-concepts;
(8) Absenteeism;
(9) Rejection and hostility toward the school; and
(10) Drop out from school.

In order to cope with these school problems it is necessary to develop—

(1) New programs to meet the unique problems of this group;
(2) New methods of instruction;
(3) New materials and the utilization of new media;
(4) Compensatory educational programs;
(5) Special student personnel services;
(6) Adequate training of teachers and special services personnel; and
(7) Special programs for parents.

I am of the opinion that existing school organizations do not have the necessary funds or trained personnel for developing the types of programs necessary for coping with these problems. For this reason, there is a need for Federal legislation to provide the necessary funds for developing programs and acquiring personnel to improve the educational opportunities for Spanish-speaking residents of this State.

Funds made available through this legislation should be utilized for the development of the following programs:

(1) Preschool programs to compensate for educational developmental experiences frequently lacking in the home;
(2) Programs in bilingual education in which Spanish may be used as a medium of instruction until the child has acquired a mastery of the English language;
(3) Remedial programs as the need arises;
(4) Compensatory programs at the elementary and secondary levels;
(5) College preparatory programs;

(6) Vocational education, including information services, counseling, adequate testing, vocational courses, and distributive education;

(7) Adult education programs with emphasis on the basic education necessary for vocational rehabilitation; and

(8) Adult programs to enhance a positive and cooperative relationship between the home and school.

Further, it is my opinion that we have organizations in the State of Texas, including the Texas Education Agency, title III organizations, such as the Inter-American Educational Center, title IV, such as the Southwest Educational Development Laboratory, that are interested and capable of developing the necessary programs in bilingual education. I thank you for this opportunity to express myself, Senator, regarding what I consider a very important and urgent problem.

Senator YARBOROUGH. Thank you, Dr. Cardenas, for your contribution here. Let me point out, the bill S 428 does not fix any rigid standard and does not say this must be done in a certain way to accomplish bilingual education. It provides for pilot projects, provides for a total of $30 million over the first 3 years, and provides that each school district or educational agency that makes an application for Federal funds will work out its own project and send it to the Office of Education where it is reviewed. Before the project comes forward from a school district or an educational agency, such as those you have described, it is submitted to a State educational agency and they have an opportunity to offer recommendations on that project. We have found among teachers themselves, there are many differences of opinion as to which is the best way to accomplish bilingualism and to obtain a full education in two languages and two cultures. So, I want to point out that our bill does not have a rigid requirement that you follow any particular pattern; it lets the school districts experiment, and we are trying to use this as a laboratory to find out the best way to teach pupils and for teachers to learn the best methods. I know that better teachers will be required, bilingual teachers, to accomplish our goal. That will cost money, so that is provided in the bill, the teacher institute to qualify teachers to teach in both languages. I am glad you brought out your eight points of different types of programs that might be used. These are illustrative of flexibility of this law.

Thank you very much for this contribution.

Dr. CARDENAS. Senator, all of us from Texas look forward to the passage of this bill and the assistance that it will provide. Thank you.

Senator YARBOROUGH. Thank you. Our next witness is Dr. Jacques Wilson, chairman of foreign language department at Our Lady of the Lake College of San Antonio. Dr. Wilson, we welcome you.

STATEMENT OF DR. JACQUES M. P. WILSON, CHAIRMAN, FOREIGN LANGUAGE DEPARTMENT, OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO, TEX.

Dr. WILSON. Thank you very much, Senator Yarborough. I would like to address these remarks to you as chairman of the Subcommittee on Bilingual Education, these distinguished guests, and to the citizens of the State of Texas, not just as an educator, but as a person who is

bilingual and had to learn English as a second language. Who also has native proficiency into additional languages beyond French, and English.

Senator YARBOROUGH. French, I take it, was the first language you learned, then.

Dr. WILSON. Yes, sir; is was.

National, State and local educational policy should be based on the needs and well-being of the individual child. In this country today, there is a new awareness and willingness to consider the special educational needs of the bilingual child, needs which either by design or by accident have been ignored for too long. The bill proposed by Senator Yarborough, S. 428, establishes policies and provides financial assistance for the development of special programs to meet the educational needs of the bilingual child throughout the Nation, and in particular, in the Southwest.

In the Southwest, although we have many ethnic groups which speak languages other than English, we are primarily concerned with the problem of how to acculturate and to educate the Mexican-American population. This has been a controversial educational issue for decades. The negative attitude of most school districts precipitated policies which have been a constant drain on the public's purse strings and have, at best, accomplished only token results. The hard fact is that even today, the average Mexican-American child in this State repeats the first grade three times and drops out of school in the fourth grade. The following chart shows the median school years completed in five Southwestern States, by people with Spanish surnames, all white (Anglo) and nonwhite (Negro) based on data collected in the last national census.

MEDIAN SCHOOL YEARS COMPLETED IN 5 SOUTHWESTERN STATES, BY PEOPLE WITH SPANISH SURNAMES, ALL WHITE (ANGLO) AND NONWHITE (NEGRO)

State	Spanish surname		All white		Nonwhite	
	1950	1960	1050	1960	1950	1960
Arizona	6.1	7.0	10.6	11.7	5.5	7.0
California	7.6	8.6	11.8	12.1	8.9	10.5
Colorado	6.4	8.1	10.9	12.1	9.8	11.2
New Mexico	7.4	7.7	9.5	11.5	5.8	7.1
Texas	3.6	4.7	9.7	10.8	7.0	8.1

Less than 2 percent of the eligible Mexican-American school population of this State ever attend college. This is an appalling waste of our human resources in an age when this Nation needs to upgrade the educational level of the American people to meet the challenge of the current technological revolution.

State and local educational policies have, for generations, insisted upon the use of the English language as the langauge of instruction, beginning with the first grade. This combined with a curriculum which ignored the specific needs of the bilingual child, produced generations of school dropouts, functional illiterates, both in English and Spanish, and individuals who could contribute but little to their community's development. These policies have contributed to the retardation of the Mexican-American cultural group in the Southwest.

Several factors accentuate the problem of educating the Mexican-American child in Texas:

A large segment of the Mexican-American population is still involved in migratory or seasonal labor, making the Mexican-American child's school attendance irregular.

The school curriculum is not designated to make the school situation a satisfying experience, and therefore, contributes to the poor attendance of the Mexican-American child.

Home differences for Mexican-American children are substantially greater. Conditions of poverty which can be overcome only by the combined wages of all able-bodied members of the family, including children, create an environment in which "dropping" is more attractive than staying in school. In addition to the uncertainty of his future, the Mexican-American child is faced with the problem of growing up in two conflicting cultures.

The creation of a large number of independent school districts in an urban area such as Bexar County, has resulted in providing a convenient tax shelter by which the wealthy have not contributed through local taxes to the education of the low-income Mexican-American child. The result of this genteel segregation is that those least able to bear the cost of education have to bear a disproportionate tax burden; can employ only partially qualified teachers; can provide only marginal or inadequate educational facilities, and can implement only the most basic of educational programs—programs which are neither imaginative nor stimulating in terms of the Mexican-American child's needs.

No matter how well intentioned the leadership, how dedicated the teachers, the stark contrast between the Alamo Heights Independent School District, whose $72,327,820 assessed property values support 4,749 pupils and the Edgewood Independent School District whose $36,471,403 assessed property valuation supports an average daily attendance of 16,973 pupils is a shameful blot across the image of a community which seeks national and international acclaim for such cultural activities as HemisFair 1968. If the present taxing and administrative structure, which I submit is school segregation at its worst, is in effect constitutional and legal, school districts with high tax rates and low total revenue need extensive financial help to support programs which are meaningful in terms of their bilingual children. Resources are needed to compete for the employment of highly qualified, highly motivated teachers, who are trained in the methodology for teaching the bilingual child.

Some educational leaders in this community have already taken the initiative to implement bilingual educational programs on an admittedly experimental basis. Programs have been tried in other areas: El Paso, Laredo, Puerto Rico, Miami, Fla., the Province of Quebec, to name but a few. From these, certain solutions have emerged and are suggested here. My primary focus is on the elementary school structure and on preprimary school programs where such activities are in operation. They are interdisciplinary and interrelated.

The largest single problem facing the Mexican-American child entering the first grade is the fact that academic success presupposes a degree of mastery of the English language during the first 3 to 4 years of school, which it is unrealistic to expect of Mexican-American children. The English language is used exclusively in the classroom to teach not only English, but all other disciplines as well. This ignores the very nature of language.

As Dr. Robert Politzer states succinctly: "Language is an arbitrary set of vocal symbols by which members of a speech community communicate with each other." Language is a form of behavior. English is a set of linguistic habits which must be acquired by the Mexican-American child primarily in the classroom. Second, language learning in the school community presupposes the development of comprehension, speaking, reading, and writing. These are four separate and distinct skills which serve as vehicles for the main concepts in our culture.

By the time the child comes to the first grade, he has mastered the essentials of his mother tongue. He has a complete command of its patterns within the conceptual framework of his cultural environment. His lexical knowledge is extensive, estimated by various authorities as ranging from 5,099 to 24,000 lexical items.

The child entering school at 6 or 7 years of age is at the optimum age to begin the study of a second language, in this case, English. Dr. Wilder Penfield, Director of the Montreal Neurological Institute, writes:

> There is an age when the child has a remarkable capacity to use these areas (of the brain) for the learning of a language, a time when several languages can be learned simultaneously, as easily as one language. Later, with the appearance of the capacity for reason and abstract thinking, this early ability is largely lost.

Auditory comprehension and speech are inextricably intertwined in any meaningful foreign language program. One of the principal implications of this statement is that maximum results can only be obtained if the teacher is fluent in both the pupil's mother tongue and in the target language (English). By such proficiency on the part of the teacher, two problems areas can be readily avoided:

First, as Nelson Brooks recommends, problems of comprehension can be readily explained in the mother tongue (Spanish), thereby insuring that the new sound patterns which the pupils are required to imitate and memorize always have real meaning to him. The so-called "direct method" which has been recommended for generations is wasteful of time and often leads to the student's incorrect interpretation of the meaning of the patterns which he is required to learn.

Second, the person who is competent in both languages can readily identify those areas of phonology, morphology, and syntax which will cause difficulties for pupils of a specific linguistic background.

Inherent in these points is the proposition that all school activities need not be subordinated to the learning of English. Such a curricular philosophy would be a negation of all sound educational principles. The example of Miami in assimilating the exiled Cuban population shows what can be done by imaginative leadership, and might well be copied by Texas school districts.

Educational programs for Spanish-speaking children should provide opportunities for the Spanish language to be one of the languages of instruction in the regular schoolday. It is particularly important that opportunities be presented for content and conceptual learning to take place in Spanish. It has been repeatedly demonstrated that the child can learn readily through his mother tongue and not fall behind his non-Spanish-speaking classmates. But, as Bruce Gaarder so aptly points out, he learns through English less than they do to the extent that his English is less than theirs.

In terms of our national interest it is imperative that we preserve the valuable Spanish language resource which the Mexican-American

segment of the population possesses. We spend millions annually to teach individuals the Spanish language through the National Defense Education Act and other legislation to meet our educational structure's needs, as well as the language needs of various governmental agencies. In the Mexican American, we have a valuable language resource which it behooves us to preserve. However, if the child reaches adulthood without having achieved strong literacy in his mother tongue, it will be practically useless for any technical or professional use where language proficiency is a prerequisite.

Our Lady of the Lake College has long been a pioneer in cross-cultural education in southern Texas for many years, dating back to an intercultural program sponsored by the Coordinator of Inter-American Affairs, Mr. Nelson A. Rockefeller. Through such activities as the Worden School of Social Service, which has conducted research and developed materials on the sociology of the Mexican-American family; the Summer Workshop in Human Relations; the Harry Jersig Speech Center; our various teacher education programs at the undergraduate and the graduate level; and our National Defense Education Institute in English for Speakers of Other Languages, the institution has maintained a constant and expanding interest in this area. Although Our Lady of the Lake College is primarily a liberal arts college for women, most of its graduates become teachers in the public and private schools of Texas and the Southwestern States.

Through our constant contacts with schools in the region we serve, we are keenly aware of the educational needs of the school population. The transformation of the present elementary school experience for children who are native speakers of Spanish into a meaningful experience, has been a major concern of the faculty and administration of my college for many years.

A small beginning has been made in training teachers to meet the Mexican-American child's needs through a National Defense Education Act institute to be held in our campus this summer. In our intensive program we will train 36 elementary school teachers in such areas as descriptive and applied linguistics, orientation to the use of new teaching materials, cultural anthropology, and the mastery of a basic core of the Spanish language to permit the teachers to communicate in Spanish with their pupils. Our institute, as well as the one which is being held at the University of Texas at Austin, involve only a very small number of the Southwest's teachers. What is being done at the college and university in teacher training must be complemented by new programs that provide teachers the opportunity to apply, in a structured and profitable way, the training they receive. This requires financial resources which most school districts are incapable of providing. What is being done this year by NDEA institutes in English for speakers of other languages at 12 colleges and universities throughout the Nation must be greatly expanded to meet this pressing educational need. Where this year we will train 36 elementary school teachers, next year we propose training 140. In addition, we propose to train 21 college and university faculty members to direct similar NDEA institutes in English for speakers of other languages at their home institutions—and yet, the surface is scarcely being scratched.

At Our Lady of the Lake College, both the faculty and the administration know that the future is already here. Neither can the local

school district, the State, nor this Nation ignore the legitimate educational aspirations of the Mexican-Americans, nor deny them any longer the opportunity of equal achievement in their communities. We applaud the author of this bill's vision, courage, and statesmanship in proposing this long-overdue legislation. We recommend without qualification that S. 428, the Bilingual Education Act, be approved by this subcommittee and the Senate Committee on Labor and Welfare. We urge committee members to support this measure strongly to insure its passage by their colleagues in both the Senate and the House of Representatives.

Senator YARBOROUGH. Thank you, Dr. Wilson, for this very able statement. I notice that you have practiced much self-discipline because of time limitations, and to keep within time limitations, you have omitted several pages of, I think, invaluable data and statements here, and I am ordering your entire typewritten statement into the record. Other members of the subcommittee other than I indicated an interest in coming here. They had planned to come to Texas with us, but because of the time limitations of the Senate, we had to have these hearings in Texas during the Memorial Day recess. Those other Senators have gone home to their home States, but, you may be sure your statement shall be read in its entirety. You point out that there are districts in the State where part of the city that is able to pay taxes is cut off into a separate school district, and the area with the most children has the least taxable values and they are cut out into a separate school district. So, those children end up with only marginal funds and marginal educational facilities.

Dr. WILSON. This occurs right here in San Antonio. We have several examples of this where a school district with high valuations and basically a low tax rate has only a few thousand children. And, another school district with low property values, a high tax rate on these low property values, and they will have several times more children and, obviously, very few resources from local finances to support education.

Senator YARBOROUGH. That is one evil in the Elementary and Secondary Education Act of 1965 of the Congress, attempted to reach. Now, I hold here in my hand three volumes of books. These list the educational laws passed by the Congress of the United States in the 88th and 89th Congresses in 1963, 1964, 1965, and 1966. There are more educational laws to benefit and strengthen education in America passed in these 4 years of the Congress than all the rest of our history combined. This is a product of 4 years.

These are the laws for the United States now, not all fully implemented, because the drains of war are such that the funds are limited. But, these laws fully implemented, in my opinion, will cover almost every segment of the need in the country, of education, except in this field of bilingual education. None of these embrace bilingual education. As a member of the Senate Educational Subcommittee for the past 9 years, I have introduced this bilingual education bill that seems to me to fill a great need. Here is one gap. Since I have introduced this bill, it has been attacked by people, prominent in Texas, who say that it isn't needed, that the Mexican-American suffers no disadvantage in our society. I notice from your statement that you outlined these differences and you say this Mexican-American child does suffer great deprivation and disadvantage in our society.

From your experience as an educator here in San Antonio, the fact that you came from a French-speaking family, learned English, now two other languages, I consider you to be well qualified, Dr. Wilson. Is Spanish one of your languages?

Dr. WILSON. Yes, sir.

Senator YARBOROUGH. You have a choice observation point to see what is happening to these two cultures, because you yourself came from a different culture. What is your opinion as to whether or not the Mexican-American Spanish-speaking child of Texas under the existing school procedures, suffers educational and economic deprivation?

Dr. WILSON. There is no doubt but that in southern Texas—probably in southern Texas more than in other areas of the Southwest—in southern Texas in particular, the educational deprivation of the child is such that later on he is unable to enter into society and be a contributor, a strong contributor to his community. He doesn't have skills that find a ready market. He is not able to earn a living which the other members of the community can live with, because he doesn't have the education to go with it. And, he has not been able to get that education because the school program just has not provided the special type of education which he needs. Besides this, there are other important aspects which we have overlooked, and it is that this Spanish language is an important resource. We train thousands of people every year for the Government, for industry, and institutions of higher education, to meet our national need. The National Defense Education Act lists Spanish as a critical language, a language which is urgently needed by the Government. Yet, unless instruction is begun at an early age, and literacy achieved and maintained and enhanced throughout the educational experience of the child, his Spanish language, by the time he reaches adulthood, has little use from a professional standpoint, or from a technical standpoint. It is so imperfect that it is impossible for him to use it in terms of our national interests.

Senator YARBOROUGH. I wasn't certain, in your consideration of saving time, since this hearing is being telecast, I wasn't certain that we had heard orally all that you had in your statement. In your opinion, this legislation is badly needed, you unhesitatingly recommend it? This won't do all that is needed, but this is the beginning toward achieving educational justice for these children.

Dr. WILSON. This legislation will provide the financial resources which school districts and which the State agency require to design and to implement programs for the education of these children, resources which are not presently available through either legislation which has been passed up until now by Congress, or through the present tax resources of the State and the local school districts.

Senator YARBOROUGH. Thank you very much, Dr. Wilson. You show knowledge, not only of the need of bilingualism, but of the resources from which the educational institution derives support in this country. You have analyzed the local tax situation and the State income and the Federal laws. I congratulate you on your overall knowledge of the problem, not merely of the languages but having the resources to do something about it.

Dr. WILSON. Thank you, Senator.

Senator YARBOROUGH. Thank you. The next witness will have many assistants. I am going to introduce now the superintendent of the Harlandale Independent School District of San Antonio, Mr. John Gonder. We are having this hearing in a school building for a purpose. The reason we have moved this Senate subcommittee hearing out to the school building was so you might witness a demonstration of bilingual teaching by Mrs. Margaret Minica and her students from Columbia Heights Elementary School that is under Superintendent Gonder's supervision. Superintendent Gonder, I am turning the hearing over to you. You take over and preside, and make all the statements and announcements until this demonstration is over, so that we might just see the actual demonstration.

STATEMENT OF JOHN GONDER, SUPERINTENDENT, HARLANDALE INDEPENDENT SCHOOL DISTRICT OF SAN ANTONIO, TEX.; ACCOMPANIED BY MRS. MARGARET RAMIREZ MINICA, CLASSROOM TEACHER, COLUMBIA HEIGHTS ELEMENTARY SCHOOL, SAN ANTONIO, TEX.

Mr. GONDER. Senator, I think that the demonstration will really tell more than I could because I have submitted a testimony of review of a program that we have now on an experimental basis in the Harlandale School District. In fact, this is the second year, which you will see from this statement, that we have had this. I would like to say, in fairness to one of my colleagues who has helped, Dr. Guy C. Pryor, that some of the information contained in here, really should be credited to him, because he has been a consultant in the experimental program which we are now carrying on in the Harlandale Independent School District. As you see, I have been interested in the education of the Mexican-American child for the past 37 years in the south Texas area. I have found, too, that there is a difficulty in bringing the children into a school, teaching the children conventional ways. We have tried grouping, we have tried various means, but we do believe that this is a way that is worthy of further experimentation, and through additional funds as provided in Senate bill 428, why, we feel like that we could really prove that this is a worthy method of promoting the education of children that have a language handicap. I would like to present at this time, unless you have further questions in regard to the prepared statement that I have here, a group of children in the Harlandale Independent School District that will show you firsthand what we have done and are doing in the way of bilingual education.

Senator YARBOROUGH. Superintendent Gonder, do you intend to read your statement later, or do you want to do it now?

Mr. GONDER. If you wish, Senator, I thought maybe you were crowded for time. I would be glad to read it, but I think these young people would like to begin, they have been waiting for a good while, and you know little children.

Senator YARBOROUGH. We will pass up the question whether you read it or not, and hear the children themselves.

Mr. GONDER. All right, thank you. First, I would like to introduce the instructor, Mrs. Margaret Minica. Mrs. Minica has been teaching in the Harlandale Independent School District for a number of years,

and she is certainly bilingual. She is truly bilingual, and in this program, we have a teacher's aide. This teacher's aide is Miss Forsen. Miss Foresen helps in the preparation of materials, charts, and some of the playground activities.. This isn't a complete classroom that they have to work. Some of them have already gone on vacation, so in a large group, a teacher's aide is a great help. And, the principal, Mrs. Rosina Gale, is here. I would like to introduce her if she is in hearing distance, if she will just step out. Mrs. Gale teaches at the Columbia Heights Elementary School, a school of some 32 teachers and a large number of her students are bilingual students. They come from Mexican-American homes and they certainly, in this area, have a need for programs like this.

Senator YARBOROUGH. Superintendent Gonder, before they went on vacation, how many children were there in the class; approximately?

Mr. GONDER. I believe there were 27 in this class; isn't that right?

Senator YARBOROUGH. Many have gone on vacation. These have come here this morning to help us out.

Mr. GONDER. That's right.

(At this time a bilingual program was demonstrated in which a classroom of both Spanish-speaking and English-speaking children read and sang in both languages. After the demonstration, the following occurred.)

Senator YARBOROUGH. Mrs. Minica, first let me congratulate you. I attempted to teach school 3 years. My first 2 years in a one-teacher school in Henderson County. I wish I could have taught English as well as you have taught either one of these two languages. Fortunately, all of our schools are better now. All have better trained schoolteachers. I want to ask you now, you teach English and Spanish both to these children?

Mrs. MINICA. Yes, sir.

Senator YARBOROUGH. In the same class?

Mrs. MINICA. Yes, sir.

Senator YARBOROUGH. At the same time?

Mrs. MINICA. Yes, sir.

Senator YARBOROUGH. That is a system that is being used in the school district in Laredo also.

Mrs. MINICA. I believe so.

Senator YARBOROUGH. I noticed in the experiments at Edinburg, they bring one teacher in to teach in Spanish for 45 minutes and another teacher in to teach in English for 45 minutes. They rotate all during the day. There they have an experimental laboratory, financed 50 percent by the local district and 50 percent by Federal funds. They are experimenting with a method of letting the child relate to the teacher that speaks only one language.

These teachers rotate each class period during the day; and they have two teachers, one teaches in Spanish and one in English. You follow the system that was followed at Laredo where the same teacher teaches both in English and Spanish.

Mrs. MINICA. Yes, sir .

Senator YARBOROUGH. Do you have any fixed opinion which of these methods is superior? You are teaching the children to speak in both English and Spanish.

Mrs. MINICA. I am not too familiar with the other one where they—where one teacher would teach in one language; but I like the method that we use very much. The children are used to me and I know just what they can accomplish; and therefore, it would be easier for me to teach that.

Senator YARBOROUGH. In both languages?

Mrs. MINICA. Yes.

Senator YARBOROUGH. We have a shortage, a great shortage of bilingual teachers in the State. It has been testified earlier, Superintendent Gonder, I don't know your experience, but some of the witnesses testifying have stated that it would take at least 5 years to train a teacher to be a thoroughly bilingual teacher, and that costs more than regular training.

Unless we put the Federal moneys in here to enable teachers to qualify, bilingual teachers, there may not be enough money. Dr. Wilson testified to the efforts they are making through the summer teaching institute to qualify teachers to teach bilingually. Have you had that problem in your district?

Mr. GONDER. Our problem has not expanded to the extent that we feel a shortage of bilingual teachers. We do anticipate that if this proves successful that we will have a shortage. If you have time, you and your staff, we would like to show you the component buildings that we have built, part with Federal funds under the Elementary-Secondary Education Act that will take care of such a situation. Here we have a building for elementary children; a building where there are five rooms around it, where you have five teachers teaching, and it would make teaching very easy; and it varies from this other method where the teacher stays in the room all day. You could have maybe two or three bilingual teachers and still follow that pattern. We would like for you to see this, too. It is an experimental laboratory, you might say. But, here we could have all the audiovisual aids and equipment and storage space, and the works. We would like for you to see it if you have time.

Senator YARBOROUGH. Superintendent Gonder, I will take advantage of that offer and go over to that building and inspect it before I leave, because as coauthor of this bill, I am very much interested in seeing how the experimentation works in the district. Now, do you have the audiovisual equipment installed at this time in the building?

Mr. GONDER. Yes, we have educational television, KLRN, and we have projectors and many things that we use. We use tape recorders and all the modern devices that we can have.

Senator YARBOROUGH. Do you have a film where you make the film right there as the class is held?

Mr. GONDER. No, sir; we don't have that.

Senator YARBOROUGH. That can be obtained though, with funds under the act.

Mr. GONDER. Yes.

Senator YARBOROUGH. We have noted that in other districts, some have that and film classes as they are being taught.

Mr. GONDER. We have looked at that, but thought it a little beyond our——

Senator YARBOROUGH. It is pretty expensive equipment. Then, you have five rooms surrounding the central rooms?

Mr. GONDER. That's correct, and it is air-conditioned. That would make for a better teaching situation.

Senator YARBOROUGH. And that was built when, did you say?

Mr. GONDER. It was just completed.

Senator YARBOROUGH. And that is under the Elementary-Secondary Educational Act of 1965?

Mr. GONDER. Yes.

Senator YARBOROUGH. So, already since this Elementary-Secondary Educational Act was passed, the first for the Congress of the United States, you already have built this building with those funds that you obtained.

Mr. GONDER. We also have another complex which is an elementary central library service in our schools, which we would like for you to see.

Senator YARBOROUGH. At the time we passed that Library Act, 60 percent of the public schools of America had no library in them so I am glad to know that you have libraries that you have obtained. This was another act in this complex of educational legislation that I mentioned the three volumes, was to provide funds for educating librarians, and enable the school districts to have a trained librarian in addition to have the library materials. I congratulate you in taking advantage of those provisions. I hope through this bilingual act, that the children that come to school speaking Spanish but no English, will have the full benefit of all this education legislation, let them obtain their ultimate potential, not merely for themselves and their families, but our own society.

Mr. GONDER. We think that it would be a great strength to our educational program.

Senator YARBOROUGH. I have another question for you, Mrs. Minica. What is the competency of English of the children that come to school that speak only Spanish? Can they understand and carry on a conversation on the playground, of ordinary terms about school and words that you have talked about?

Mrs. MINICA. Yes, they do. They communicate.

Senator YARBOROUGH. What would you say their accomplishment in English is? How many words would you say that they know in the first year?

Mrs. MINICA. Most of the classes have it in the first week.

Senator YARBOROUGH. They have mastered all of the vocabulary in English words through the primer in the first grade?

Mrs. MINICA. Yes, sir.

Senator YARBOROUGH. Well, that is very good. Congratulations on that alone. It takes a good teacher to do that, particularly coming from another language. Let me ask you, you have how many in this class?

Mr. MINICA. There was an average of 27.

Senator YARBOROUGH. Now, that 27, how many spoke English only when they came to school?

Mrs. MINICA. No Spanish you mean, just English?

Senator YARBOROUGH. Yes.

Mrs. MINICA. I believe I had only two.

Senator YARBOROUGH. You had two that spoke English only?

Mrs. MINICA. Yes.

Senator YARBOROUGH. Now, did all the others speak both Spanish and English?

Mrs. MINICA. A little bit of English and Spanish.

Senator YARBOROUGH. Mainly Spanish?

Mrs. MINICA. Yes.

Senator YARBOROUGH. Did you have any who spoke Spanish only, didn't understand English?

Mrs. MINICA. The only two were two from Mexico that didn't know one single word in English.

Senator YARBOROUGH. Did the others in class understand enough English to carry on a conversation of a child of that age, about their desk and their food, and the other things that go with that?

Mrs. MINICA. Especially after they had started at preschool.

Senator YARBOROUGH. They had been through the Headstart program?

Mrs. MINICA. Yes, they had.

Senator YARBOROUGH. That is illustrative of the great advantage of the Headstart program under the Office of Economic Opportunity.

Mr. GONDER. We also had the four hundred program that had been instituted through the State of Texas. We have had that since its inception, so our students, if they are not migrant workers, take advantage of it. In fact, today we are registering for both the four hundred program and the Headstart, and this does give students—it makes it almost impossible that they won't have some opportunity to become, to some extent, bilingual and have a speaking knowledge of the English language. We call it school of four hundred, trying to develop a vocabulary of at least 400 English words.

Senator YARBOROUGH. That is the plan I believe LULAC began to advocate first.

Mr. GONDER. Yes.

Senator YARBOROUGH. Thank you, Superintendent Gonder. Thank you, Mrs. Minica, and your assistant there. Now, I want to thank all of you students for coming and giving us a demonstration of how you speak two languages. Thank you very much. We will turn back now to Superintendent Gonder, and Superintendent Gonder, you have a very fine statement. I have been through it. I think it would be valuable to the committee if you could make it at this time.

Mr. GONDER. I have experimented, even before the years that we had Federal aid, in the use of some Spanish in the elementary level to help children in appreciation that their language was not considered a language that was felt to not be good. I have used—in fact, when I was an elementary principal—I used some little Spanish books. As you know, Dr. Manuel at the University of Texas, set an early date. Some 30 years ago he had some books that began to use names that were certainly not English names. Instead of John and Mary, well, he would use Juan and Maria. Even this, I felt, using words that we accept in the English language, that almost become English like the food articles and many of the shrubs that we find in south Texas. And, we found that this even helped. My wife and I taught, at that time, in a school that was predominantly Mexican-American, and we found these were useful devices. I used it some when I first came to Harlandale because here too, I was elementary principal.

I found, certainly, an appreciation was what you were looking for, better social adjustment when these young people came to school from homes that they did not speak the English language. I am not bilingual, but I do speak some Spanish and I never felt that it was wrong to help in clarifying and helping students to understand better the school program, to use some Spanish. The purpose of the bilingual experiment that we have been carrying on is to provide a bilingual environment of instruction and effective purposes for classes in the first grade. We will extend it later, if it proves successful, to probably the second grade. We are just really getting started in it. This year, we have four classes as stated, and we have Dr. Earl Pryor as our consultant. We think in education you can't take for granted that something is good just because you think it is good. You should have thorough evaluation in what you are doing. So, Dr. Pryor from Our Lady of the Lake, with the help of Dr. Wilson, as a consultant, too, have been our guiding consultants during this experiment. We certainly don't want to institute something new that is untried as this is, without first seeing what is being done in other districts, seeing what results that we have in controlled groups. Our teachers have gone to Monterey. This principal, Miss Gale, and some of her teachers, took a trip down there to see what Monterrey in Mexico does to help children in bilingual teaching. We have visited the Laredo School District. We are willing to learn more of what bilingual education can do and break down some of the barriers that have existed in the Mexican-American child's background.

The findings that the bilingual group exceeded the other sections in personal and social adjustment was very important to this project. It was an important hypothesis of the designers of this project that teaching pupils from Spanish-speaking homes in both English and Spanish gives the pupils a better sense of belonging, increases their feeling of acceptance, enhances their self-image, makes them happier in their school life at this important developmental stage, and brings all the concomitant values that accompany wholesome social and personal adjustment. That these desirable attitudes were developed was the readily observed result of the project by all observers as evidenced by their comments. One typical comment was "* * * the usually shy students responded to the Spanish lesson with open interest and participation. It appeared to make them comfortable in their surroundings." Their teacher said, "It was gratifying to see their response in learning correct Spanish and their eagerness to learn."

Further comments on this important aspect of the project seem appropriate at this point. A look at the emotional and adjustment problem of the Spanish-speaking child as he enters the first grade should be helpful.

It has long been recognized that starting to school can be a traumatic experience for any child unless careful procedures are used to smooth the transition from home to school. When the Spanish-speaking child enters school for the first time and is thrown into an English-speaking environment, he finds himself in a strange world where even his language is rejected. To be unable to communicate with the teacher, the mother-substitute in the school environment, leaves the child isolated and insecure. To reject one's language is to reject him as a person and to reject his culture. He even begins to feel there is something wrong with his family for they speak the language, and live

in the culture which he has found rejected at school. This can be the onset of anomie. This is the name of psycholinguists give to the lost feeling an individual may have in belonging neither to his own group or to a new group. When a child is without pride in the first culture and has little or no interest or liking for the second, the combination can destroy the motivation for the child.

On the other hand, a child's first contact with a second language can be an enriching experience. The teacher should welcome the pupil in his first language, thus establishing a band of commonality. A gradual introduction to a second language with instruction for the improvement of the first can be an enrichment for the child in language facility and expression of thought that may exceed that of the child who speaks only one language.

The fact that this project has given the children in this bilingual group opportunities for better personal and social adjustment was a realization of one of the most desired outcomes. The data indicated that this outcome, better personal and social adjustment, has been realized.

It seemed obvious that causing better adjustment and greater happiness in the children would lead to a better attitude and more cooperation on the part of the parents. This was observed in several ways. (1) The parents came to school more often. (2) The parents were more free in their expressions of approval as observed by both the teacher and the principal. (3) They attended parent-teacher association meetings in greater numbers than the parents in other rooms. The parents of the pupils in bilingual instruction attend parent-teacher association 71 percent more in the second semester while the project was in operation than they did during the first semester. There was no increase in the attendance of the parents from other sections of the first grade. (4) The parents were more willing to provide necessary school supplies. A decided improvement in parental attitude and corporation was observed.

The teacher of the bilingual instruction group also observed that "Spanish words helped the students understand better some English words." Explanations in Spanish helped the pupils develop some concepts that would have otherwise been delayed. This was an additional outcome of the project.

In conclusion, I would like to say that I support Senate bill 428, presented to the first session of the 90th Congress. I believe that this bill, which provides funds, programs and experimentation in working with the Spanish-speaking child, would give a better opportunity to truly evaluate bilingual teaching as a method to meet the problems and handicaps that have been evident in the past with children who begin school with a language background which makes them unfamiliar with methods used in the conventional approach to teaching first grade children.

Senator YARBOROUGH. Thank you, Superintendent Gonder. I have been asked whether these hearings here are open to the public. Certainly, all of these Senate hearings are open to the public whether they are here or in Washington. We are meeting here in McCollum High School auditorium at 500 West Formosa Street. In response to

that, I want to say that everyone is invited. Anyone who is listening here in San Antonio, can come in and observe this Senate hearing, and see and meet these witnesses here, all who have brought a special knowledge and competency in this problem. Superintendent Gonder points out that this bill is designed to meet the special educational needs of students whose mother tongue is Spanish, and includes pilot projects designed to test the effectiveness of the plan so developed.

Thank you. Congratulations to you on experimenting in this back when it was illegal to do so. You were farsighted to show that you used these Spanish words. Thank you very much, Superintendent Gonder.

Mr. GONDER. Thank you very much, and I appreciate the opportunity to appear before the committee.

Senator YARBOROUGH. Now the next witness is a distinguished citizen of San Antonio, Tex. who is well known in this part of the State and by his membership on the State coordinating board, Texas colleges and universities, and well known in many parts of the State. Mr. H. B. Zachry of San Antonio. Mr. Zachry, we welcome you to the hearing. You have shown leadership in education by serving on this State board for colleges.

STATEMENT OF H. B. ZACHRY, SAN ANTONIO, TEX., MEMBER OF THE STATE COORDINATING BOARD, TEXAS COLLEGES AND UNIVERSITIES

Mr. ZACHRY. Thank you very much, Senator. I am very interested in education. Properly conceived and administered it must carry the burden of our Nation's future as I see it, and I think very deeply and very sincerely that Senate bill 428 will be most helpful in this direction for those in need of fluent English in order to properly comprehend the knowledge that is offered in our educational institutions. This bill will make it possible for them to acquire this while they are moving along with their basic studies. Therefore, I beseech the full support of Senate bill 428.

Senator YARBOROUGH. Thank you, Mr. Zachry. I think this is important for those people well known in Texas who have said there is no necessity. Certainly if this bill isn't needed we have such drains on the Federal Treasury, we don't want it if it isn't needed. We want only those things that are needed in our society. You are very modest, but I think that you speak Spanish also—that you are bilingual.

Mr. ZACHRY. Yes, sir.

Senator YARBOROUGH. I think you bring that special competency here and you think this is necessary to upgrade our educational opportunities for these children of school age that come from Spanish-speaking homes.

Mr. ZACHRY. Yes, sir. I very definitely do.

Senator YARBOROUGH. Thank you very much. Thank you. Spoken, Mr. Zachry, with the brevity of a businessman. The next witness will also be a businessman, a man who is interested in education—the president of the Frost National Bank of San Antonio, and we now welcome to this Senate committee hearing, Mr. Tom Frost, Jr. Mr. Frost, just have a chair there and proceed in your own words, written or oral statements, however you prefer.

STATEMENT OF TOM FROST, PRESIDENT, FROST NATIONAL BANK OF SAN ANTONIO, TEX.

Mr. FROST. Thank you, Senator. I have come this morning to speak in favor of the assistance to local school systems in establishing bilingual educational programs. Two of my own children spoke Spanish before they spoke English. In my opinion, there are great advantages to living in a bilingual community such as ours, but to some, this can work a disadvantage if fluency in English is not sufficient to learn at the required pace of our school system.

I am told that our San Antonio Independent School District and this district as well, has experimented in bilingual education to their satisfaction and to the benefit of those who are instructed. As we all know, an educated citizenry works for the benefit of all. I support these efforts to improve the educational level of our people, and especially the advancement of bilingual education here in our area where it is so needful. If you will permit me, since I am not an educator or legislator, I would like to make one observation. In my looking at it, I feel this could, of course, be best accomplished through the local school system as it is doing, and I might say it would be better without creating any additional governmental machinery. The schools have shown their abilities to carry out such a program, and I am confident that they would be anxious to expand their efforts through additional financial assistance (witness speaks in Spanish).

Senator YARBOROUGH. Thank you. Thank you, Mr. Frost. We are glad to welcome a bilingual businessman here and we are glad to hear from you as a businessman, because I know you, as a businessman, understand the heavy tax burden, and you wouldn't be here supporting this bill if you didn't think it necessary.

Mr. FROST. Right.

Senator YARBOROUGH. Let me point out—this bill is offered—we gave careful consideration for this, and we did not create a new bureau. We offered this bill as an amendment to the Elementary and Secondary Educational Act of 1965 so that the grants could be made through the same agency without having to create a whole new expensive agency. The applications come from the local school districts, or the local educational agencies, are forwarded to the Office of Education under the Elementary and Secondary Educational Act, after the State educational agency has been notified of the application, given an opportunity to offer any recommendations that they see fit. Now the only new thing created in the way of superstructure or administrator structure is the advisory committee.

The law provides that—if this bill becomes law—that the Commissioner of Education shall establish an advisory committee on the education of bilingual children, consisting of the Commissioner and eight members appointed by the Commissioner with the approval of the Secretary of Health, Education, and Welfare. At least four of the members of the advisory committee shall be educators and experienced in dealing with the educational problems of children whose native tongue is a language other than English. This advisory committee is not a new bureau.

So we have carefully considered in this bill—we have carefully considered the danger of proliferation of agencies. We have sought

to avoid it. We have sought to get this money to the school districts rather than paying it out in a bureaucracy created by it.

Mr. FROST. That is wonderful, and you have answered the only reservation that I might have had, that this committee is merely just another advisory committee, not the beginning of another superstructure, as you so well put it.

Senator YARBOROUGH. This is merely an Advisory Committee to the Commissioner of Education. It is not presumed that he would be an expert in bilingual education. So it is an Advisory Committee, not full time.

Mr. FROST. That approach is certainly worthy.

Senator YARBOROUGH. That will be the only new thing created. Put it right under the Elementary and Secondary Educational Act to use this structure that is already built to save as much taxpayers' money as we can to get this money to the districts where it is needed.

Mr. FROST. That approach is worthy of support, and as I said earlier, I certainly support the advancement in this bilingual area because it is so needed and can benefit all of us.

Senator YARBOROUGH. I point out under this bill, the local districts are to design their own programs. It has been suggested that the State ought to. Under this bill we do not leave it either to the Federal Government in Washington or the State government in Austin to design it. We let the school district design what method will make these children bilingual.

Thank you very much for your contribution here.

Mr. FROST. Thank you, sir.

Senator YARBOROUGH. The next witness is the director of the Inter-American Center, San Antonio, Tex., Dr. Dwain Estes. We know in connection with Hemis-Fair all of the people of San Antonio and of this area have great hopes for this Inter-American Center here in San Antonio. Dr. Estes, you are an educator, so proceed in your own way. We welcome you here and are glad to have you come, since you represent the center.

STATEMENT OF DR. DWAIN M. ESTES, EXECUTIVE DIRECTOR, INTER-AMERICAN EDUCATIONAL CENTER, SAN ANTONIO, TEX.

Dr. ESTES. Thank you very much, Senator. I am very pleased to have this opportunity to discuss with you an area of very special concern to us—the education of Mexican-American boys and girls who speak Spanish as a primary language.

One of the principal goals of the Inter-American Educational Center is to bring about improvement of education in San Antonio, Bexar County, and the immediate region as well as our hemisphere. The greatest educational need in our target area is to improve instruction for Spanish-surnamed boys and girls.

Last April, as a result of our concern, the Inter-American Educational Center, along with the Southwest Educational Development Laboratory and the Texas Education Agency, sponsored the "Texas Conference for the Mexican-American: Improving Educational Opportunities." I shall speak more about this later.

I am sure the committee has been bombarded with statistics showing the need for special programs for this population group. I do not

wish to add much along this line. It is sad but revealing, however, that the most recent, reliable, and comprehensive data still come from the 1960 census.

Figures from the 1960 Texas census will verify that of the three ethnic group categories—Anglo, Spanish surname, and nonwhite—the Spanish surnamed have the greatest percentage of functional illiterates, the highest dropout rate, and the lowest educational attainment level of the three groups.

A report of the Texas Education Agency shows that in 1957—the only year such a survey was made—about 80 percent of the non-English-speaking children had to spend 2 years in the first grade—eight out of 10 failed the first grade. It does not take a professional psychologist to speculate on the results of this kind of failure. And it was the child's first contact with school.

The only conclusion we can draw from these data is that what we have been doing for Spanish surname pupils must be changed. We need new programs and special efforts.

Educators in our area have been faced with teaching an English-speaking curriculum that has an English-speaking vocabulary to Spanish-speaking pupils, and for the most part, we have tried to do it with the usual techniques, traditionally prepared teachers and only ordinary funding. No wonder the record shows improvement is needed.

Dr. Herschel Manuel is correct when he says:

> English for the Spanish-speaking child is a necessity if he is to become a full participant in the activities of the community, the State, and the Nation.

Further, Manuel states:

> Although the school has been right in its emphasis on English, which indeed must continue, it has not been right in its neglect of the native language of the Spanish-speaking child, especially in the early school years.

We urgently need additional funding so that special instructional programs and materials can be designed for the non-English-speaking child, so that special training can be provided their teachers, and so that necessary research can be done to help us provide better answers to difficult questions.

I would now like to talk to you briefly about our recent conference which dealt with improving education for the Mexican-American.

This conference was an outgrowth of a Tucson conference on the Spanish-speaking child in the schools of the Southwest. Though the Texas conference was not announced until February, a little over a month later some 700 teachers, administrators, school board members, university professors, educational researchers, political leaders, and very interested laymen were in attendance. This indicates the temper of the people and the desire for action in this area.

It is impossible to completely summarize that conference for you today. We had leading educators such as Dr. Herschel Manuel, Dr. Theodore Andersson, Dr. Severo Gomez, Dr. J. W. Edgar, Dr. Nolan Estes, Dr. Joe A. Cardenas, and Mr. Armando Rodriguez, to name a few, address the group.

There were local, State, and national civic and governmental leaders such as Senator Ralph W. Yarborough, Congressman Henry B. Gonzalez, Gov. John B. Connally, State Senator Joe J. Bernal, and the Reverend Henry J. Casso, who spoke on various aspects of improving education for the Mexican-American.

Speaker after speaker talked of particular educational needs of the region. One theme was recurrent. We must promote bilingual education because it is right for the people living in Texas. Also, it was frequently suggested that we must promote bilingual education because of our closeness, geographically an ideologically, to our friends and neighbors to the south.

Dr. Nolan Estes, the keynote speaker, called for the repeal of State laws which compel the teaching of public school classes only in English.

Dr. Gomez indicated that he was "in favor of having everyone literate in English, but also, literate in Spanish." Further, he stated:

> Our proximity to the Spanish-speaking world and our role in international relations in this hemisphere demands it.

Governor Connally said that "We must create here a bilingual society."

Congressman Gonzalez stressed that the Spanish surnamed child needs equality of educational opportunity. He stated, and I quote:

> He—the Spanish surnamed person—should not be made to feel foreign, or different, or inferior, but should have his special educational problems solved and his assets refined.

Dr. Theodore Andersson made it clear that "our failure in the past to educate our bilinguals up to the level of their intelligence is due not to ill will, but to misunderstanding of the nature of language as one of man's most essential gifts."

The culminating speaker of the conference crystallized so much of what had gone before by supporting bilingual education "on the basis of justice alone, but also because in future years one of the great testing areas for American foreign policy will be right here in our own hemisphere with our neighbors to the south." That speaker was Senator Ralph Yarborough, author of the proposed act.

The conferees officially adopted a resolution endorsing S. 428, the Bilingual Education Act.

The feeling at the conference, the attitude of the conferees, was especially revealing. The years of pent-up frustration are beginning to find a worthy outlet. For years some educators have been concerned and wanted to do something for these children but they have been thwarted by lack of support from key people, or lack of funds, or both. They now are gaining support (though not universally) from the community and are finding some money available to try out promising ideas.

New activities in the area of bilingual education should come at the right time to capitalize on this fresh enthusiasm. Perhaps more importantly, some measure is needed to prevent the serious disillusionment that could come about. Many more teachers and administrators and parents want new and better programs for this population group. Current innovative projects will likely stimulate a vast number of new projects. If this enthusiasm is not captured, and if newly proposed projects do not receive proper attention or adequate funding, a second wave of frustration could occur and this would be extremely harmful. Most of the good that has been accomplished since 1965 could be undone. The Bilingual Education Act has the potential of helping to prevent such a catastrophe.

This anticipation was well summarized by Armando Rodriguez, Coordinator of Mexican-American Affairs of the U.S. Office of Education, who stated, and I quote:

> But I'm convinced today, that what so often was a mirage, an illusion, is no longer—our time has come—action is already taking place, and I call on all of us here to take the message of 'Let's get with it' back into our communities and sustain this action until we have completely conquered the educational challenges of our bilingual, bicultural society here in the southwest.

In addition to this statement, Senator, I would like to enter into the record, with your permission, the summary of the proceedings of the Mexican-American Conference and also an address that was made to the Texas Social Welfare Association regional meeting here in San Antonio on May 11, entitled "Our Community of Concern," which indicate some of the problems that we have in this area and some that we need to attack.

Senator YARBOROUGH. Dr. Estes, I order your address here on May 11 to the Texas Social Welfare Association regional meeting printed in full in the appendix to the record. The summary report of the conference being quite a number of pages, I would order filed for reference. We have a number of volumes filed with the committee for reference and we may order it printed after we get back to Washington. We will get an estimate from the Public Printer as to how many days it will take and make sure it doesn't delay the full report too much. I would like to see the report of the conference that was held here in San Antonio April 13 through 15—you are very modest, but I think you set this up. This was under your direction, was it not?

Dr. ESTES. The Inter-American Educational Center was a copartner.

Senator YARBOROUGH. I want to pay tribute to you also for this great Tucson conference which was held October of 1966. So much planning had gone into it under the leadership of the National Education Association and others, and there were speakers there from over the States having a large Spanish-speaking population and a large number of children. It was recommended to all the States that they go home and have conferences in their own States and work on this problem in their own States. Now Texas was the first. As you pointed out, I think it is almost beyond the hopes of those who originated it. Hundreds of educators took part in it and I congratulate you very warmly on the great success that you achieved. I don't know whether any of the other States have had their State conferences yet, but certainly, the leadership shows the advantage of this Inter-American Center that has been and is being developed here at San Antonio. And you had the cooperation of the Southwestern Educational Development Laboratory which was formed under the Federal acts with funds paid for 100 percent by the Federal Government, is it not?

Dr. ESTES. Right.

Senator YARBOROUGH. I notice that you state here in your statement that the greatest educational need in this area is to improve instruction for Spanish surnamed boys and girls. With this Inter-American Educational Center, you are looking at the whole spectrum of education here and you find that this is the area of greatest need in south Texas at this time. This particular group. Is that correct?

Dr. ESTES. This is correct, Senator. We are wasting too many human resources in this area right now.

Senator YARBOROUGH. I asked that because some people prominent in Texas and good people, who really want to help, say this isn't necessary, and certainly, with the limited amount of funds and with the great drain on the National Treasury, if it isn't urgent we don't want to pass it because we have the Higher Education Act, we have the Elementary and Secondary Education Act. Five years ago the Federal Government was spending $4 billion a year on education on the United States—5 years ago. This fiscal year the Federal Government has spent $12 billion on education. It has increased threefold in 5 years. You point out here the frustration that is likely to result if we have the promise and there is not fulfillment, if this enthusiasm that is now engendered is not captured.

Great progress is being made. I share your concern. Once we have this public enthusiasm, unless it is captured—we know human movements—unless we use this great good will now and accomplish these results, a lot of it can be lost. You point out very truthfully, very accurately, as a real educator that though we are now getting support, this is not unusual. Some people ask me, "Well, these students will learn Spanish but they won't learn English," and even Spanish-speaking mothers and fathers are very much concerned. They want their children to learn English too, because they know only by mastery of the national tongue can they achieve full opportunities in this Nation. Business wants them as well as others. Everybody knows if he is going to obtain the greatest opportunity the country offers, be it education or in a business or politically, he must master the national language. So I ask you if the intention of this program is not to lessen the capability of a student in English but to enable him through mastery of his mother tongue to become more efficient. Isn't that the objective that we seek?

Dr. ESTES. That's correct.

Senator YARBOROUGH. I am glad that you point that out in your statement here. This is a very informative statement, a very fair statement, and you have brought us some very pertinent facts. Here is another thing. This educational agency survey of 1957—of 1957—has been called to the attention of this special subcommittee before. On page 2 you point out that the Texas Educational Agency made a survey of this problem 10 years ago in 1957. The only year that such a survey was made and found that 80 percent of the non-English-speaking children had to spend 2 years in the first grade. Eight out of 10 failed the first grade. Did the State do anything about it back there in 1957 when they found that out? We have been unable to find any record of any movement at that time to try to remedy this siuation.

Dr. ESTES. Well, I think the State is concerned with the problems that they have had available. They have done the best that they could with the leadership and with the preparation of teachers and that sort of thing.

Senator YARBOROUGH. Yes, we need more bilingual teachers as well as better leadership.

Dr. ESTES. We need beter trained teachers to solve this problem. This would be one way.

Senator YARBOROUGH. And we need the funds to do that with, is that correct?

Dr. ESTES. That's correct.

Senator YARBOROUGH. What we provide and authorize in this bill—this $30 million—you and I both know is just a beginning. If we spent all of that in Texas in 3 years, that would be only $30 a pupil in 1 year. We hope that the funds spent might be devoted and channeled into pilot programs and we want the projects to go forward and learn the best possible methods of making these children bilingual. We don't want another 10 years to go by like the 10 years since the study in Texas of 1957. We want an opportunity to educate these children just as fast as money can be made available and the pilot project approved. From observing these classes I think all of these methods have a great deal to offer. All of them look to me like they are succeeding, but it takes a real professional educator to tell which is best. Do you have any opinion as an educator? Do you have any opinion as to which of these methods is best to make the child bilingual?

Dr. ESTES. No, sir; I don't at this point, and I don't think we have really at this point sufficient scientific data to say this one is better than the other, but I do think this experimentation needs to continue, and we need to try to figure out which one is best.

Senator YARBOROUGH. This takes not only the teaching but surveys when the children enter schools and surveys during the school year, does it not? And at the end of each year?

Dr. ESTES. That's correct. This requires a collection of data all during the program to determine which is best, and then of course, when we do know this, then we will be in a position to pass it on to other school systems so they can put it into practice.

Senator YARBOROUGH. We do know enough though, to go ahead and start these projects now.

Dr. ESTES. Yes, sir.

Senator YARBOROUGH. Like this one we saw—like the Laredo one—each have differences, but each is making progress. We do know enough to keep these projects going and to make surveys so that you educators will have sufficient basis upon which to form an opinion as to which is most efficient.

Dr. ESTES. Correct.

Senator YARBOROUGH. Thank you, Dr. Estes, not only for coming here, but thank you for the leadership that you are giving. Congratulations on this great conference. I share your opinion that it was an outstanding success and my State is a little bit behind in a number of phases of education. We rank 32d, and I am glad to see you move out with the cooperation of this State department and the other agencies that have helped to have the best conference that any one State has had on this bilingual education problem. The problem that exists right here in San Antonio.

Dr. ESTES. Thank you, Senator.

Senator YARBOROUGH. The President of Our Lady of the Lake College is here, and we will welcome him to the witness stand. John McMahon. Dr. McMahon, will you come around?

Dr. MCMAHON. Thank you, Senator.

Senator YARBOROUGH. Dr. McMahon, we are glad to have you as a witness before this special Senate subcommittee creating the study of the problem of bilingual education of the Spanish people.

STATEMENT OF DR. JOHN McMAHON, PRESIDENT, OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO, TEX.

Dr. McMAHON. Well, first, Senator, speaking personally, and although I do this rarely for my college, and I think for many in the field of education, I want to express to you personally my thanks, my college's thanks, for the deep interest that you have taken in the problems of education on all different levels. We have known where our support was and we have felt free at all times to communicate with you, and we know that you have been genuinely interested in the problems, not only of higher education, but those on the secondary and local level, too, and we appreciate it.

Senator YARBOROUGH. Thank you, Dr. McMahon. I confess I have put in more time on educational problems at the Federal level, since I have been in the Senate, than any other one problem. Of course, what a man does is usually rooted in his experience. I attempted to teach school in the rural schools of east Texas for 3 years, and wasn't even qualified, so I don't say I taught, I attempted to teach, and I taught briefly at the University of Texas Law School, and when I came back from overseas service in World War II, I was general counsel for the Texas State Teachers Association for about 4 years until I resigned to run for a Federal office.

Dr. McMAHON. Second, Senator, I would like to say to you that I am no expert in bilingual education. I hope I have sense enough to rely upon those who are, as I rely heavily upon Dr. George Sanchez of the University of Texas, and Dr. Hershel Manuel, Dr. Rendos, head of our school of education—our graduate school of education, upon Dr. Wilson, Jock Wilson, of our Spanish department, who testified earlier, and Dr. Guy Power, who assisted this school and its teachers in putting on the program that it did. But despite the fact that I say that I am not an expert, there is one area that I would like to emphasize which calls for support for this bill. I think it is a tragedy to American life of the first order that those who need education the most generally get the poorest teachers.

I think that I can prove that in this community, because the people who need the very best teachers that we have—the Spanish speaking—the poor—very often do not have them, and under this bill the aid which the National Government would give to the districts is indispensable. We have situations right here in Metropolitan San Antonio where the richest, most affluent districts can afford to have the best teachers because they can pay more for their teachers. In certain other districts, where the people are poor, where they struggle for existence, they have no tax base, or a very little tax base to support their schools, and the result is that they get those teachers who can't get jobs that pay more. One of our school districts has the largest number of noncertified teachers in the State, and this is a school district where more than 90 percent of the students enrolled are Spanish speaking. I think, therefore, that it is essential that the National Government assist the local school districts as it is doing and I therefore wholeheartedly support Senate bill 428.

Senator YARBOROUGH. Thank you very much, Dr. McMahon, and I am very grateful for your more than kind statement. You have been more than kind, and I want to say this about that support. There

has been a growing realization nationally about this impairment of educational opportunities for the child from the poorer districts.

Dr. McMahon. I know that.

Senator Yarborough. We have tried with the Elementary and Secondary Educational Act to put more money into the poor districts, and we have tried through the Teachers Corps. I am on the Appropriation Committee and we have been fighting very hard to try to save the Teachers Corps. A lot of people say that it is a frill, but just as you testified and Dr. Wilson testified, we know that these poor districts' tax bases are not able to offer a high enough salary level to attract the best qualified teachers.

Dr. McMahon. Now we have Senator, at the school, institutes that are sponsored by the National Government for the training of teachers of the Spanish-speaking child. But very often they go into districts that maybe are unable to afford them, or are unable to give them the means to teach what they know, and this is one of the other reasons why these districts should be supported.

Senator Yarborough. I am axious to get this bill passed, Dr. McMahon. I know there isn't enough money. We can't get enough money until the war is settled, but we will get it started. When they have the war settled, we will have it working and we will put the money in it to make this program work.

Dr. McMahon. Right.

Senator Yarborough. Thank you a lot.

Dr. McMahon. Thank you.

Senator Yarborough. We have now with us the principal of the J. T. Brackenridge Elementary School of San Antonio, Tex., and he is a person that has had experience with this problem and children coming to school with a mother tongue other than English. Just have a seat. This is Mr. Nick Garza of the J. T. Brackenridge Elementary School, San Antonio, Tex. Principal Garza, just proceed in your own manner.

STATEMENT OF NICK GARZA, PRINCIPAL, J. T. BRACKENRIDGE ELEMENTARY SCHOOL, SAN ANTONIO, TEX.

Mr. Garza. Senator Yarborough, it is a pleasure for me to see you once again, and to be able to appear here with you in testimony of some of the problems that we face in our schools. The total population of the States of the Southwest comprises one-sixth of the Nation's population, but a full one-fourth of the Nation's poor live in these same five States. There are 4 million Americans of Mexican descent in the Southwest. They form the largest single ethnic minority in this region and suffer an inordinate degree of poverty. A large percentage of these people face the monumental problem of a language barrier and the many complications that result from this barrier.

The basic language of instruction in Texas, as well as in most of the school systems throughout our Nation, is English. To a child who has been reared with Spanish as his primary or only language, English is no less a foreign language that it would be to a child from Mexico or Guatemala.

Curriculums are specifically designed for instruction in the English language and grossly neglect the child who cannot speak or understand English. Such a child cannot perform well enough to compete

successfully in school or even to survive in the middle-class social order in which he finds himself.

To use English as the sole medium of instruction is undoubtedly a chronic mistake, especially in areas where a large concentration of Mexican-American children are found. A more appropriate procedure would be to teach in English and in Spanish. This would result in a bilingual child who could be proficient in both languages and better prepared to take his place in an ever-challenging society.

The need for teaching oral language and reading to disadvantaged children of Mexican-American descent has been evident for many years in the Southwest. This vast region has been called a thousand miles of poverty. In terms of human suffering and waste, it is a million miles of misery. Little has been done to remedy this situation, and significant progress has been noted only since the San Antonio language research project came into focus 3 years ago.

BACKGROUND

The San Antonio, Tex., language research project was introduced as an outgrowth of experimental approaches to teaching oral language and reading to disadvantaged children of Mexican-American background. This project was introduced in the fall of 1964 as Cooperative Research Project No. 2648, of the U.S. Office of Education. It was introduced in San Antonio by Dr. Thomas D. Horn, the University of Texas, in cooperation with the San Antonio Independent School District. This was to become the first organized research project on language development and reading to be wholly concerned with the educational disadvantaged Spanish-speaking children in Texas.

From its rank beginning with 18 classes in five different elementary schools, it has grown to 85 classes and nine schools at present. Additional classes will be added in the fourth grade for the coming year.

The success of the program is certainly indicated by its rapid growth. Further, it has been enhanced by the complete acceptance of the administration, principals, and teachers, as well as the many students who have participated. This program has brought about a tremendous impact upon our children.

OBJECTIVES

The primary purpose of the language research project is to develop oral language and to use it to promote the teaching of English as a second language. These children are assigned to one of three different groups that use different language techniques: OAE (oral-aural-English), OAS (oral-aural-Spanish), and NOA (no-oral-aural, techniques used). These classes are taught 30 minutes in the morning and 30 minutes in the afternoon of each class day. The consulting staff formulates lesson plans based upon science and self-concept content materials and forward these plans to each of the project teachers. Teaching is performed in English or Spanish through an audio-lingual approach. Children learn from what they can see and hear. Basic sentence structures are modeled and then practiced orally, first by individual children, then by small groups, and finally by the entire group. The teacher serves as a model for correct structure and accurate oral usage.

This approach is used to develop fluency in both English and Spanish. One hypothesis to be tested is that learning and achieving oral and written fluency in one language can be easily transferred in the development of fluency in a second language. This has not been difficult for our children, as they have adapted to their teacher's model of instruction, and have adjusted in establishing the relationship of concepts to language.

Lesson plans are structured by a competent consulting staff. Vocabulary is stressed, beginning with the simple, to the more complex as the children progress in their language experience. Lesson plans are formulated for entire year, and are presented to the class teachers as they are needed.

ANALYSIS

Measurement for achievement and progress of children is necessary. The San Antonio language research project responds to this medium by the administration of pretests at the beginning of each year and posttests at the conclusion of each year's work. Results for the first year of project work are completed. Second- and third-year results are being compiled and should be completed soon. Indications to date point to progress in the areas significant to this study.

Tests used for this measurement include: The inter-American test of general ability, level 1, forms CE and DE English, and form CES and DES in Spanish. The second test is the Brengelman-Manning linguistic capacity index. The third is the Hill-Ott-Jameson test of English—levels of fluency (oral expressive), individual assessment. The I-Pat test and the metropolitan test have also been employed. Although acquired results have been significant, each of the tests mentioned has not been completely adequate because one children have not been exposed to the norm and the environment of the average child.

SIGNIFICANCE AND CONCLUSIONS

The contributions of the San Antonio language project has had a tremendous impact upon the children of the San Antonio area. Its full potential has not been realized although progress is evident and substantial. Solutions to some of these existing problems could be enhanced by additional funding, better training of selected teachers, and more appropriate materials.

Very little has been done in the past to alleviate the language barrier which has been such a detriment to a large segment of children who cannot contribute their maximum potential to society only because they cannot communicate with their fellow man.

The San Antonio language research project has given us a most unique opportunity, for nothing in the past has equalled its potential. It should be enhanced, promoted, and supported. Because of it, children have gained confidence and poise, and, for the very first time, are no longer afraid to take part in their endeavors.

Local and State leaders may well measure the effectiveness of this project and others like it. They can promote and support it to the end that its continuance, will bring about more equal opportunities for all children. Senator Yarborough, it is my sincere aspiration that some day, God willing, we will see children of Anglo, Negro, Mexican-American, or other cultures in an environment which will provide bet-

ter understanding because they can communicate with each other and this kind of communication will bring about a more thorough understanding of each other's problems. I believe that the inculcation of our different cultures in one extreme toward the end, that we want to produce an individual highly capable of doing for society what he can in the very best potential manner, would provide us with children of whom we will not be afraid, nor of whom we have to depend on for the rest of our lives. In closing, I would like to borrow a statement from one of the greatest men that ever lived, and it is one of the commandments that says, "Thou shalt love thy neighbor as thyself." If we can acquire that love for our neighbor, if we can teach and provide for him the necessary tools, I believe we can produce an individual whom we do not have to worry about and can carry on the traditions of our great country and the great possibilities that it offers.

Senator YARBOROUGH. Principal Garza, thank you for this statement, and congratulations to you on your part in this San Antonio, Tex., language research project, introduced, as you point out here, in the fall of 1964 as a result of a cooperative grant from the Research Department of the U.S. Office of Education and introduced through the cooperation of the University of Texas which has helped you with the evaluation of it. This is 18 classes in five different elementary schools at the beginning. Now it is 85 classes in nine schools. Was your school one of the schools that participated from the start in this Brackenridge Elementary School?

Mr. GARZA. We were fortunate, Senator Yarborough, to be one of the first schools. We have been very fortunate in that we were selected as one of the pilot schools. We have continued. We have had tremendous success with the cooperation of the teachers and the students as well, and the innovations that I see are definitely pointing toward progress.

Senator YARBOROUGH. Principal Garza, how many classes do you have in your school in the J. T. Brackenridge Elementary School in San Antonio—how many classes do you have which have this experiment in bilingual education?

Mr. GARZA. We have a total of 23 this year, and we hope to increase by five next year, which will give us 28 out of a total of 48 classes in the entire school. So nearly half of our school is on the program now, and we will surpass that 50 percent next year.

Senator YARBOROUGH. Over half of all of your classes will be in bilingual education?

Mr. GARZA. Yes, sir.

Senator YARBOROUGH. That is out of the whole 85 classes in the entire San Antonio school system?

Mr. GARZA. Exactly.

Senator YARBOROUGH. You have more, I take it, in your school than any other school in San Antonio.

Mr. GARZA. That's right. It is the largest elementary school in the district, sir.

Senator YARBOGOUGH. Is it working? Is the bilingual education working?

Mr. GARZA. We think it is working just fine. We think our children are aggressive, they are not afraid. As I pointed out in the statement, they are beginning to take part and not being concerned with shyness that they used to be faced with.

Senator YARBOROUGH. Do they feel more at home in our total society, speaking both languages?

Mr. GARZA. Very much so. We have one instance that I would like to tell you about, Senator Yarborough, because I think it is conclusive. We teach in Spanish and in English, and at the time we teach the Spanish to our children, we have three Negroes and three Anglos at our school. At that time we take them out of the English class and put them in a Spanish class, so it is not unusual for you to see a little youngster step up to my office door and say "Buenos dias, Senor Garza, como esta?" and he doesn't have the same colored skin as I do. He may be an Anglo or a Negro, and he can rattle out the Spanish very effectively.

Senator YARBOROUGH. And your Spanish students speak English as well?

Mr. GARZA. Exactly.

Senator YARBOROUGH. Bilingualism is being practiced in various countries where they are monolingual. I think it is just as important to us as a nation. We are interested because of the welfare of these children. I think it is of vast importance to us as a nation because for the first time in history this country, that is, in the past few decades, the population of Latin America exceeds the population of the United States. By the year 2010, according to the projections made on the present population increase filed by the Bureau of Census, the population of Latin America will be double that of the United States.

I think it is imperative to push forward in our bilingual programs as rapidly as possible.

Mr. GARZA. Senator Yarborough, may I take the opportunity to express my sincere appreciation for your kind invitation and tell you that we are very proud of you and your committee with the effort that you are implementing toward the end that we make bilingualism a must in our State of Texas.

Senator YARBOROUGH. Well, we have had statements by people prominent in Texas in the last few days that the Spanish-speaking Mexican-American child in Texas suffers no disadvantage and therefore doesn't need this. Do you agree with that?

Mr. GARZA. No, sir.

Senator YARBOROUGH. Do you think these programs are needed if the child is to have his full opportunity in our society?

Mr. GARZA. I think I am in a position where I can see this day in and day out. If you ever have the opportunity to come and observe, I would just welcome you wholeheartedly.

Senator YARBOROUGH. Well, I hope we can next fall after Congress adjourns. I think you have stated this more dramatically than any witness we have heard when you state on page 3 of your statement, speaking of this Southwestern area, really you don't define it, but it stretches from Brownsville, Tex. to San Diego, Calif.:

> This vast region has been called "a thousand miles of poverty." In terms of human suffering and waste it is a million miles of misery.

I think that answers more fully to those who say we don't need anything else, we are doing enough.

Mr. GARZA. Thank you, sir.

Senator YARBOROUGH. I agree with you that we need to do more, much more. Thank you.

Mr. GARZA. Thank you.

Senator YARBOROUGH. Thank you, Principal Nick Garza. The next witness who will testify at this time is Judge Charles Grace, Charles W. Grace, former county judge of Bexar County, San Antonio, Tex. Judge Grace, will you just proceed in your own way.

STATEMENT OF CHARLES W. GRACE, FORMER COUNTY JUDGE OF BEXAR COUNTY, TEX.

Mr. GRACE. Thank you, Senator Yarborough. Senator, I have lived here in San Antonio all of my life except for the few years during World War II when I was in the service of my country. Presently I am a practicing attorney, but I have had 13 years of service as a member of the judiciary of this State. This special committee, Mr. Chairman, does me great honor by extending me an invitation to testify and I am sincerely grateful. Naturally, I speak as an individual, but I might add that many of the views I do express here reflect the thoughts of my fellow citizens of this great county of Bexar and city of San Antonio.

First, without question, hesitation or equivocation, I wholeheartedly support the Bilingual Education Act now being considered by this special committee. Gentlemen, my only regret is that this legislation did not come sooner. Just imagine the problems that would not have been if this legislation had been on the statute books at the turn of the 20th century. Even today some of those problems remain with us as an aftermath of the unprecedented influx of immigrants from Central Europe, Italy, Russia, and other places of the world. Because of language difficulties, among other reasons, they were forced into ghettos, they were exploited, they were discriminated against. Being unable to communicate in English, they were at great odds in competing under our system of education, economics, and government.

This Bilingual Education Act is needed to help our fellow citizens of Puerto Rico, who, since World War II, have come in great numbers to the mainland as it is their American right to do, but who suffer a language barrier and resulting discrimination and exploitation.

This Bilingual Education Act is necessary to help our fellow citizens of Mexican heritage who for many generations have suffered that same language barrier and who are exploited and discriminated against because of such language barrier.

We have been in a war of ideas, ideals, and bullets almost continuously since December 7, 1941. It is repeatedly said that the United States of America is the most powerful and the richest nation on earth in the history of mankind. If this be true, and I believe it to be true, it is because of the people of this country and no other reason. Our greatest strength and most valuable asset are our people. We can ill afford not to give the opportunity to each of our citizens to fully develop their talents as individuals; only then will they become first-class American citizens. This is why the Bilingual Education Act is necessary.

In my opinion, the primary role of government today, be it Federal, State, or local is always to strive to improve the quality of the life of its citizens. This Bilingual Education Act gives another tool to local government—our local school boards—to improve the quality of the life of our citizens.

The United States of America is unique in the history of nations—we are a people of many varying cultures and heritages, and although we have amalgamated ourselves into one people with a common heritage, still we must preserve and keep alive the different cultures and heritages from which we stem. This Bilingual Education Act will instill in those citizens who participate in programs authorized by this act, a sense of pride for their original heritage and culture, and an even greater love and respect for the United States of America. This certainly will be a most powerful advantage in people-to-people relations between our citizens and those of other nations of the world.

In closing, Mr. Chairman, I say it behooves this committee, the Congress of the United States of America and the executive branch of the Government to get behind this bill now, today.

Thank you again for the opportunity to express these views.

Senator YARBOROUGH. Thank you, Judge Grace, for bringing here to the committee your experience and years in the judiciary of Bexar County, the county that has more Spanish-speaking people in it than any other county in Texas, and now the 13th largest city in America, San Antonio. I think this is a very fine statement, but you touch on another phase. The Spanish-speaking Puerto Rican in New York City. We will have hearings in New York City. It is worthy of noting that their population approaches now a million and a half Spanish-speaking Puerto Ricans. Teams of New York educators have been to Texas in the last few months looking at schools in San Antonio and Laredo and at Edinburg, where some progress is being made. They want to move ahead and I think that is demonstrated by the fact that two of the cosponsors of this bill are Senators Robert Kennedy and Jacob Javits of New York. They are opposite political parties, but two of the first to cosponsor this bill, because they want this bilingual education for the Spanish-speaking people in New York City.

Mr. GRACE. I understand that also the two Senators from the State of California, Senator Kuchel and Senator Murphy, are cosponsors.

Senator YARBOROUGH. Yes, both senators are.

Mr. GRACE. So we have both ends of the country sponsoring the bill, assisting you, and I think the other Senator from Texas.

Senator YARBOROUGH. Yes. My colleague from Texas is of the opposite party but shows a recognition as they have in New York and California. We have Senators of the opposite political party cosponsoring it because it is noteworthy that of the three States with the largest population of Spanish-speaking people, Texas, New York, and California, every Senator has cosponsored this bill regardless of his political party because of this need that we recognize. Now the need has been here all the time, but it has just broken through on the national consciousness now, and it has been brought home in these conferences like the Tucson conference of last year and by the San Antonio conference here in April.

Mr. GRACE. We are grateful for your efforts, Senator. Thank you.

Senator YARBOROUGH. Thank you very much. The next witness will be from the Archdiocese of San Antonio, the San Antonio Vicar for Urban Ministry, Father Henry Casso. Father Henry Casso has been very active in the cause of the underprivileged in this State. Come around, Father Casso.

STATEMENT OF FATHER HENRY CASSO, SAN ANTONIO VICAR FOR URBAN MINISTRY, ARCHDIOCESE OF SAN ANTONIO, TEX.

Father CASSO. Thank you.

Senator YARBOROUGH. We are glad to welcome you here.

Father CASSO. Thank you.

Senator YARBOROUGH. I have seen your efforts in many fields for the people of low income and the underprivileged people.

Father CASSO. Thank you very much, Senator. Senator Yarborough, members of the U.S. Senate Subcommittee Hearing on this Bilingual Educational Act, I am an assistant pastor of St. John's Parish here in San Antonio, as well as vicar for Urban Ministry. I first thank you for these historic hearings dealing with an educational and social, psychological, economic problem, that has existed since this frontier was taken into the United States. Educators have long discussed in anguish the woes which writers and politicians only today are beginning to bring to the attention of our Nation. As recently as this May's issue of American magazine, published by the U.S. Department of Health, Education, and Welfare, we find two major articles relative to the Spanish-speaking. One of these paragraphs is there are more than one and one-half million children with Spanish surnames in the schools of the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. Nearly all of them are Mexican Americans. In scholastic attainment they lag far behind their Anglo-American schoolmates, and their dropout rate is very high. The reason for their underattachment can be summed up in a single word, "language," it goes on to express an admission that some of us have privately held for some time, a few have, as you have just said, expressed in public the school record of the Mexican-American youngster is tragic.

It constitutes the greatest single failure of our system to provide equality of educational opportunity in this region. For us in Texas, we should note the article of November 7, 1966, by Mr. Earnest P. Morgan, which appeared here locally in the San Antonio Express. Writing for the State, the education of the Spanish-speaking children is the worst failure of schools in the Southwestern States, and most of them will quit before they get to the eighth grade. Texas' record is the worst of the five, and not only in educating the Mexican American, the 1960 census showed that 30 percent of all Texans and 71 percent of all Latins in the State dropped out of school before the eighth grade, Dr. Hershel T. Manuel of the University of Texas, the school of education, found last year that of the five Southwestern States, Texas has the lowest percentage of its school-age Mexican Americans enrolled in school. The result is a great mass of ill-educated American citizens who speak neither English nor Spanish well, and who are practically illiterate in both languages. Their poor education leaves them fit only for the poorest jobs and means that their children will be economically and educationally deprived as they are. It is Dr. Andersson's opinion that our educational process has been to produce a bilingual illiterate. It is interesting to note in 1963 October edition of The Work from which the remarks of Dr. Andersson have been taken, we have a work entitled "Texas Squanders Non-English Resources." It is fitting that the originator, you, Senator Yarborough, of this bill, is our senior Senator. You are our senior Senator from Texas.

Since of the five Southwestern States, this problem leaves the ugliest scar of all facets of life in Texas, yes, this is my opinion, but it has the foundation in the works of such great men as Dr. George Sanchez, Dr. Julian Zamora, Dr. Peter Henderson, and many others. It is fitting, too, that you have chosen San Antonio as a place for these hearings. Of all communities that should rally behind this bill, we should be foremost ourselves. Next year we are to have a fair called the Confluence of the Americas, one of the basic means of confluence is by communication and by language, and that which allows this confluence instead of conflict with our neighbors to the south is our mutual Spanish language which is spoken as a first language by so many of our children in the State of Texas. We are asking the people of the Spanish-speaking countries to come into a State and community which by law and by policy has forbidden the cultivation of that upon which we find the rationale for this invitation to be presented. We have formed here in San Antonio recently the new Inter-American Educational Center representative of which we heard a few minutes ago, concerned with the education in the Americas. How many people heard the warning by one of the distinguished members of that board who, when asked how he would assess the role of the sinner, recently replied:

> Don't even begin to assess your role in concern in South and Central America until you have changed your attitude in Texas toward the Mexican American.

When we really understand what he is saying I mean, and put it into practice.

Between the Hemisfair, the Inter-American Center, the new medical complex, and the fact that San Antonio is the gateway of tourism to the South, with full implementation of this bill, we can, and I envision, are becoming the gateway for bilingual education. As a parish priest, I have had the happy privilege of working with the grassroots with whom the Senate bill—for whom this Senate bill is intended. Gentlemen, I know what Dr. Andersson means by functional illiterate in two languages, and if you think it is frustrating for us, what in the name of heaven must it be for our children? How can we continue to look them straight in the eye and speak of those things to which our country is dedicated—equal education. Your Senate bill is going to give them and anyone dealing with them—our young—a new hope. At the recent successful Texas Bilingual Conference held here in San Antonio and referred to extensively already, we observed a number of pilot projects which having recognized our problem of education of language and of education have addressed themselves to doing something with this problem. Let us keep in mind for as admirably as these programs are, they are just pilot projects—exactly that. They are not the ordinary program, but they are—but mere recognition—they are but a beginning. They are an attempt. These programs should be retained and when they are retained they are going to need help in implementation, and this is what in my opinion your bill intends to make possible for children and teacher alike. That the State needs assistance can best be summed up in the remarks of Dr. J. W. Edgar, the head of Texas education.

In summary he says:

> The inference we are now making in the education of the Mexican American child, the youth and adult for special needs while falling short of the ultimate

answer is meeting these needs are positive approaches toward the improvement and probably constitute our best possible efforts under existing conditions.

These words were given in his major address at our bilingual conference. One cannot take exception that something is not going on, or that these efforts are positive. One can become alarmed in face of the problem that our present efforts on going and positive are minimal. This bill, I am sure, and I am confident, will help our State in this gigantic task. Dr. E. J. Edgar, as well as our own Governor on the occasion of this conference, mentioned that they were committed to a—and I quote, "bilingual population and a literate population." These two are wonderful commitments but are difficult to attain as has already been attested to under our present condition of things. This bill, in my opinion, will be a big help in making these hopes, these commitments, a reality. Gentlemen, there are many thoughts that I would wish to share with you because of the importance and the significance of this historic bill. May I state, finally, that if the United States is to continue to show meaningful concern for the uneducated, she must begin getting to the causes, and here it is language. If she is to be concerned for the people to the south, she must recognize we share 1,500 miles of frontier, the means of communication of which is a language which so many of our own possess as their first.

If we in Texas are sincere that of the five Southwestern States, we are the worst in the ladder of education, we are ready to be a city of a confluence of America, if when looking into the eyes of the young and their bodies, we wish to say equal education is possible, is a reality, then let's go on with the means to make these things so, and through the efforts of a bill such as this being proposed, we will begin to recognize our children as they are, and not as we would have them be. We will recognize our children's innate dormant potential which would not only help them, a loyal people, but will help all concerned. San Antonio, Tex.—the Southwest—our Nation—can take its and their place in the sun. Your bill can make this possible, and for this reason, I wholeheartedly endorse it and will support it, asking you to continue in its pursuit. Many thanks for this opportunity, and may God bless you.

Senator YARBOROUGH. Thank you, Father Casso, for this very dynamic and very dramatic statement. I know, as you already know, we are not here if we may borrow an expression from others—we are not merely here to condemn the darkness, we are here to try to help light candles of hope and learning for these children in Texas of whom Spanish is the mother tongue, so that they might get the full opportunity in our society of every other child in our society. They should go to the top in all jobs and opportunities in this country, socially, government, publicly, economically, whatever the opportunity opened for them—open the door to them that is open to any other child in America. Thank you for the support that you have given through the years in this cause. By the way, you have doubtlessly heard the statements that these children are not disadvantaged. They have no need for this bill. Have you heard those statements and seen some of them that some people have made?

Father CASSO. I have read of statements of this nature. No one has personally confronted me with them.

Senator YARBOROUGH. You just read it in the papers?

Father CASSO. Yes; but I feel that the support that this bill is going to get is going to be far beyond the expectation of you who have originated it in concept, in view of the contact that some of us have had with people, particularly in California, New Mexico, and Arizona, we feel that this is a definite answer. We have to begin to recognize the problem as it actually exists. Someone gave me a quotation here a moment ago that I am to understand that in San Antonio we have 10 percent of our population that are illiterates, and our sister city of Monterrey, comparable in size, has only less than 4 percent of illiteracy. So if we are going to take leadership, we best take care of things here at home.

Senator YARBOROUGH. We can't offer much in example to Monterrey, Mexico, and the percentage of illiteracy, if that is the percentage, can we?

Father CASSO. That's right.

Senator YARBOROUGH. Father Casso, you have stated one thing that you perhaps know what happened or you just envisioned it. I have been surprised in the support I have received since introducing the bill. I was thinking primarily of our problem in Texas, knowing that we had more children in Texas without a real educational opportunity than any other State. But the first group to come to me when I introduced this bill was a group from California. They flew all the way to Washington to come in and express their support for the bill and said to call on them for help.

Father CASSO. I think the national support is going to come truly because of the relationship that is being established, the invitation to Puerto Rico, for example, to statehood, and so forth, to the Cubans and to the immigrants whose language is Spanish, that we are not going to be prepared by teachers or by disposition to handle their education, and I feel that an educational bill of this importance, of this stature, is really going to turn the tides in making us, through languages, accept the people as they are. And I think this is going to be one of the best on-going things that you are going to have for the bill.

Senator YARBOROUGH. You mentioned barios of the slum areas. I have been in those in Lima, Peru, and have seen the rovellos in Rio de Janeiro myself. Well, as you point out, unless we have teachers and enough to teach our own children billingually and to help them with their problems of language, their problem of illiteracy, we cannot truthfully say we are leaders, and I want to mention here an example of Argentina. Argentina has a literacy rate of over 95 percent. Ninety-five percent of her people are literate. This goes back to a great President. This President of Argentina came to the United States as Ambassador from Argentina to the United States. He arrived in Washington, D.C. This newly appointed Ambassador from Argentina to the United States began to study what made America great. He decided it was the educational system. He went back to Argentina and he recruited about two shiploads of American schoolteachers, mainly spinster teachers from New England where they had, he felt, the strongest school systems in America at that time. He took them to Argentina and began to lay the groundwork for the national system of education. He is called the Abraham Lincoln of Argentina. He is recognized as a great national patriot. Argentina has the highest

literacy rate of any Latin American country, highest in the whole world, 95 percent. But there are many countries in Latin America very short on teachers. They are crying for teachers. We don't have the bilingual teachers to teach our own children.

Father CASSO. Senator, I am sure someone else from the economic approach will show the advantages of this bill and its importance. I would like to just give from two experiences of mine. Speaking from San Antonio where a young student who was a coach here in San Antonio was invited by the State Department to go into Latin America and to be able to train in the counterpart to the State Department's program of the equal programs that we have here in athletics. He has gone on record to say that he was able to accomplish in 2 weeks what it took others as much as 3 months to accomplish, because he was bilingual. Secondly, just 2 days ago we had a team from Kelly Field, a man who comes from a moderate income area. He and his counterpart flew into Guatemala to train the Guatemalans there the skill of jet mechanics. Now here are two cases of where the demands are being made on individuals the use of a language that is the greatest asset which is going to enable them to communicate with the south, but yet has not been cultivated from their infancy. So, if we are going to think in those terms, I think it is going to be a valuable asset.

Senator YARBOROUGH. You mentioned also that the economic asset at home, Father Casso. Unfortunately in Texas, we have more families in the poverty bracket, a higher percentage of our people in the poverty bracket, than any other State in the Nation. That is not just Spanish speaking but all Texans of all races. A third of all the people in Texas are in the poverty bracket. Three and a half million out of our 10 and a half million. We are not proud of that. We are trying to raise that, but of those with Spanish surnames, while the State as a whole has approximately a third in the poverty bracket, the white-Spanish-surnamed population has 51.6 percent in the poverty bracket, over half. That shows the disadvantage of not receiving an education through the schools, and the necessity to giving these children a chance. Thank you very much.

Father CASSO. Senator, thank you very kindly for the opportunity.

Senator YARBOROUGH. The next witness comes from the economic segment of our society. We have been hearing from those of educational work, charity work, and some from the business community. Now we have another person from the economic segment. We have heard from two businessmen, now we will hear from the secretary-treasurer of the AFL–CIO from Austin, Tex., Mr. Roy Evans.

STATEMENT OF ROY EVANS, SECRETARY-TREASURER, AFL–CIO, AUSTIN, TEX.

Mr. EVANS. Buenos dias.

Senator YARBOROUGH. Buenos dias.

Mr. EVANS. Senator, it is our pleasure, and we want to commend you for this bilingual American Education Act. After holding these hearings and certainly we would commend you on these things going on in Texas. It has been quite an education to me to listen to it on TV this morning and to witness it here. I don't come as an expert in the field of education, and maybe not an expert in labor or in eco-

nomics, but I come as a man with about 20 years of experience and with knowledge that one student out of every three will drop out of high school before finishing, and that these United States and Texas with its share, provide about a million dropouts a year. I also know in the very near future over 50 percent of the population will be under 30 years old, and over 50 percent of the work force of this State will be under 25. So I think these things certainly indicate a great need for what you are doing here. Now the fact that 50 percent of the Spanish-speaking in Texas have less than 5 years' education in English, does not have a corollary that 50 percent of these folks are not intelligent. My experiences in 20 years in the labor movement have been with people who generally have had less than high school educations and in many cases these people have been much smarter than college graduates that I know. Most of these people, though, have had the opportunity to educate themselves through home study, vocational courses, the use of manuals.

One of the things that I would suggest for this committee to use as a project would be a special case of an individual that knows Spanish very well or acceptably, and yet does not have a knowledge of English and attempts to learn, say, the trade of being an automobile mechanic, which is in great demand now. Attempts to learn that from a manual in English. It is difficult enough for those of us that are familiar with the English language, but it is almost impossible for an individual whose mother tongue is primarily Spanish. So one of the suggestions that we would make is that—these type of manuals, these type of books set out for people to educate themselves or in vocational education be on a parallel language, be bilingual. We found it most useful in the new instances that we have had using it. We have heard considerably about the illiterate.

Again, I would say that the illiterate are not necessarily the unintelligent. They are possibly that way because we have not provided them the tools to become literate. Now I would like to recite an example. I think we have learned an awful lot from case histories. Say that you are a worker on the Texas border. Naturally, your mother tongue is Spanish. Now you want to educate yourself. You want to know how you can protect yourself, but most likely your information is available only in English.

Now the information available in Spanish is about another country. It is about Mexico. We have had this happen to so many workers. We find that what they do is automatically assume that Texas laws, that the laws of the United States are similar to those of Mexico, and quite frequently, particularly with Texas and the labor laws, our laws are much inferior, but they are considerably and almost completely different than the laws that a man has to operate under, has to try to protect himself under in this State. So this is one of the great barriers, just a lack of communication through speech. Now I would point out that the people that have been managing south Texas are bilingual. The Rangers are certainly bilingual. The patrons are bilinguals. They know English and they are very familiar with Spanish, so this seems to have been pretty good for them for nearly a century now, and certainly the last 50 years, and I think it is now time for the working people, this great force of working people in south Texas, to get this benefit. As I have mentioned here, most of our publications now are bilingual. We print them both in Spanish and in English.

Senator YARBOROUGH. By "our publications," what do you mean?

Mr. EVANS. I am talking about information leaflets. I am talking about strike information.

Senator YARBOROUGH. The information that you send out to your members in the AFL–CIO?

Mr. EVANS. Right. The voting records, for example.

Senator YARBOROUGH. You mean the labor information that you send out?

Mr. EVANS. Right. Our primary task, of course, is in the field of organizing and in the field of informing people. We don't consider ourselves really educating them. We don't have that ability, but we do provide them with considerable information that is important to their welfare. For instance, how their politician is representing them by voting record.

Senator YARBOROUGH. You translate the Texas labor laws into Spanish and distribute that to them so they can see it in Spanish?

Mr. EVANS. The interpretation of the laws.

Senator YARBOROUGH. Right.

Mr. EVANS. Recently the same thing has been done by those enforcing the Fair Labor Standards Act and it has been most beneficial to the people in south Texas, to the point where we have gotten over $6 million in the last year from employers that have violated the Fair Labor Standards Act.

Senator YARBOROUGH. Mr. Evans, I don't want to interrupt you, but a moment ago you used the term "petrones." You said the petrones were bilingual.

Mr. EVANS. Right.

Senator YARBOROUGH. Some of my colleagues in Washington may not understand that term. Would you for the record tell us what a petrone is?

Mr. EVANS. A petrone is simply a man that is a nice boss, that takes care of all of your needs. He fixes everything where you don't have to think for yourself. You don't even have to worry about who you are going to vote for. He tell you who you can vote for and what is best for you in every respect. He lets you know that a dollar and a quarter is a nice wage, but you can get along with a dollar an hour quite well if you will just accept his patronage. I guess that is where the word comes from, petrone or father is the way these people operate most of the south Texas with the exception of two or three counties, is still in that system.

Senator YARBOROUGH. The petrone system, where the employer furnishes general advice on living and economics.

Mr. EVANS. That's right.

Senator YARBOROUGH. He fixes the salary scale except for the intervention of the Federal minimum wage. He fixes the salary scale and virtually every other economic aspect of the employee's life.

Mr. EVANS. The economic, social, and political are completely dominated by the petrone. We go into areas, we are going to have a meeting, and the word goes out, this is political and the people don't come because the petrone doesn't want them to come. This is the kind of situation that we are dealing with.

Senator YARBOROUGH. This is the border counties?

Mr. EVANS. Right. In south Texas I would predict Senator, that the biggest opposition that you are going to get in the passage of this

type of legislation, as has been the history in this State, will come from these people who don't want people in south Texas to be bilingual because it threatens the very existence of their system.

Senator YARBOROUGH. Of the petrone system?

Mr. EVANS. Of the petrone system. Now, let me give you an example again of this. Labor has been attempting to be effective in south Texas for a long time, and until 1961 all we had done was study it in south Texas. We had lots of study about it, and at that time we were told by people that had spent many thousands and hundreds of thousands of dollars down there trying to benefit these folks through organizations, that you will never do anything down there until these people learn how to talk American. This was a rather strange phrase to me, but what they meant was they weren't going down—that the old part of the labor movement wasn't going down, in south Texas, until the people learned English and could speak it in English, because they figured that this was the language that they ought to be talking in. By the way, this is the same thing in almost all of the educational districts down there. It is against the rules to speak anything—it is the law of Texas—it is against the law to teach in anything but English, and it is patently observed. We immediately hired a staff of bilinguals who had experience in the labor movement. Henry Munoz, who heads our staff now is here, and we immediately became very effective in the valley beyond our highest expectations, because we had penetrated this barrier of language.

Senator YARBOROUGH. Do you think that your penetration of this barrier in the labor union movement, the fact that you have bilingual employees hired and that you penetrated the barrier and now you can tell them about the economic and labor rights, do you think that will substitute for the bilingual education in this bill?

Mr. EVANS. No, sir.

Senator YARBOROUGH. Suppose that all joined your labor unions and had representation and negotiations by skilled business agents. Would that give them a fair chance as laborers if they were not bilingual?

Mr. EVANS. It would not. What I am saying is what the labor movement has learned, the educational movement needs to learn. When it does, well, it will be effective in educting half a million workers down there. That is what we are talking about right now. Victims of the language barrier. This leads me to my final point. It is our hope that this committee in its work and its project that it initiates would set as its target young Mexican-American adults who will constitute about half a million of the 4 million workers of this State, and with things that will help them not only in an educational field, but help them protect themselves, because we don't have the resources to do that—will help them know what the minimum wage law—the Federal minimum wage law means—will help them know what social security laws are. They don't know, because most of the information they get is in English. It will help them know what benefits and rights they have under the National Labor Relations Act. These are things that will lift the economy of south Texas more than anything else.

Senator YARBOROUGH. What you are saying is that the laborers, even at the lowest scale of earnings, must be able to understand English to protect their rights?

Mr. EVANS. That's right. Again we want to thank this Subcommittee on Bilingual Education for holding these hearings. We think the re-

sults of your program and your efforts will be most helpful in improving the wages, hours and working conditions of Spanish-speaking workers and we agree with Principal Garza that it will be helpful with improving the hours, wages and working conditions of Anglo workers as well, because it is just as important that the Anglo know Spanish as it is that the Spanish-speaking know English.

Senator YARBOROUGH. Mr. Evans, I believe your specialty in labor was aircraft workers, manufacturing aircraft; is that correct?

Mr. EVANS. Aircraft, yes, sir.

Senator YARBOROUGH. That is some of the highest paid labor that we have in the State, isn't it?

Mr. EVANS. It is pretty good pay.

Senator YARBOROUGH. You mentioned a while ago manuals for auto mechanics.

Mr. EVANS. Right.

Senator YARBOROUGH. Those manuals are about two inches thick, aren't they?

Mr. EVANS. That's right. They are illustrated and——

Senator YARBOROUGH. They have pictures and they describe what to do with the engine?

Mr. EVANS. Right.

Senator YARBOROUGH. If you are not a mechanic, they are pretty hard to understand.

Mr. EVANS. Very difficult.

Senator YARBOROUGH. If you take a man who is not versed in English and give him that manual in English, he has a very difficult time with it, does he not?

Mr. EVANS. He is going to have a little bit of a hard time if he knows English. It is going to be virtually impossible if he does not.

Senator YARBOROUGH. Are there great opportunities for auto mechanics in this country now?

Mr. EVANS. I think it is one of the greatest fields.

Senator YARBOROUGH. I have had school superintendents tell me that they were unable to hire teachers to teach auto mechanics, as a vocation subject, because the scarcity of mechanics was so great the garages would hire them and pay them more than the school district could pay to teach.

Mr. EVANS. That's right.

Senator YARBOROUGH. And we know from experience that these jobs pay more than the schoolteachers earn, that it is good employment, it is good pay.

Mr. EVANS. They pay more, sir, if the workers are organized.

Senator YARBOROUGH. Well we are here talking about language now. You just said if the people were organized and couldn't speak English, joining the labor union wouldn't teach him to use that manual.

Mr. EVANS. It would help him.

Senator YARBOROUGH. You think that would help him? Well, there are other projects here that that manual ought to be bilingual.

Mr. EVANS. Right.

Senator YARBOROUGH. You would have the instructions in one column in English and the other in Spanish? That would be a great advantage if we ever got those manuals for electrical workers, for

repairmen, for radiomen, for TV, for auto mechanics, if we had bilingual manuals. Do you know of any in the country available now? These textbooks that are 2 to 3 inches thick. Do you know of any in Spanish and English?

Mr. EVANS. The only bilingual text that I know about are ones that we have promoted in Mexico City and they are very effective.

Senator YARBOROUGH. Are they in use yet in Texas?

Mr. EVANS. They are in use in south Texas, only about the history of the labor movement, about the history of the government, but very limited.

Senator YARBOROUGH. Yes, but I means the manual on how to repair automobile engines?

Mr. EVANS. No.

Senator YARBOROUGH. Is that available anywhere in foreign languages?

Mr. EVANS. No, I don't believe so. It would also be beneficial to me if I were an automobile mechanic and if I would like to move down to the magic valley. If I am down there and I don't known Spanish, this would be a very valuable thing to me to have that manual.

Senator YARBOROUGH. That would be true in many other areas of this country, other than the magic valley also, wouldn't it?

Mr. EVANS. Yes, sir.

Senator YARBOROUGH. Thank you a lot, Mr. Evans. You have brought us some new thoughts and a new dimension to this problem here of why bilingualism is necessary and the benefits to a workingman of being bilingual. I think your testimony illustrates that this isn't something just for schoolteachers or for the professional man of our society. This is for everybody. Thank you a lot.

Mr. EVANS. Thank you.

Senator YARBOROUGH. The next witness is a teacher, Mrs. T. A. Doak, of Lamesa, Tex., who heard of this hearing and volunteered on her own to drive here all the way from Lamesa, Tex., to this hearing, and we have invited her to testify. Mrs. Doak, I believe you teach in Lamesa in the Central Elementary School, and you teach bilingual children; is that correct?

STATEMENT OF MRS. T. A. DOAK, CLASSROOM TEACHER, CENTRAL ELEMENTARY SCHOOL, LAMESA, TEX.

Mrs. DOAK. That's right.

Senator YARBOROUGH. You just proceed in your own way. We are very glad to welcome you. How far is it to Lamesa from San Antonio?

Mrs. DOAK. I really don't know. I came by Austin. I don't even know how far I have driven.

Senator YARBOROUGH. You have had quite a drive.

Mrs. DOAK. It is quite a drive. I talked to my superintendent before I came, and I especially want to answer the people who say we don't need—that the Mexican children don't need any special instruction. I have had special training in teaching Spanish-speaking children English as a foreign language, because it is a foreign language to them. I used to teach a long time ago and I dropped out of the schoolroom to become a ranch housewife, and I have had a great deal of deal-

ings with the Mexican children of ranch labor. I have learned a whole lot about what they need, so I went back to teaching especially to help those children who needed help now. I have taught the beginning children, Spanish-speaking beginners, and this year I had a special challenge as a teacher of older children. It is called a fourth grade. I had two children from Mexico who couldn't speak a word of English, though they were 14 years old, and they were placed in my room. They had to learn the alphabet, everything. I teach the method that stresses the linguistic approach. We teach by sound. We teach the children to hear the sounds that don't exist in their language so that they can learn to pronounce them.

I know that that works because all of my life I have known children who were raised on isolated ranches with their only playmates as Spanish-speaking children. They had Spanish nurses. They learned to speak Spanish before they learned to speak English. They spoke it all of their lives, but they never have learned to read or write. So I know they can learn it by sound, and I also believe that children can learn by sound up to the time they are 11 years old more easily than they can afterward. This experience with the older children gives me some followthrough that I had never had just from my experience with the beginning children, and I am especially trained to teach children with learning disabilities, and I find that they are doubly handicapped when they also have the language barrier, and I fully believe that their greatest problem is the problem of health. They need health services, too. We teach remedial reading but it is not with great success unless he has the health services he needs to enable him to achieve anything academically, and I specialize in special education, and I have learned in my studies that malnutrition contributes to abnormal neurofunctionings, and that is a great, great problem with children and our general population. So when a child who cannot pay attention enough to achieve anything, to learn anything, tells me, "My head hurts," I know he is telling the truth. He is not goldbricking because I am sure he didn't have any breakfast this morning, and when Domingo says, "I wish we had school on Saturdays, too," I know that he gets his best meal at the school lunchroom on the free lunch ticket.

One of the main reasons that I wanted to say something here is because of the statement I heard, that the people should teach their children English at home and when we graduate a few of them from high school, a few Latin American students, they will teach their children to speak English and then there won't be any problem at all. I know in one graduating class of 176 seniors, 10 of them are Mexican Americans.

Senator YARBOROUGH. That was the 12th grade?

Mrs. DOAKS. The graduating class this year, and in another county——

Sentaor YARBOROUGH. Some people say we don't need this bill. Just wait until we graduate some from high school and they will teach the others?

Mrs. DOAK. We will just graduate some from high school when they raise their children, they will speak English when they come to school.

Senator YARBOROUGH. Has your experience as a teacher in the Lamesa School in west Texas south of Lubbock been such as to cause you to form an opinion as to whether we need this law badly or not?

Mrs. DOAK. I know we do, Senator Yarborough. We need it now. The children need it now. We need teachers with special training to teach the children now basic patterns of English that they need to use today, tomorrow, and every day, and the only way is through the money that this bill will provide.

Senator YARBOROUGH. We can't wait for the high school graduates to teach the next generation?

Mrs. DOAK. I don't believe that is going to be fast enough because in one county I know of three high school graduates this year.

Senator YARBOROUGH. Three Mexican Americans?

Mrs. DOAK. Three Mexican Americans.

Senator YARBOROUGH. How many Anglo graduates were there? Was there a sizable number?

Mrs. DOAK. Several hundred.

Senator YARBOROUGH. Was there a sizable Spanish-speaking population in that county?

Mrs. DOAK. We have a lot of Mexican Americans in those west Texas counties, now. Mostly migrant laborers, and I think you will find that those children have greater needs than children who live in one place several months.

Senator YARBOROUGH. Hasn't it been your experience that much of that migrant labor, a lot of them will settle and stay there in those Texas counties?

Mrs. DOAK. They move about from community to community and there are a few who stay in one school district several years.

Senator YARBOROUGH. What I mean, though, is they stay in west Texas, generally, from county to county.

Mrs. DOAK. Yes, sir. I know a good many families who have been there 20 years or more.

Senator YARBOROUGH. I refer to the county school districts up at Castro County—Dimmit, Tex. They were telling me that in just a few years the percentage of their children had gone up from practically no Spanish speaking to 41 percent Spanish speaking, and that is northwest of Lubbock.

Mrs. DOAK. I understand that many of the school districts on the plains of Texas now have more than 50 percent of their elementary school population as Mexican Americans.

Senator YARBOROUGH. That superintendent came into my office in Washington from out in West Texas to express his support of this bill and his hopes that it will pass. Have you conferred with any Mexican Americans in Lamesa and other areas around there about this bill?

Mrs. DOAK. I have, and also with my Anglo friends.

Senator YARBOROUGH. What do they think about it? What do the Mexican Americans think about it?

Mrs. DOAK. They all know we need it.

Senator YARBOROUGH. What about your Anglo friends?

Mrs. DOAK. They know we need it too. Some of them don't want to admit it, but they know it, and many of them need it and want it, and public awareness is our biggest problem. If we can't reach people from the standpoint of compassion and Christianity, then let's appeal

to the pocketbook. I am a property owner and a taxpayer, as well as a teacher, and I believe it will cost us less in the long run to provide money for education for all our people, all of our children. Our only hope is education. Then to continue this waste of human personality, human potential that is going on now, and whatever it costs, it has to be done. It is necessary and we need it now.

Senator YARBOROUGH. Thank you very much, Mrs. Doak. We appreciate your interest in driving here at your own trouble and expense, voluntarily coming down here saying that you wanted to testify to this meeting.

Mrs. DOAK. We all want to help you because you are helping people who cannot help themselves.

Senator YARBOROUGH. Thank you very much. Our next witness is Father Sherril Smith. Father Smith, you state that you have a special function, I know.

STATEMENT OF FATHER SHERRIL SMITH, SAN ANTONIO, TEX.

Father SMITH. Not too special, any more, Senator.

Senator YARBOROUGH. Pardon?

Father SMITH. Not too special any more.

Senator YARBOROUGH. Well you are familiar with this problem?

Father SMITH. Yes, indeed. I was referring to another matter.

Senator YARBOROUGH. The problem of Spanish American extractions, Spanish speaking in Texas. Go right ahead and testify in your own way.

Father SMITH. Yes. Aside from a personal interest in this problem, this thing that we are exorcized with here, an interest which approaches the obsessive sometimes. I feel qualified to say something about it by reason of being bilingual, by reason of 12 years in the priestly ministry among the Spanish speaking here in the Southwest, more than a bit of activity of different kinds amongst the Spanish speaking. I am happy for this opportunity to spend just a few minutes with you and I would especially like to commend you personally for your interest and your consistent concern for the needs, the human needs of the Mexican American in the Southwest, because this is what we are concerned with in this issue, is the human need which certainly includes the intellectual, but also and almost primarily, I think the psychological need.

From my experience within my own church and in this matter of bilingualism, from having seen more than a few missionary efforts fail or falter or be frustrated because of the inability to speak Spanish or be bilingual, or an outright refusal to be bilingual, from that experience and from that sad experience, I feel that I have something to say about what the State ought to be doing in this matter. The State's concern, of course, is not to get souls to heaven, that is our business, my business. The State is concerned with the temporal welfare of the people, and especially when that welfare is threatened by obstacles placed often by a denominant majority. The State's concern is the welfare of all of its people with special concern, special attention to those minorities who need it. The time has come, as you pointed out, I think, you said something about pray God we don't have to wait another 10 years before something positive is done. This

bill, flexible as it is, this bill meets a need and that is why it is needed. Now it meets a psychological need, I think. We listened not so long ago to these little people here reciting in Spanish and English, and I think that even more important on their report cards, more important than a grade in arithmetic and spelling, is the image that they have of themselves and will have and build of themselves as they go from the first, second and third grade on up, and perhaps the need will be even greater for some of their poorer little friends and brothers and sisters who will come along the way.

So, the need is a psychological one, as well as an intellectual one, an educational one, and that is why this thing is needed and needed now, by way of answering, I suppose, anticipating a question on your part in a context of remarks made by some that this is not needed. As I say, it seems to me that even more important, important though it is, the intellectual development of the little ones is their psychological development. No one can say any more and I am not pretending to preach to educators here. I don't think one has to be an educator to know this, that the schools increasingly in this day and age are going to have to be concerned with more than merely the intellectual development of children. The context of the school, the way the children are taught, the attitude of the teachers, the patronizing attitude, or the condescending attitude—all of these things help build a child, from him or deform him as the time goes on, so that these needs are met, it seems to me, at least in some fashion by this bill that you are cosponsoring. So I am happy to add my words of support and add my words of praise to you personally and to the others who have written this legislation and hope to pass it.

Senator YARBOROUGH. Thank you, Father Smith. I agree with you on this psychological and intellectual development necessity. We have just heard a classroom teacher, Mrs. Doak, tell us if children were hungry, that affects not only their stomach, but they can't learn.

We have more poverty families in Texas than any other State in the Union. We are 32d among the States in our educational standing. We are 34th in the average per capita income, but we are sixth in gross resources. We ought to be one of the top 10 States in the Union in average per capita income, so we are trying to build this basic education for basic earnings. Out of that will come the psychological and intellectual development.

Father SMITH. Yes.

Senator YARBOROUGH. Thank you.

Father SMITH. I didn't intend to draw too sharp a distinction or separate too sharply the intellectual and the psychological, but wanted to say that if the psychological is not satisfied, then the intellectual is going to suffer, too.

Senator YARBOROUGH. We agree with you that man doesn't live by bread alone, even when he gets enough food. He will probably be more dissatisfied if he is well fed and not literate in either language. Thank you very much for your contribution here. It has been helpful to us. Now we are approaching the noor hour, and this hearing will be recessed for an hour. I want to say that this morning since 9 o'clock, three and a half hours of testimony has gone before this special subcommittee of the U.S. Senate on bilingual education, created under the orders of the Senate.

The importance of the bill was recognized by the fact that the Rules Committee and the full Labor and Public Welfare Committee created this committee so we could bring this staff here to assemble the information. The information that we have assembled I think is going to be startling to the committees that created our subcommittee. This morning alone, we have heard from seven educators, two businessmen, two members of the clergy, one professional man, one labor leader, one elected official of the State of Texas, one elected city official of the city of San Antonio. Unanimously they were all in favor of this bill and points have been cleared up. Some were apprehensive that the bill would be a regimented type of training or education that would be given under the provisions of it. Of course, as we have pointed out, the bill is a pilot project bill, it lets the school district work out its own problem, submit it to the State agency, to the Federal Government, for final approval or disapproval.

And you know it will be looked at pretty rigidly because there isn't enough money to go around, and the best will be approved out of this. We will need more money for this to be accomplished and there is much to be done. We have learned this from the bilingual people here. We have had people, schoolteachers, who didn't learn English until they went to school, and we have had bilingual businessmen like Mr. Zachry. We have had teachers who have taught for many years to Spanish speaking pupils, people who were not bilingual, but recognized this necessity. We have had a classroom demonstration of an actual first grade bilingual class. We will now recess this hearing for an hour. I want to thank all of you, the staff, the witnesses, those who worked so hard. This committee is hereby recessed until 1:30 this afternoon.

(At 12:30 o'clock p.m. the subcommittee recessed.)

AFTERNOON SESSION

Senator YARBOROUGH. Special Subcommittee of the United State on Bilingual American Education will come to order. The hearings that were recessed at 12:30 today at McCollum High School in San Antonio, Bexar County, will be resumed.

The first witness this afternoon is a businessman of San Antonio, chairman of the united fund, Mr. Henry Catto.

Mr. CATTO. Yes, sir.

Senator YARBOROUGH. Come around, Mr. Catto. Have your place there please at the witness stand and proceed in your own way.

STATEMENT OF HENRY CATTO, CHAIRMAN, UNITED FUND, SAN ANTONIO, TEX.

Mr. CATTO. Thank you, sir. I feel a little bit like a mule at the Kentucky Derby after I have heard all the educational professional qualifications of your staff here.

Senator YARBOROUGH. Well there has been some wonderful testimony this morning. We have had two businessmen also, Mr. H. B. Zachry and Mr. Tom Frost, Jr., have testified, so you will not be lonesome here, being a businessman.

Mr. CATTO. I am very pleased to be here. I have long been active in the local Republican Party, both as a candidate and as a worker,

and my other avocation has been a great interest in the Spanish language and culture.

Senator YARBOROUGH. Well, I might say that since you mentioned you were active in the Republican Party, this is a bipartisan bill.

Mr. CATTO. Right.

Senator YARBOROUGH. It is not a one-party bill, it is cosponsored with me by my colleague from Texas, Senator Tower, by Senator Javits and Senator Robert Kennedy, both of New York, by Senator Montoya of New Mexico, by both Senators of California, they are both Republicans, and Senator Williams of New Jersey, a Democrat. It is bipartisan. Some of these men sometimes are called conservatives and some are sometimes called liberals. So if you want to go into what is sometimes called political idealogy, the bill is bilingual, bi-idealogical, bipartisan. Because I think it is badly needed, I am glad to have this spectrum of support. It is not limited to just one party.

Mr. CATTO. Not in the least. I was certainly very pleased to learn of the marriage of my interests in Spanish and in politics by the cosponsorship on behalf of Senator Tower of bill 428. It is another evidence, I think, of his interest in the problems of the Spanish-speaking here in Texas. We is Bexar County are certainly well aware of the problem of our disadvantage to the Spanish-speaking. Of the 687,000 people in the county, 257,000, or 37.4 percent, have Spanish surnames. These, incidentally, are the figures of 1960, which are of course the latest accurate census figures. In fact, of Texas' 9,581,000 people 1,417,000 are of Spanish surname; in other words, 18 percent of the State's Mexican Americans live here in San Antonio and Bexar County. All too often the first scholastic experience is a disaster. Two plus two for them comes about as clear as $e=mc^2$ is to me. They become emotional dropouts long before they become scholastical dropouts. Of course, there is most assuredly, I think, opportunity and adversity. A vast well-educated bilingual population is a human resource of incomparable value. The Headstart program has been a great step forward toward this end, and I believe that S. 428 another. The idea of teaching basics to non-English speakers in their native tongue is excellent, but I would like to offer what I hope would be a few constructive suggestions.

First, here in San Antonio, there are certain schools, Ruiz Elementary School comes to mind, where the enrollment is 100-percent Spanish surnamed. Clearly, it is a prime candidate for imaginative projects. There are also schools such as Fenwick, where there is a considerable mixture of Latin and Anglo. I can foresee problems in applying such a program in a school such as this one. Would you segregate the classes by surname? Clearly, the English-speaking student would not need the program. Can both languages be used alternatively in the same classroom, or would that be impractical? Would a separate curriculum be necessary? I hope these problems can be given some careful thought. The bedrock idea behind this bill is to prepare the Latin American student to take his place in society on equal footing. It would be ironic and tragic if the program had the effect of generalizing it further from the culture in which we hope to see him operate in his full potential. Secondly, I hope great care can be given to teacher training for this program. Theirs will be basic to the program's success, and it would be unfortunate to have less than the best trained teachers to take part in this seminal effort. Finally I feel that since the

sums suggested for the program are so small, great care should be exercised in spending them. At the end of the first year I should hope that test checks could be made comparing results for those in the program and those not in the program, with so little to spend, any waste, I think would be tragic.

In summary, Senator Yarborough, and gentlemen, as I see the problem is twofold. The student speaks little or no English, yet he must be taught in it. Clearly, half of the solution is to let him be taught, at least at first, in and about Spanish and his heritage, but the other part of the horn of the dilemma should not be ignored. Intensive training in English is quite as important and should certainly be begun as early as possible. Incidentally, speaking selfishly, I would hope that item 7, which is line 23 on page 4, entitled "Other activities" might include funds to improve the teaching of Spanish to the non-Spanish-speaking students, perhaps through program instruction use of the new small scaled computers that have been so handy in teaching languages, and so forth, if the young Mexican-American can benefit from being bilingual, and I know he will, so too will the Anglo. The goal of the bilingual educational program will be closer to achievement. Senator, thank you very much for this opportunity to meet and share ideas with you. I hope the bill will pass, for I feel it will be a potent new tool that is speedily put to use.

Senator YARBOROUGH. Thank you, Mr. Catto, you have had a short statement, but a very persuasive statement. I want to point out your suggestion about the teacher's institute. On page 11 of the bill, we amend the title 11 of the National Defense Education Act of 1958 which provides for teacher's institutes by adding a new category "who are engaged in or preparing to engage in special educational programs for the bilingual students." We realize it takes longer to train a teacher to teach the bilingual student, so we are providing by amendment to the existing law there.

Mr. CATTO. Very good.

Senator YARBOROUGH. On your point about permitting the Anglo student to learn Spanish, that is provided for, we think, under the National Defense Educational Act of 1958 where we let an English-speaking student learn foreign language but that law didn't provide for letting the Spanish-speaking student learn English and this is to bridge a gap, we think, a bad gap in our educational system. I agree with you that the amount of money is small, very small, to this great massive endeavor. Some educators shake their heads when they say $30 million for 3 years; $5 million the first year, 10 million the second, 15 million the third. Having had, as you say, experience in politics and government, you know how difficult it is to get money for anything in Washington now.

We felt we had to get a small amount, you might say, a token program here, if we were going to get the bill through. Once we get it established we think these tests, these pilot demonstrations that we have had right here this morning, this class, this school, that when these are demonstrated we will have no problems getting the money except of the tremendous drain of the war in Vietnam. That is the cause for the great difficulty in getting money for educational programs. We think our first task is to get the law on the books and then come back to get the money to obtain these greater objectives. Thank you.

Mr. CATTO. Thank you, Senator Yarborough.

Senator YARBOROUGH. Thank you for coming down from your business.

Mr. CATTO. It was a privilege.

Senator YARBOROUGH. The next witness is chairman of the Psychology Department, Trinity University, San Antonio, Tex., Dr. K. C. Kramer. Come around, please, and take the witness stand. This Senate committee will be glad to hear you, a known authority in the field as a child psychologist and chairman of the psychology department.

STATEMENT OF DR. K. C. KRAMER, CHAIRMAN, PSYCHOLOGY DEPARTMENT, TRINITY UNIVERSITY, SAN ANTONIO, TEX.

Dr. KRAMER. Thank you, Senator. It is nice to see you again. I would like to state before I begin my prepared remarks, that for the last 3 years I have been involved in a demonstration curriculum program developing a bilingual instructional program for our preschool children. This is being done at a private community center here in San Antonio, the Good Samaritan Center, with funds from the National Institute of Mental Health. This is a very carefully controlled experimental project so that most of my remarks here will stem from 3 years of experience of trying to develop a bilingual instruction program.

Senator YARBOROUGH. So to your knowledge of child psychology, you add this 3 years experience with a bilingual institute.

Dr. KRAMER. Yes, sir.

Senator YARBOROUGH. For small children.

Dr. KRAMER. Yes, sir.

Senator YARBOROUGH. Thank you.

Dr. KRAMER. In an imperfect world controlled by imperfect humans, mankind has made and will continue to make many errors. By far, one of our gravest educational errors has been the forcing of traditional education upon non-English speaking Americans. The extent to which we have recognized this error is clearly attested to by the varied persons who have asked to testify at this hearing. Bank presidents and college presidents, management and labor leaders, school superintendents and teachers, professional educators and research psychologists, liberals and conservatives, Republicans and Democrats, all have joined with other public-minded citizens in expressing their alarm about the state of the education of the bilingual American and their support of the purposes and objectives of S. 428.

For years educators have agonized over this problem. Many panaceas have been suggested, and there has been such a confusion of analyses and prescriptions that we have lost sight of the basic problem—and hence—the basic solution. The process is time consuming and expensive—yet—the key to the ultimate solution to this problem, simple as it is, lies in adequate preschool and elementary bilingual instructional programs. Any alternative to this is inadequate and irrelevant.

In our zeal to remedy the educational injustices to the bilingual child, however, it behooves us not to over simplify a very complex problem. Minority group status in the Southwest United States has produced severe ethnic, social, political, and economic discrimination

to the Spanish-speaking citizen. Because of this severe discrimination, which still continues, the majority of the Spanish-speaking children come from homes which have been characterized in recent years as socially or culturally disadvantaged. Therefore, in addition to having a native language different from that of the educational system, most of these children suffer from socially and culturally produced deficiencies which directy affect their ability to profit from educational experiences. To be truly effective, a bilingual instructional program must take these deficiencies into account.

I am convinced, from extensive research and study on these problems, that we must develop educational programs in the very early developmental years (around 3 or 4) which maximize the involvement of the home and family in the total educational process. In this way, it is possible to prevent serious and very often irreversible problems from developing. Most researchers in education and child development today believe that it is more possible, more feasible and less costly to prevent educational deficiencies of the disadvantaged child than it is to remediate them later in life.

Time does not permit a complete analysis of early childhood deprivation, but I would like to touch on some factors, which if not taken into consideration, will render bilingual programs less effective than they could be in terms of maximizing the intellectual development and educational potential of the Spanish-speaking child.

1. HOME ENVIRONMENT

Recent studies have repeatedly shown that the home is the single most important influence on the intellectual, emotional, and educational development of children, particularly during the first 5 years of life. The amount and quality of linguistic interaction between parent and child strongly influences the development of language, intellectual, and cognitive skills that the child must have to achieve his maximum potential in school. There is considerable evidence that if this early language experience is lacking in children, the most stimulating and enriched educational environments can produce only very moderate gains in the child's ability to achieve. To be truly affective, then, new educational programs should include creative, imaginative, and innovative ways to involve the home and family in the total educational process.

2. LANGUAGE

Observation and research by educators and psychologists shows that the Spanish-speaking child in the preschool years is essentially monolingual. His culturally deprived status has produced severe language deficiencies with regard to prerequisite skills, speech development, extent of vocabulary and grammatical usage. In comparison to the more advantaged middle-class child, he is more restricted in his language skill and lacks the capacity for abstract language, that is words for categories, class names, and abstract ideas. Consequently, he enters school inadequately prepared for the typical language tasks of the first grade and is severely handicapped in his capacity to use language as a tool in conceptualization, reasoning, and problem-solving.

The net effects of the language deficiency produce a remarkably consistent pattern in the typical urban school characterized by:

1. Initially low IQ scores on tests of academic aptitude.
2. Labelling of the child as retarded or a slow-learner.
3. Limited intellectual stimulation and curriculum development based on his classification as a "slow learner."
4. Increasingly cumulative educational deficit which leads invariably to school dropout and frequently to personality disturbance, emotional breakdown, delinquency, drug addiction and other symptoms of social and personal disturbance.

The central thesis here is that the child's language deprivation is his central handicap from which most of his other handicaps derive. Or, stated another way—if we can maximize his language development and give him the requisite skills necessary for academic achievement, he will be able to overcome the other handicapping effects of the injustice of his social and economic status.

3. PERSONALITY AND MOTIVATION

Research on personality development in Spanish-speaking deprived children has not been very extensive. What evidence is available and my own observations in developing curriculum programs for preschool Spanish-speaking children seems to indicate that the self-development of this child is more likely to be characterized by lack of self-confidence plus a negative self-image. This is particularly true where the child suffers the additional handicap of caste-like status and prejudice. These negative effects on personality development produce unrealistically low occupational and educational aspirations and low motivation for achievement.

These motivational patterns of deprived children are probably adaptive to their immediate life circumstances but are not particularly facilitative in school. In particular, there seems to be a major difference betwen advantaged and disadvantaged children with regard to their future versus present orientation toward striving for rewards. This suggests the need for early attention in our developing school programs to developing methods which will alter these motivational patterns.

In closing, I would like to emphasize my complete support for Senate bill No. 428. It is the only reasonable and potentially effective way to counteract the various problems I have been discussing. Also, it is my opinion (as well as my hope) that it is the forerunner of additional legislation to provide interested school districts with support for intensive, systematic, and highly planned preschool and home involvement programs which will go beyond the limited objectives of Headstart.

Thank you very much.

Senator YARBOROUGH. Thank you very much, Dr. Kramer. I have noted this word "only" in your printed text; that this bill "is only reasonable and potentially effective way to counteract these various problems" that you have outlined. You have underlined the word only.

Dr. KRAMER. I firmly believe that.

Senator YARBOROUGH. I agree with you that the preschool and home involvement programs too should be expanded. Before the Economic Opportunity Act itself was broadened to include Headstart, a group of people, headed by Dr. Sylvan from the University of Texas

came to my office to recommend that this Headstart program be placed in the poverty program. That was before the antipoverty program. I made an appointment for them with Sargent Shriver in the White House. They had a 30-minute appointment with him when they got there and stayed about two and a half hours. I think that the recommendation from Texas was the most single effective recommendation that caused the Headstart program to be placed in the antipoverty program. I agree with you and I want to congratulate you on the contribution that you made, not merely this statement here, but in the actual work that you have been doing in that center that you described.

Dr. KRAMER. Thank you sir.

Senator YARBOROUGH. Thank you very much for this statement. Dr. Kramer, let me support again the importance of this preschool training and the home environment has been mentioned, so that the child would not feel hostile to his own parents, and the parent not hostile to the child by bringing home another language.

Dr. KRAMER. The problem even goes beyond that a little, Senator. Many of us feel, based on recent research, that there are critical periods in the language development of a child. If a language doesn't develop at certain periods during the early preschool life of a child, very little enrichment beyond that point will help to increase his language proficiency, so it is really based upon the need to work with the child during the critical years when language is developing at its maximum rate.

Senator YARBOROUGH. Do you feel that the maximum development of language of a child, then, is before he is 6 or 7 years old, the period of maximum development?

Dr. KRAMER. Yes, sir; I would even state it a little more strongly. I think if we don't maximize his language development prior to entrance into the first grade, we have already lost half the battle.

Senator YARBOROUGH. That is a very strong statement, Dr. Kramer, and you said you would state it stronger. I think this is understandable by everyone, but not generally understood in our whole society, do you think?

Dr. KRAMER. No, I dont't think it is. People think a preschool education is a nursery school education in the critical middle class. Most of these experimental programs are not. They are educational programs, with educational objectives, clearly developed curriculum plans, teacher inservice training designed to accomplish these specific language objectives. They are very carefully planned educational programs and not at all like the usual nursery schools.

Senator YARBOROUGH. In other words, not a plaything with toys, or blocks, or something, but a real learning process here, real teaching and learning process.

Dr. KRAMER. Yes, sir; essentially that is true, although it would be hard to tell the difference because the children are playing with childhood objects, they are enjoying themselves, they are having a very delightful time with the things they are doing, but the things that they are doing are specifically planned to maximize their language development.

Senator YARBOROUGH. Thank you very much for this fine discussion. The next witness is a representative from the Federation for the Advancement of Mexican Americans, San Antonio, Tex., Tony Calderon.

Come around and take the witness stand and proceed in your own manner.

STATEMENT OF TONY CALDERON, REPRESENTING THE FEDERATION FOR THE ADVANCEMENT OF MEXICAN AMERICANS, SAN ANTONIO, TEX.

Mr. CALDERON. Thank you, Senator. I certainly appreciate the opportunity to speak on behalf of this bill. My brief representation will be centered on the remarks that you so very well stated in the Congressional Digest when introducing your bill. You stated:

> The most promising area for progress is the field of education. Here Mexican-Americans have been the victims of the cruelest form of discrimination. Little children, many of whom enter school knowing no English and speaking only Spanish are denied the use of their language. Spanish is forbidden to them, and they are required to struggle along as best they can in English, the language understood dimly by most, and not at all by many. Thus, the Mexican-American child is wrongly led to believe from his first day of school that there is something wrong with him because of his language. This misbelief soon spreads to the image he has of his culture, of the history of his people, and of his people themselves. This is a subtle and cruel form of discrimination because it indelibly imprints upon the consciousness of young children an attitude which they will carry with them all the days of their lives."

The nonacceptance of Spanish in the classroom does exactly this. It creates a feeling of inferiority for the young mind, for a part of him, a very personal part of him, his language, his name, his own self is rejected by the society to which he is compelled to adjust. The Bilingual Educational Act will correct this fallacy in our schools as the Spanish language would be accepted as part of the American educational system, and this is most significant as this recognition has other important meanings to the Mexican-American.

This would mean that the Spanish language in our culture would be accepted as American. A recognition that has been granted to other ethnic groups, but has yet to be given to the Mexican-American. Unfortunately, the Mexican-American is still labeled a foreigner, even though our forefathers were in this country centuries ago. Well, this recognition of the Spanish language as a part of our country's precious culture and heritage would extend to identify a brown-skinned, dark-eyed individual with a surname such as Rodriguez or Garcia, as an American too. The scope of this Americanization concept would help greatly in giving many Mexican-Americans the diligence and enthusiasm they need to reach their rightful place as respected Americans. In conclusion, the Bilingual Educational Act is very vital to the Mexican-American and to the Southwest. Our special educational problems require special educational needs and reward us with this assistance, and we will more adequately continue to the betterment and welfare of our country.

Senator YARBOROUGH. Thank you, Mr. Calderon. I might say that when this bill was introduced, one of the first groups which came to my office in Washington to pledge their support was the Mexican-American Association of the State of California. They studied this out in California and came all the way to Washington. A number of California Members of the House of Representatives have introduced similar bills since this bill was introduced.

Mr. CALDERON. This bill certainly deserves that type of support, sir.

Senator YARBOROUGH. Thank you very much. Thank you very much. The next witness is Dr. Edwin Hindsman, director of the Southwest Educational Development Laboratory. Come around, Dr. Hindsman, have a chair there. You are no stranger to testifying before governmental agencies, with your broad experience. Just proceed in your own way.

STATEMENT OF DR. EDWIN HINDSMAN, DIRECTOR OF THE SOUTHWEST EDUCATIONAL LABORATORY, SAN ANTONIO, TEX.

Dr. HINDSMAN. It is a pleasure to be here today, Senator. It is a privilege to testify here today on this important matter. I sincerely believe that providing a bilingual education program for boys and girls of Mexican and Puerto Rican descent is a matter of emergency proportions. As we as the Southewest Educational Development Laboratory have worked to develop a major program for improving the education of the Mexican-American child, we have been sorely troubled that so much needs to be accomplished and we have the financial resources to accomplish so little.

We have been struck with an obvious fact—we know how to do better than we have the wherewithal to do. This S. 428 (the bilingual American education bill) would magnify the potential of programs such as ours in geometric proportions, but more about that later.

THE NEED

Language has frequently been called the basis of civilization, and we all know that the secret of many a man's success lies in his use of language with fluency and power. Language, too, is understanding. We need look no further than the Tower of Babel to find an example of the havoc to be expected when men do not understand the language of each other. Certainly, the peoples of the Southwest can no longer afford to be divided by language.

In the Southwestern States of the United States, there are 3,465,000 persons whose first language is Spanish—12 percent of the population of the Southwestern States. In Texas schools Spanish is forbidden as an instructional language—except in cases expressly approved by the State commissioner of education as experimental programs. By State law, Spanish is forbidden in the classrooms and on the playgrounds. To learn history or mathematics, science or geography, the boys and girls of Spanish-speaking backgrounds are required to fumble along as best they can in English, a language understood dimly by most and not at all by many. Because in school they do not study Spanish, and English is not taught as a foreign language, these children often fail to learn either language well. Contrast this situation with that of other advanced countries.

Just last week Kjell Eide, Director of Planning for the Ministry of Education, Norway, visited the Southwest Educational Development Laboratory. He possesses complete mastery of the English language, and he said he is not unusual. Every child in Norway studies English throughout his school career. Nearly every Norwegian child also adds a third language—most often French or German.

Mr. Eide also indicated an uncommon understanding of our problems and potentials in the Southwest for bilingual education. He said he feels a special kinship with us because in his own nation, the educational leaders are working to assimilate the Lapps of northern Norway into the mainstream of economic life. The Lapps, until recently a nomadic people, have suffered an economic lapse that places them below the average economic status in Norway.

For too long we, in this country, have been lackadaisical about the teaching of foreign languages. We could get by with this neglect when we were isolated from the rest of the world. Modern transportation and modern communication have deprived us of the luxury of such conceit. For the national interest—if for no other reason, we can no longer afford to close our ears and our minds to our neighbors. The Spanish-speaking populations of the Southwest provide us with a magnificent natural laboratory for the study of language.

While S. 428 concentrates on the bilingual education of the Spanish-speaking, its enactment would serve to enrich the educational opportunities of all children in communities with large Spanish-speaking populations.

Dr. J. W. Edgar, Texas Commissioner of Education, speaking at the Texas Conference for the Mexican-American on Improving Educational Opportunities, here in San Antonio, April 13–15, 1967, reviewed the future goals for education in Texas. Highest priority was given to the development of a bilingual population.

This committee, I'm certain, has already heard the startling facts of the state of economic and educational achievement of the Mexican American—that one out of every two Spanish-surnamed families in Texas has an income under $3,000 (and there is a hidden factor here: A Spanish-surnamed poor family is likely to be poorer than the figures indicate because the Spanish-surnamed family is usually larger than the average family). A companion startling fact is that out of every 10 Mexican Americans over 25 years of age in Texas, eight have not finished high school.

Among adults 25 and over. Mexican Americans in 1960 had an average of 7.1 years of schooling as compared to the 12.1 years for Anglos, and nine for nonwhites. The gap between Anglos and Mexican Americans is 5 years or 41 percent.

Our society is doing better for the younger group. Among Mexican American boys and girls between the ages of 14 and 24, the average years of schooling is 9.2 years, 11.3 for Anglos, and 10.6 for nonwhites. There is still a 2.1 year gap between the Mexican American child and the Anglo child. We believe the bilingual American education bill would do much to eliminate this gap.

As Senator Yarborough has said, there is a folklore in our land that all children have equal opportunities. There is another folklore in Texas—that the State is far outstripping other States of the Nation in industrial growth. This is not the case, and much of the problem of lagging industrial growth must be acknowledged in the fact that we have failed to bring our citizens of Mexican-American heritage to full participation in the educational and economic life of our State.

Writing in the Texas Business Review this month (May 1967), Dr. John R. Stockton, director of the bureau of business research at the University of Texas, said:

In 1965 the Texas per capita income was farther below the national average than it was in 1949. The general opinion held in the state is that during the past seventeen years Texas has far outstripped the other states in industrial growth, but the facts show convincingly that this has not been the case; on the contrary, the rest of the country has made somewhat greater gains than have been made in Texas. Per capita personal income in Texas now is 14.6 per cent below the national average, whereas in 1949 it was only 6.7 per cent below the national average.

IMPORTANCE OF THE BILL

The Conference for the Mexican-American I mentioned earlier was itself a 3-day testimonial to the importance of this bilingual education bill. Senator Yarborough was one of the major speakers on that occasion, and he eloquently explained the importance of bilingual education.

Gov. John Connally said at that conference:

We must develop in Texas a bilingual society.

Dr. Herschel T. Manuel, the dean of education in this field, said:

Offering Spanish in the junior or senior high school or even in the late elementary grades is too little and too late. Even the Spanish learned from uneducated parents is a tremendous asset, to be improved and developed, not left to chance or neglected until the child has lost interest. From the first enrollment of the child in school definite attention should be given to his native language. This in no way lessens the importance of English. We must learn how to carry the two along together most effectively. The motto of the schoolroom enrolling Spanish-speaking children should not be *We speak English*, but *We speak Spanish and English*. This should be proudly proclaimed by the teacher and the pupils. In the later school years the more gifted Spanish-speaking children as well as the more gifted English-speaking children can add a third motto, *We speak German, or French, or Russian, or Chinese* (or that of some other people) also.

Also at the conference, Dr. Severo Gomez of the Texas Education Agency took this strong position. Said Dr. Gomez:

I am in favor of having everyone literate in English, but also literate in Spanish.

THE BILL AND THE LABORATORY

The regional laboratories—and I mean not only the Southwest Educational Development Laboratory, but quickly I think also of the regional laboratory headquartered in New Mexico, the Center for Urban Education in New York City, the regional laboratory located in Los Angeles, and the Southeastern Educational Laboratory which has a pilot bilingual program underway now in Miami. These regional laboratories can provide the leadership for developing model programs in bilingual education which can be demonstrated and disseminated to schools throughout the area of Spanish-speaking concentrations.

The Southwest Educational Development Laboratory has launched a program to improve the educational opportunities of the Mexican American, but we have been saddened because the need is so much greater than our financial capabilities. With the resources to be provided by the Bilingual American Education bill so much more could be accomplished so much more rapidly. The need is urgent and the need is now.

We were amazed and delighted, upon a careful reading of S. 428 to see how it parallels our own program. For example, section 704 of the bill says grants may be used for "planning for and taking other steps

leading to the development of programs designed to meet the special educational needs of students whose mother tongue is Spanish, including pilot projects designed to test the effectiveness of plans so developed . . . and the establishment, maintenance, and operation of programs . . . such as the teaching of Spanish as the native language, the teaching of English as a second language, programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language, efforts to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent, and efforts to establish closer cooperation between the school and the home."

This sounds like the program we of the laboratory envision, after careful assessment by educational leaders of the needs for bilingual education in Texas. It is clear, however, that regional laboratories will not be able to bring about improvements on a massive scale without assistance that might be made possible through the provisions of S. 428.

THE STATE OF THE ART

We come now to a discussion of where we are in educational competencies and readiness for such a program as the bilingual American education bill would make possible.

It is my belief that the art is advanced, and that almost immediate results could be expected if the bill is passed.

Good techniques and methods for teaching languages have been developed over the years. The programs for bilingual education now being undertaken by the Southwest Educational Development Laboratory have the backup of 3 years of intensive research and evaluation and field tryouts in the San Antonio public schools. This program has been tested and proven effective through the support of the department of curriculum and instruction and the Research and Development Center in Teacher Education at the University of Texas, under the leadership of Dr. Thomas D. Horn.

A basic premise of the program which has been developed is that children with Spanish-speaking backgrounds should be educated to be literate both in Spanish and English. We believe this kind of approach will enable the Spanish-speaking child to grow up to contribute as well as benefit from the economy of the State, region, and Nation.

In the program being developed by the laboratory, fluency in oral language will be emphasized before the beginning of formal instruction in reading and writing.

The subjects chosen from the San Antonio independent school district for the field testing number 900 children. From the first grade, 99 percent of these children were Spanish speakers and came from families earning less than $3,000 annual income and from an average family membership of 5.4. Effectiveness of three methods of developing reading readiness were tried out: The use of oral-aural English, the use of oral-aural Spanish (intensive language instruction in Spanish), and the use of no special oral-aural approach—the use of the traditional methods of teaching. From this design, research evidence has been obtained to support the contention that we know now how to teach the Spanish-speaking child better. However, implementing these advanced methods, buying the equipment necessary for their

use, and the teaching of teachers how to use the methods are enormously expensive.

We now know that among the major factors to be considered in a bilingual education program are:

1. That a child normally learns the regular curriculum best through the vehicle of his own language.

2. That learning of English as the common national language would be enhanced, not hindered, by bilingual education.

3. That each child has a right to expect of the school the opportunity to become functionally literate, not only in English but also in his mother tongue, if that language is not English, and provided it contains a written body of knowledge that would be available to him if he learns to read the language he natively speaks.

4. That monolingual English-speaking children in linguistically mixed areas will profit themselves, their community, and their nation to the extent that they can become proficient in the other language, or languages, of their fellow citizens.

5. A true bilingual program of education would include the use of two languages as media of instruction for a child or a group of children in any part or all of the school curriculum except the study of languages themselves which must be done in the one language being studied.

The Southwest Eductional Development Laboratory is one of 20 regional laboratories in the United States, created under title IV of the Elementary and Secondary Education Act. The regional laboratories, through research, development, and dissemination of innovative programs, are dedicated to effecting meritorious educational changes. Because of legal and other impediments, the older educational institutions have been unable rapidly to get educational innovations out of research into the classrooms.

The regional laboratories were created to hasten this process. It is our responsibility to narrow this gap between research knowledge and educational practice. In the field of bilingual education, this Senate Bill 428 would be a major device for reaching our goals in improving the education for the Mexican American in our region.

Just last month, the laboratory's board of directors (composed of the most prestigious educators and lay leaders in the two States of Texas and Louisiana) approved a program for the Mexican American which includes the establishment of urban centers, extension of the migrant education project in Texas, and the development of a teacher-counselor program for Spanish-surnamed future teachers and counselors. In addition, a program for curriculum adaptation and development in language reading was approved, based on the program already tried out in the schools of San Antonio, which I described earlier briefly.

As these programs are activated, the dissemination facilities of the laboratory will be utilized for wide distribution of descriptions of the programs, so that they may be implemented as broadly as possible.

We know, however, that local school districts—and many are ready and eager for such programs—cannot afford to establish these innovative programs without financial assistance.

The bill we are discussing here today would enable the Laboratory to do much more quicker and would enable local school districts to implement meritorious innovative programs much quicker.

We of the laboratory have the capabilities both with our established institutional structure and proven innovative programs in bilingual educational methods to launch important work immediately. In fact, we are already doing this to the utmost of our resources.

It is with great hope that we endorse this Senate bill 428.

Dr. Gomez has expressed my own belief in this area so well, I would like to quote him:

> Let us teach our children that languages of all people are beautiful, that their cultures are beautiful and can be harmoniously synthesized into a symphony of goodwill, that we have responsibilities as a great nation of the world to our fellow man wherever he may be, regardless of the language he speaks or what God he worships. That the important things in their life are those which deal with the interaction of peoples, and that if there is to be peace in the world that the idea of superiority for one group of people and inferiority for another group cannot exist.

The money this bilingual education program would cost the American taxpayer would be repaid many times in savings from welfare payments, savings in providing detention facilities for juvenile and adult lawbreakers; and it also would be reapid many times in taxes when this large number of our citizens become full partners in our economic and social enterprise. With education that is adequate, they will become revenue producers rather than revenue spenders.

Are we asking for too much? Surely asking for any less would be unimaginable.

Senator YARBOROUGH. Dr. Hindsman, I want to thank you for this very helpful statement, this very fine statement, to update the hearing before this committee on what was being done through this research laboratory. You have touched points that have not been clarified in this record before. One, for example, that the Spanish-surnamed family and the percentage that have an income under $3,000 per year, so-called poverty figure, menas that the Spanish-surnamed family is likely to have a smaller amount of money because they have a larger number of people in families than other families. I think it is very important because in calculating the incomes of people by states, as you know, the medium income of the average person in the United tSates, is between $2,500 and $2,600 per year.

In New York and California the average person is earning over $3,000 a year, average, so if you have got a five-person family, that means the average family in New York or California has an income of over $15,000 a year, say five persons to a family. If there is four persons, over $12,000, just medium. In Texas the average person is $2,339 per year. Now the data previously offered in this record shows that in Texas of the Spanish-surnamed population 13.6 percent have an entire family income less than $1,000 a year, over 50 percent as you have pointed out, less than $3,000, so-called poverty level, 13.6 percent less than $1,000 a year for the whole family, which must mean that per capita, something around $200 a year perhaps, or even less. Those people are down to a level of income of Peru, the level of Peru, or—not the rich South American countries like Chile, or the Argentine, where it is over $300 per capita per year; in Bolivia, $87 per capita per year, Peru, $113. These pictures change a little from year to year. That was the data a few years ago. You have pointed this out and you have pointed out how great this need is now, and that this is a very modest amount on this bill which has been mentioned earlier.

We want to pass the bill, and we know that these who are leading in this research like the San Antonio District, your Southwestern Development Educational Laboratory, and others realize the need more than, I think, the general education community realize. The Elementary and Secondary Educational Act provided the regional laboratories, such as yours, and being on that committee, the testimony given to us was that we must have these regional laboratories to experiment, to see where the weak points were in American education. Do you consider this, the education of the Spanish-speaking people, a weak point in the American education?

Dr. HINDSMAN. There is no doubt about it, Senator. It seems to me that the key to the economic improvement of this large population that we are talking about is education. We have given just lip service to this for generations, but we have never really faced up to the fact that—for education to serve in this manner, we have got to have an improved education program, and the key to the improvement of education for these people is communication and through that, an improved understanding of the culture of which they live and understanding and appreciation of their own culture which will help them take their rightful place as a participating member of this society, as a full member, and not as any kind of a hyphenated American. I would like to point out one other thing, Senator, if I may, something I am sure the committee is well aware of.

This problem being brought to our attention by this bill is not just a Southwestern problem, not just a problem in Texas. This is a problem in many parts of the country. Our counterparts in Los Angeles, Calif., are concerned about this problem, and they are trying to find effective solutions and trying to coordinate the resources of California to be brought to bear more effectively on it. In New York, for example, the superintendent of New York City schools and a delegation of 10 or 12 people came to Texas not long ago to see these bilingual programs that are only in the very embryonic experimental stage, but they came to see these because they had heard that we had some very good approaches to dealing with this problem. They went back home and now are planning a workshop this summer in which our staff members are going up to assist. We will have an intralaboratory, interlaboratory program between this program and this lab, and the New York City laboratory and the New York City schools. They are faced with the problem there with the large Puerto Rican population, and in Miami a large Spanish-speaking Cuban population. The laboratory based in Atlanta is attempting to do something about that problem. So this problem is far broader than just the Southwestern part of the country, and we think it is very important. One other point—I am sure that those of you that are responsible for drafting legislation and responsible for getting it enacted are always concerned about this question of need.

The laboratory as it was, started only in June, we have been working a little less than a year, has been equally concerned, and in many respects we have been called to ask or called to the carpet to document and substantiate claims of need in very precise and objective terms. We have spent almost the past year in working with advisory committees all over the two-State region of Texas and Louisiana. The most competent leadership in the field and with lay people, plus legislators,

people representing the unions, private research organization foundations, as well as the educational establishments, in trying to determine what the most pressing problems of need were, and in attempting to justify this on the basis of some observable facts. As we have attempted to determine the highest priorities for the program emphasis of this laboratory, it came through clearly that one of the most important problems for solving the educational problem of this region was to deal with this problem of bilingual education, and it has been judged by our board of directors to be of high priority, and we have developed programs that we hope will give us a start.

It has become clear to us when we consider all the educational needs of these two States, that the laboratory is concerned with and we are concerned not only with the Mexican-Americans, but the problem of education associated with educating the Negro, the French-speaking population of Louisiana, we have many problems, and it is clear when you consider the extent of the problem that the laboratory on the present level of funds couldn't possibly begin to make the progress that needs to be made. Twenty laboratories over the country being funded at the present time of less than $20 million.

Senator YARBOROUGH. That is the total for all 20 laboratories?

Dr. HINDSMAN. All 20 laboratories.

Senator YARBOROUGH. As a member of the Educational Subcommittee in the Senate, and also of the Appropriations Committee before which those matters come, I promise you I will take a second look at that and see if we can help that situation some. By the way, the question has been asked, whether laboratories such as this can participate under this law. The bill reads, a local educational agency or agencies. That may be too limited to include a laboratory such as yours is. We can clarify this language and I think that laboratories such as yours should have an opportunity to aid in this by giving your direct concern to the most pressing problems. Now the Senators from Florida had called my attention to the fact that by reference to Spanish-speaking people of Mexican-American descent, Puerto Rican descent, that this had probably excluded the people in Florida, that spoke Spanish of Cuban extraction. It was not the intention of the bill. I thank him for having called it to our attention. We were thinking primarily of the Southwest, but we were working with Senators from New York for the Puerto Ricans there, so we will clarify that in the bill to make certain that the Spanish-speaking are included wherever they are.

Wherever there are Spanish-speaking students, whether they be born in Cuba or Puerto Rico or Mexico or the United States, or where, that language will be clarified in the bill before it is finally worked out. Now, a suggestion was made in the testimony in Washington before we came to Texas, some recommended this bill be broadened to include all languages. Well, we placed in the record the World Almanac, a page from it, the U.S. Census of 1960, listing the large language groups of the United States. It took a space about that long, with very small type. For example, there are two and a quarter million people in the United States either born in Russia or their parents were the first generation. Millions and millions—32 million people in the United States either born in foreign countries or their parents were, under the 1960 census. Now, our living in Texas, we knew the most acute problem of Texas. It was the Spanish-speaking. We believe that

on the discussion with people of the Southwest, California, New York—we have the two States with the largest population, 20 million population each—it is their biggest problem. It is a problem in Florida, now, with 7 million people. We think this is the most acute problem and if we fragment this into all the different languages and take out Spanish-speaking and say any other language, the difficulty of getting money now with our tremendous commitments abroad, we would be breaking it where it wouldn't make a real impact upon this great problem.

That is why we have limited it to the Mexican-Americans, the Spanish-speaking. It wasn't a desire to disadvantage other groups or point a finger at them except to say there are more that this is where the need is greatest, and if we had enough money, it might be broadened out. Now, with the very limited amount of money, I personally feel that if this is fragmented in too many directions, it will probably fall and there would be so little amount of money, it wouldn't make a real impact on this problem.

Dr. HINDSMAN. I agree, Senator, I think you have very appropriately chosen the best target for the bill, but I think that the things we learn through implementation of this bill, the techniques that are developed will have an application and benefit to many different populations and many different people of other native tongues. I think there is another very important reason for selecting the Spanish-speaking as the target population for this bill, and that is the extremely important problem of our relation with our South American neighbors. The general problem focus of our laboratory is the intercultural education, which means that we are concerned about the educational problems which are created by the interaction of culture and the conflicts between cultures of this region of the country. It seems to me as we grow closer and closer to our South American neighbors, both by communication and transportation, we had better wake up real fast to the need of developing a bilingual society, which will not only be able to effectively relate and work with our neighbors to the south, but it will also help them to see that we have an understanding of who they are and the culture they represent, and that we are not just the Yankee neighbors to the north who are expecting everyone to be assimilated by our own culture.

Senator YARBOROUGH. I think that is important, and I want to thank you, too. I don't believe that any other witness has stressed this point as much as you have. Page 12 of your statement, that next to the last paragraph, how this money spent in this bilingual education bill is not money gone, like, we might say, a doctor's bill, if we are ill and have an unexpected illness, that we have just got to pay out money to get back even. This money is going to be repaid to the taxpayer many times over. You point out many places where it can save money if we make productive citizens who will contribute, not merely to themselves, but to our society. The taxpayers themselves have a stake. I look at it in that respect just like the GI bills, where the GI bill of World War II has already paid for itself in an increase in taxes. Those GI's that were educated under that bill, over 8 million of them, have already paid back more than the bill cost. Under the GI bill of the Korean conflict, over 2 million have been educated, in fact, 11 million under those two GI bills. In a few more years the Korean GI bill will

have paid for itself. I think this is an investment of the future, just cold dollars. You take this just on a cold, materialistic basis. I don't think we could afford not to do it, and I think the rewards are much higher.

Dr. HINDSMAN. Through effective educational programs with large segments of the population like we are concerned with today, would make effective producers out of these people and thereby increase revenue to all government. It might be possible, someday in the future, as we make many members of our population more productive to the economy, it might be possible that local districts and local agencies might be able to do the kind of things that this bill calls for, but under present conditions they are hardly to support that kind of thing. The key to making them able to support these kinds of activities is education to make people more productive, producers in the society.

Senator YARBOROUGH. Others have stated that, but none more forcibly than Dr. Wilson today, and you, and several other witnesses today. These districts are too poor to do this. They haven't the tax resources. Unless it is done by help from other governmental agencies, it will not be done. That is the only source. They are taxed up to the limit and carrying forward the limited programs that they have. I think we have much valuable testimony on that, and you have reinforced what they have said about that.

Dr. HINDSMAN. May I add one last note.

Senator YARBOROUGH. Yes, sir.

Dr. HINDSMAN. Whether the laboratories will be legal recipients of the grant for the purposes of this bill or not, the laboratories and its organization and its resources stand ready to work with any and all agencies in the region to help do something about these problems—whether they be State departments of education, local school districts, colleges, universities, or any others, we want to work with these institutions to help serve the purposes of this bill.

Senator YARBOROUGH. Dr. Hindsman, you have stated much about the bill and nothing about yourself. You are so modest, I am going to place in the record at this time at completion of your statement, or beginning of it, this very short biographical sketch of you from volume 1, No. 1 "Projections," stating all of your great achievements. Also, the program of the laboratory will be printed.

(The material referred to follows:)

[From Projections, a Publication of the Southwest Educational Development Laboratory, Austin, Tex.]

HINDSMAN DEPLORES WASTE OF TALENT

Dr. Edwin Hindsman, educational psychologist with extensive research experience in student motivation and talent preservation, is the executive director of the Southwest Educational Development Laboratory.

Named to the post by the Board of Directors of the Southwest Educational Development Corporation, Dr. Hindsman brings to this new enterprise an uncommon enthusiasm and energy. He views the Laboratory as a seedbed for educational innovation and action research.

"The Laboratory's emphasis will be on closing the gaps in intercultural education throughout the two-state region of Texas and Louisiana and on validating educational opportunity to all school-age children," says Dr. Hindsman.

An associate professor of educational psychology, Dr. Hindsman has been granted a leave of absence from the University of Texas, where he had been serving as associate director of the Research and Development Center in Teacher Education.

Dr. Hindsman was executive officer of the Human Talent Research Project at the University of Texas from 1957–1960. From 1960 to 1962, he was Research Coordinator in the Cooperative Research Branch of the U.S. Office of Education. For the three years before joining the University of Texas faculty in 1965, he was director of the Cooperative Program for Teacher Education at Indiana University. He has also taught and served as an administrator in public schools of Texas and Arkansas.

He earned his bachelor of science degree at Arkansas State Teachers College. His master of education and doctor of philosophy degrees are from the University of Texas.

His research and writing are closely related to the problem focus of the Southwest Educational Development Laboratory—intercultural education. He has long been concerned with the reasons for loss of talent, lack of motivation, and economic and cultural deficiencies and their impact on learning and success in school.

He has written extensively about talent research, motivation, and the effects of intelligence on anxiety. His articles have been published in professional journals and in monographs. Among his publications are: "Educational Utilization of Human Talent" (with Ralph L. Duke); "Influence of Intelligence on Anxiety and Perception of Self and Others" (with Beeman N. Phillips and Earl E. Jennings); "Factors Associated with Anxiety and Their Relation to the School Achievement of Adolescents" (with Beeman N. Phillips and Carson McGuire); "Talented Behavior in Junior High Schools" (with Carson McGuire); "Dimensions of Talented Behavior" (with Carson McGuire, F. J. King, and Earl Jennings); "Anxiety Level and Performance in School Subjects" (with Olive Scarborough and Geneva Hanna).

Dr. Hindsman is a member of the American Academy for Advancement of Science, American Association of University Professors, American Educational Research Association, American Psychological Association, Texas State Teachers Association, National Society for the Study of Education, Phi Delta Kappa, National Council on Measurement in Education, and Southwest Psychological Association. He is listed in "American Men of Science."

Dr. Hindsman and his wife, Sarah, have two children—a daughter, 12, and a son, 11.

ABOUT THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY AND ITS PROGRAM

The Southwest Educational Development Laboratory is a new institution in the educational community, one of 20 regional educational laboratories in the United States dedicated to the tasks of broadening educational opportunity through research and development, innovation and demonstration, leadership and dissemination.

Serving the two-state region of Louisiana and Texas, the Southwest Educational Development Laboratory seeks solutions to voids and deficiencies in the educational opportunities of boys and girls in the Southwest. In recent years, reformation in laws designed to extend opportunity have been passed on all levels—local, state, and national. Yet, the Twentieth Century moves faster than educational planning and inequities still persist—many of them caused by what happens or doesn't happen inside the classrooms, between students and teachers and between students and students.

Problem focus of the Laboratory in Texas and Louisiana is Intercultural Education, which means education responsive to the problems created by the interaction of cultures. The Laboratory staff, Board of Directors, and advisory committees have identified intercultural conflicts and deprivations as components of a significant educational void in the Southwest. While the cultural diversity of the Region is an important asset to education, it has also caused problems.

A problem focus of Intercultural Education requires that educational programs be designed and adapted for the unique backgrounds and needs of cultural groups of the population. The most easily identifiable cultural groups are the four major ethnic groups in the region, that is, Negroes, Mexican-Americans, Louisiana-French, and Anglos. Other subgroups with special problems exist within and among these groups. One example is the subculture which has developed near Houston at the Manned Spacecraft Center. Often 90 per cent of the students in a given school have parents who hold the doctorate in highly specialized scientific areas. Another example are the poverty cultures in the inner-city reaches of major metropolitan areas.

The Laboratory was organized June 1, 1966, working until March 1, 1967, under developmental contracts with the U.S. Office of Education. On March 1, 1967, the Laboratory negotiated a 21-month contract with the U.S. Office of Education with nine-month funding of $1,050,000. The Laboratory has approximately 750 institutional members throughout the two-state Region—schools, public and private; colleges and universities; civic organizations; business and industrial firms; and foundations.

During the developmental period, the staff and 12 region-wide program planning committees worked out comprehensive program plans in five major areas of concern. These program plans will be presented to the Board of Directors for consideration and implementation decisions.

The five major programs areas are:

Negro Education Program—a massive demonstration effort to devise and try out, in selected schools, programs of pupil motivation, parental involvement, and staff development.

Mexican-American Program—a comprehensive recommendation including plans for Urban Demonstration Centers, a Migrant Education Program, and a Teacher and Counselor Development Program.

Curriculum Adaptation and Development Program—a broad-based attack on instructional problems of the Region through adapting and developing instructional materials for students with special backgrounds.

Technology in Education—a program to acquaint teachers and administrators with the uses of computer technology as an aid to individualizing instruction and to develop solutions to scheduling and school management problems.

Studies in Intercultural-International Education—a facilitating program to supply the Board of Directors, Laboratory advisory committees, and staff members continuing information about the latest thinking regarding concepts of cultural identity, of political, economic, and social factors affecting education.

Now, I notice through your writings run this question of anxiety in relationship to the school performance. Do you think these children that come from a home where there is only Spanish spoken, and they come into a school where they are permitted to speak only in English, do you think anxiety becomes a factor in their learning?

Dr. HINDSMAN. No question about it. I think the emotional disabilities that are imposed on the children by the conflict that they experience from the very first day they arrive at school is detrimental to them, not only in their learning school subjects at the moment, but it is detrimental and damaging for life. These children come to school from a home where Spanish is spoken, and they come to a school where English is spoken. Traditionally, in the past, they have caught the devil at home for speaking English when they try to and they caught the devil at school for speaking Spanish, and this results in these children feeling that the school is a place which rejects them, it rejects their language, it rejects their background, it rejects them as persons, and therefore the whole society rejects them in many respects. They generalize this to everything. This sets up a defensive kind of anxiety which is sometimes expressed in hostility which leads many times to problems, and it is very difficult to recover from this kind of early experience and be effective learners in the school situation, very definitely this does.

Senator YARBOROUGH. You are qualified from these papers that you have published and from the fine long list of psychological and scientific associations of which you are an honored member. In fact, you are listed in the American Men of Science, Dr. Hindsman—to express an informed opinion on this, it is of great value in our record.

Are there any questions from the staff?

Mr. MANDEL. Yes, I have a question.

Senator YARBOROUGH. Mr. Mandel.

Mr. MANDEL. Dr. Hindsman, you have touched upon this point before. For the clarification of our record, would you state whether you feel the focus, the coordination and the additional financing that would be made available under this 428 justify its enactment in the face of the efforts which are now being made under title I of the Elementary and Secondary Educational Act which provides funds for disadvantaged children and title III of that act which provides supplementary educational services. Our Committee has been told that these efforts are well-meaning but usually inadequate. I think our record would be enriched having your feeling on this point.

Dr. HINDSMAN. I can draw upon our own experience in the laboratory in attempts to implement our program. To illustrate what I think might be the problem—the laboratory to implement its own problem couldn't possibly do it, as I have pointed out before, under existing levels of money, so we are trying to work with all agencies, programs, institutions, to find ways of pooling our resources to do together what neither of us can do separately. The program which I refer to there at the laboratory is—only has a vision for and only has set up on a very pilot experimental basis the language resources, is a program which could be effectively funded immediately at the level of about a half a million dollars a year right here in this State alone.

Under existing resources we are able to support it only at the level of about $70,000. Now, in order to try to get the job done, we are going to local school districts who are getting title I money, and we say, here is a program which we think will make a real difference with disadvantaged children. Here is the money that the laboratory has to put in it for a specified period of time, for specified services and activities, here is what you might be able to put into it under your title I money, and we can jointly do something here together that we couldn't do separately. Now, we are going to be able to do this with some local school districts and we think that we are going to make a greater impact with title I's money than has been made in the past, but it is still not enough. Many of these local school districts have needs that are peculiar to their own situation which for—for which they have already made commitments, and they have more or less effective programs going. When we try to move in at this juncture and say here is a program of massive proportions, which affects millions of people in this country, this southwestern part of the States, it is awfully difficult to secure through this kind of negotiation and coordinating planning the necessary funds to make the impact that is needed. An attempt is being made to coordinate the funds of these various programs for these purposes, but even under the most successful negotiations, it is not enough. It can't be done.

Senator YARBOROUGH. That title I money, that is under the Federal act that you refer to of 1965?

Dr. HINDSMAN. Title I of ESEA.

Senator YARBOROUGH. And we haven't enough money there?

Dr. HINDSMAN. Right.

Senator YARBOROUGH. With millions of children involved, it will take many more millions of dollars to have an impact there.

Dr. HINDSMAN. So much of the title I money necessarily has to go to activities that are of a health and welfare nature. Some of these

children, their most pressing need is—as important as we think bilingual education is—some of these children being fed properly and having decent clothing and this sort of thing, is of utmost importance. The program that we are talking about, a program of bilingual education, requires highly specialized skills. It requires program development, it requires field testing, it requires inservice and preservice training of teachers and other professionals, and this is very expensive business. When we are talking about making widespread application of methods and techniques to improve education and we have already the capability of doing this, we are talking about widespread summation programs, which are the most costly things that we can do in education.

Research is not half as expensive as the kind of things that we would have to do to implement this bill. We are talking about here, well-planned systematic demonstration programs where we systematically involve people to come in to learn, to apply it in their own district, and this is expensive. So the money of title I, the money from the title III and others, though they can help and go through the laboratories as we are able to negotiate with the local school districts to supplement these kinds of programs, they will be helpful. It will not provide the emphasis that this bill will give. What we need more than anything else is the emphasis that this bill will give, and that will make it possible for us to more effectively work with local school districts to apply title I moneys and moneys from other programs, and we might come near to meeting the goal.

Senator YARBOROUGH. And this bill here, this money here, will go solely to bilingual education and nothing else and give it the emphasis it needs?

Dr. HINDSMAN. That is the thing.

Senator YARBOROUGH. You have a pull on that title I money from so many other things in addition to some bilingual education programs.

Dr. HINDSMAN. There are forces of work in local school districts that make it awful difficult for a local school system to zero in on a population like this for a specific kind of program like this. But with the emphasis of a bill like this where those school districts that want to develop effective programs and focus on these programs may do so, and the funds are available if they will, but the funds are not available if they don't.

Senator YARBOROUGH. And they don't get this money if they don't have a bilingual program.

Dr. HINDSMAN. Right.

Senator YARBOROUGH. That is the thing that will add emphasis to it.

Dr. HINDSMAN. It is the emphasis that this bill will give because we all recognize that the amount of money that the bill will authorize is not enought.

Senator YARBOROUGH. Is not enough. No, sir.

Dr. HINDSMAN. But it is the emphasis that it will give. It would be the mechanism for a track that the laboratory can get on with other institutions to make a beginning.

Senator YARBOROUGH. Thank you very much, for this very fine contribution. Thank you. The next witness is county commissioner, Albert Pena, Jr., county commissioner of Bexar County, Tex., who has a wide experience in public office, and will you proceed, please?

Mr. PENA. Thank you very much, Senator. First of all, on behalf of commissioners court I would like to welcome you and your staff to Bexar County. We appreciate it very much. It is significant that you are here today. This is away from my written text here, but it is significant because of what is happening in Rio Grande City, I believe, is a good example of a lack of bilingual education here in Texas. On the one hand you have the Spanish-speaking educational cripple, who because of his limitation in education, must work for 45 to 85 cents an hour. At the present time he is seeking betterment of his wages through collective bargaining. On the other hand you have the English-speaking pistol-packing illiterates, so you have a good example of what is happening to this State with the lack of bilingual education. I do not speak to you today as an educator, which I am not. I speak to you as a politician and a lawyer concerned for many years with the plight of the Spanish-speaking child.

Senator YARBOROUGH. Well, Mr. Pena, I have heard it said that the county commissioners are the closest to the people of all our county officials, because they have about a fourth of the county and they are responsible right to them and work with them, so I think you come in another context than as a lawyer. I think you have a special status as a county official, as being very close to knowing what is going on in your precinct.

STATEMENT OF ALBERT PENA, JR., COUNTY COMMISSIONER, BEXAR COUNTY, TEX.

Mr. PENA. Thank you, sir. Illiteracy among Mexican Americans is far too high, we all agree. Its causes and effects are all too obvious. Poverty and human misery are the effects, apathy and bigotry the causes. When I talk about apathy, I am talking about the school administrators, the school board members who don't care whether the Mexican American child gets an education or not. They are, of course, many exceptions, and they have testified before this fine committee. When I talk about bigotry, I am talking about the same people, the administrators and the school boards who believe that the Mexican American is inferior and there are still some of these people around. I always shudder when I hear the rightwinger talk about keeping control of the schools at the local level. Most Mexican Americans know what this means. It means only about one-fifth of the Mexican Americans are going to graduate from high school. It means that the average Mexican American is only going to complete about 5 years of schooling. It means that many Mexican Americans are born to be crippled, educationally, for life. Local control is wonderful for the people controlling. But what about the others? People have asked me, well, why don't the parents stop speaking Spanish and teach their children to speak English and eliminate this handicap? First, it is no handicap to speak Spanish, it is only a handicap not to speak English. It is not the fault of the child. It is the fault of the educational system.

Second, the parents who speak no English themselves were victims of the educational system that did not recognize the fact that some children do not speak English, and the cycle goes on. Between the years 1951 and 1953, I traveled all over the State representing parents who wanted equality in education for their children. They wanted

an end to school segregation. In all of these cases, the children were segregated in the first grade. In some instances, segregation extended all the way up through high school. Every place I went to demand an end to segregation, I was told we separate, not segregate, them for their own good because they cannot speak English. Thus, we still have another cycle. Mexican Americans were segregated because they couldn't speak English and they never learned to speak English because they were segregated. The school boards, the principals, the people who ran the schools, at the local level—they didn't care enough or because of prejudice refused to teach Mexican American children English. Students who could speak English weren't going very far up the ladder of learning, and that is the way a lot of people wanted it. To compound the problems created by this system, was the fact that Mexican American children were housed in different schools, had separate recesses, and ate lunch at different times. The result was awesome. In most cases, it meant the Mexican American child lived in a different world, full of psychological boobytraps.

His home language was tabu at school; his school language was Greek at home. That some of these children were and are delinquents is no surprise. After years of frustration with the State education agency, pleading with them to end segregation of children of the public schools, the late Federal Judge James V. Allred, handed down a decision declaring that segregation of Mexican-American children in the schools for any reason or at any level of the educational process was unconstitutional except for some isolated cases. This decision ended school segregation, but it did not improve the educational system. However, school integration for the Mexican-American broke the language barrier for some students. They had the will to burst through it, for others, the ones with deeper mental scars and lesser wills, they left school. A place where they were uncomfortable, a place where the sounds frightened them. They were told, "Speak English. Be American." As if it were un-American to speak Spanish. Apathy or bigotry has run to high places in the structure of the educational system of our State. It has been only the past several years that the concept of bilingualism, the obvious answer to the problem of the Mexican-American child, has been accepted by the Texas Educational Agency. Even today, almost nothing has been done to implement the concept. It has been my experience, Senator, that when we push the power structure strong enough and they believe that something is popular, they will accept it, but they won't do anything about it.

How long ago was it that the community, the leaders of the community, realized that different children required special educational aids. It is just as obvious that the child who speaks no English is also in need of special educational aids and techniques. It seems to me that the same mentality that sends in Texas Rangers or strikebreakers to settle their labor dispute, sends children who speak only Spanish into classrooms where all the teaching will be in English. Obviously, bilingual education is the answer. The mother tongue is essential to the learning, and thinking process. Special instructions for bilingual teachers is needed. Add to this a massive attack to change the social economic status of the Mexican American, and they will win their own war on poverty. It is time we explode the myth that a child who cannot speak English is deficient intellectually. Speaking English and/or

Spanish is not the sole criteria for intelligence. A non-English-speaking student could be a genius in math or biology or science. He could be a potential Douglas MacArthur, or a Franklin Roosevelt, or a John F. Kennedy, or a Benito Juarez. Bilingual education, I am convinced, will recapture this vast reservoir of untapped talent and we will be a greater nation for it.

Senator YARBOROUGH. Thank you, Commissioner Albert Pena, for a very dramatic statement, and from your travels and seeing what was happening, you are able to give here an eyewitness testimony for part of the history of our times. Thank you, very much, for coming.

Mr. PENA. Thank you.

Senator YARBOROUGH. Thank you. The next witness is Judge Alfred Hernandez, of Houston, who is the national president of League of United Latin American Citizens, popularly called LULAC. Come around, please, and have a seat.

STATEMENT OF JUDGE ALFRED HERNANDEZ, OF HOUSTON, TEX., PRESIDENT, LEAGUE OF UNITED LATIN AMERICAN CITIZENS

Judge HERNANDEZ. Thank you very much, Senator.

Senator YARBOROUGH. I don't believe I have seen you since the convention in El Paso.

Judge HERNANDEZ Right, Senator, right. Senator, on my way down, I jotted a few notes while flying down on the plane, and I don't have a prepared text for a speech. I think that most of us Mexican-Americans who learned English as a second tongue hesitate reading a text because of the inadequacy of our reading powers. For that reason I merely jot down notes and I think this is a cause for a lot of us doing extemporaneous speaking. We have problems, Senator, reading English, although we did go to school. Senator Yarborough, I want to take this opportunity to thank you for allowing me to come before this committee. I, as a citizen and national president of the League of United Latin American Citizens, as you put it, commonly known as LULAC. I am deeply concerned with the problems that affect Spanish-speaking people who reside in our Nation. I come here, not as an educator, but one from personal experiences, knows what obstacles are encountered by the Mexican-American who, as a result of their poor environment and education, are relegated to second class citizens in this nation where all men are presumed created equal. I want to compliment you on your understanding of our problems and compliment the other U.S. Senators who have joined with you in a bilingual American educational program under Senate bill 428. Not being an educator, Senator, it would be presumptious of me to tell you things that have already been clearly expressed, expressed so well by imminent scholars like Dr. George I. Sanchez, and Dr. Zamora, qualified scholars who have devoted a lifetime of dedicated study into the problems of the bilingual child.

And speaking of the bilingual child, we have over 1 million scholastics who, by a natural result of our system of education, become hard core illiterates, dropouts and end up in one of the three migrant streams that no man should end up doing. Stoop labor in the rich farmbelts of our Midwestern States. LULAC has long recognized the language barrier that confronts the Mexican-Americans scholasti-

cally. We have recognized the culture deprivation of our children. We have tried to help ourselves and did so when LULAC initiated the Little School of the Four Hundred, from where we like to think was born the Headstart program. Now, if I may say here, as was pointed out by a gentleman here shortly a few minutes ago, the programs that have been developed in other States have asked of Texas for help in this matter. We in LULAC have received requests from many school systems to learn about the School of the Four Hundred and the methods that we used in instituting this program. To reiterate, the high illiteracy rate and the high rate of unemployment and underemployment of the Mexican-American would be repetitious. Statistics are far behind in this day of computer automation, but nevertheless, are accessible and available to you. We, who make up this so-called group of marginal people, who by our own people are tagged Chicanos or pachukos, are people whose potentials are being wasted. The recent educational conferences that were held in Tucson and here in San Antonio brought out the dreadful waste of these reservoirs of potential biculture in bilingual people.

The problems of the world today are due to a lack of understanding or communication. Through the study program possible under the U.S. Senate bill 428, the problems of poor adjustment, low grades, low retention, the feeling of rejection, of anxiety, of hostility, and the eventual dropout, will be the inevitable thing to follow for the Mexican American. This can be avoided. In this place we can have a proud citizen of the United States qualified by education, endowed by bicultural and bilingual heritage. I have had an occasion to visit many sections of our country wherein the Mexican American resides and works, and I find conditions to be subhuman. I have found the educational level of the Mexican American to be ever so low. The employment opportunities which must be recognized as a lack of education were ever prevalent. The unemployment of the Mexican American is something that is quite evident in the labor statistics, the economic resources of the Mexican American in our great Nation. I compliment you again, Senator, for your efforts for understanding this problem so thoroughly, and want to join with you in this bill. I, as national president of LULAC, support and endorse this bill, and will do everything within my power and within the power of our league to make it into a law into this great Nation of ours.

Senator YARBOROUGH. Judge Hernandez, you are very modest about your English. I know many lawyers who would envy you that command of English. You are a judge and Joe Bernal here, State Senator Bernal, is another witness who couldn't speak any English until he went to school, yet he is a State Senator, and a very able one. So in your experience, if these children learned English, you don't think they would have any difficulty getting a job or fully integrating into our society in an economic way of getting to their level of accomplishment in our society?

Judge HERNANDEZ. I feel this has been a definite barrier for the Mexican American.

Senator YARBOROUGH. The language is the barrier. It is not the innate capability of the child.

Judge HERNANDEZ. Never. I think psychological testing will reveal that the child has a very high IQ, a matter of retention is a problem.

If the child can't understand what is being said, what is being taught.

Senator YARBOROUGH. I think that is correct too. I just thought we would clarify that point. You are an example of bilingual success.

Judge HERNANDEZ. Well, I hope I am, Senator. I pride myself in being able to express myself in Spanish as well as in English. As a matter of fact, I felt that I must become proficient in Spanish before I tried learning another language.

Senator YARBOROUGH. Do you feel that the child that grew up in a Spanish-speaking home and never learned to read and write has a definite impediment to his acquiring a fluency in English, literate English, if he remains illiterate in his own language, his mother tongue?

Judge HERNANDEZ. Very definitely.

Senator YARBOROUGH. Thank you very much.

Judge HERNANDEZ. Thank you.

Senator YARBOROUGH. Thank you for coming all the way from Houston to make this statement.

Judge HERNANDEZ. Thank you, Senator.

Senator YARBOROUGH. Our next witness is George Rivas, of the American GI Forum of San Antonio, Tex. Come around, Mr. Rivas.

STATEMENT OF GEORGE RIVAS, REPRESENTING THE AMERICAN GI FORUM OF SAN ANTONIO, TEX.

Mr. RIVAS. Senator, and other members of the panel.

Senator YARBOROUGH. Go ahead in your own way, Mr. Rivas, we welcome you.

Mr. RIVAS. I want to express my thanks for having the opportunity to come and express my opinion of this bill.

Senator YARBOROUGH. Well, as an honorary life member of the American GI Forum, I welcome a fellow member here before this Senate committee.

Mr. RIVAS. Thank you, Senator. First, I would like to talk from my childhood experience. I believe that this teaching of Spanish in the public schools will be an immense help to the Mexican-American, especially the real poor, and from my childhood experience, I would like to bring a little page out of that. When I first entered school, I was 8 years old and I didn't know a word of English and I started at the first grade. The first day I went to school, my main worry was naturally to find out how I could get permission from the teacher to either go get a drink of water or go to the boys' room, and I inquired of one of the oldest boys down there how could I ask my teacher, you know, if I wanted to go the boys' room. He said, well, just tell her you want to be excused, so I proceeded to tell the teacher, can I be excused, and I went through all of the first grade believing that to be excused was permission to go to the little boys' room. I don't want people from any ethnic group, kids going to school now, to have the same problem that I had, and that is why I think this is good.

I have nothing but compliments for you, Senator, for finding interest to see that somebody is finally introducing something like this, which will be really an immense help to my people down here, and I am sure that all the rest of the members of the GI Forum are in complete support in accordance with this bill. That is about all, Senator.

Senator YARBOROUGH. Thank you, very much. How many States does the American GI Forum have chapters in now, Mr. Rivas?

Mr. RIVAS. Well, it covers all the Southwest part of the Nation and we have some up north, Michigan, Minnesota, Kansas, we just started one up there.

Senator YARBOROUGH. Over 30 States, isn't it?

Mr. RIVAS. Right. We are expanding a little more, now.

Senator YARBOROUGH. Thank you. Thank you very much for your contribution.

Mr. RIVAS Thank you.

Senator YARBOROUGH. The next witness is Mr. Armando Quintanilla, who is the district director of District 15 of LULAC, San Antonio, Tex., the League of the United Latin American Citizens. Come around, Mr. Quintanilla.

STATEMENT OF ARMANDO QUINTANILLA, DISTRICT DIRECTOR, DISTRICT 15, LEAGUE OF UNITED LATIN AMERICAN CITIZENS, SAN ANTONIO, TEX.

Mr. QUINTANILLA. Thank you, Senator. Senator, it is indeed a pleasure to be here. This is something that is really required here, the bilingual educational bill. Not far from where your are sitting, in fact, less than 3 miles, there is a community known as Villa Coronado. In 1962, or 1963 perhaps it was 1964, the Bishop's Committee for the Spanish-speaking made a study of 1,500 adults in that area. In this particular area they found close to 40 percent, or almost 600 adults up there, that could not read or write English or Spanish, completely illiterate. They were all Spanish-speaking people. Also, and in many other areas, for instance, in UCLA, a total enrollment of 26,000 people. Perhaps you have heard some of these figures. In over one million population of Mexican-speaking, Spanish-speaking persons, less than 100 students are enrolled in that particular school. In regard to our skills and talents not being fully developed, I wholeheartedly agree. The teachers, when I started to school, similar to George Rivas, were not communicating with me as a child. The whole learning procedure that I had had up to the sixth grade, in fact, it was up to the first grade when I was seven years old, everything I had learned, I had to stop and learn words of it in English. It disrupted everything that my parents had taught me in Spanish. My counting, the little arithmetic they had taught me, and everything else was completely gone away and started completely on my new system.

This new system created complexes within me. I found myself fighting, not only with my parents because I was doubting their teaching, things that they had taught me, I started also doubting the teachers, and in fact I became ashamed and embarassed because I did not—I could not go swimming close to this particular area because I spoke Spanish and I was not admitted. This is one of the particular swimming pools in this particular area. In fact, in almost the same period one of our counsel generals here in San Antonio went to this particular swimming pool and someone heard him speak in Spanish, and he was asked to leave the swimming pool. The speaking of Spanish, because it has not been recognized, has become a burden upon us and something should be done where all this training that we have had

in the first 6 or 7 years of our life can be put to use so that our skills and talents and potential that we might have had might be fully developed. Also, Senator, I have here what one of our commanders of one of the largest military installations here, a base that occupies close to 22,000 people, 46 percent of which are Mexican-Americans, and this is one of his statements which was made on December 19, 1966. The expression bilingual is just a phrase. Many of these people can barely speak English and this is true. These people have not had the opportunity to fully learn the English language. Because of this we normally drop out of school between the fourth and sixth grade, because by the time we learn English we are too old to continue our education.

I would like to state that I heartily endorse your bill. I think this is something that has been needed for the last 50 years here in San Antonio, and I would like to compliment you and Senator Tower, who I understand is also from the State of Texas. Thank you very much for granting me the opportunity to be here.

Senator YARBOROUGH. Thank you, Mr. Quintanilla for that statement. A very fine statement and you just raised a point needed for 50 years. Think what this society would be like if this had been in effect for 50 years and all the people here had been educated for 50 years. San Antonio would have an economic wealth, intellectual wealth, cultural wealth, that we can hardly realize. Let's hope the next half century doesn't catch us in this deprived position.

Mr. QUINTANILLA. It most certainly would be tremendous if the full potential of the people could be developed.

Senator YARBOROUGH. Miss Margarita Cortez is here. She is the executive secretary of the San Antonio Literacy Council and she has volunteered to come forward today. We have had several ladies who are concerned about these children, and they volunteered as witnesses. They weren't on the witness list. This is a Democratic institution in the United States, when the people appear, we make this witness stand available to them, the same as those who head educational institutions and others. Go ahead, Miss Cortez.

STATEMENT OF MISS MARGARITA CORTEZ, EXECUTIVE SECRETARY, LITERACY COUNCIL, SAN ANTONIO, TEX.

Miss CORTEZ. Senator Yarborough, I appreciate this opportunity of coming to speak before this subcommitee, and I wish to speak not in behalf of the children so very much at this time, but in behalf of the thousands of adult functional illiterates, because they are the parents of these children. I am very glad that this bill is going to do something and will do something, will do a great deal, actually, to develop programs, bilingual programs for our children. Now, this will help the next generation, but I am very much concerned about those right now that are greatly handicapped because they cannot acquire jobs, they do not have the skills, and I am also very much concerned because San Antonio has such a very serious problem and because, again, it has been almost—we have almost been unable to find funds to finance this program. Some money has been acquired through the Texas educational agency and distributed through the different school districts here in San Antonio. However, we have just barely begun to

scratch the surface. The problems have been mostly on an on-and-off basis, mostly on an off basis. Since January of 1967, this year, the program has been carried on through volunteers, and this is the kind of an organization that we represent. The San Antonio Literacy Council has coordinated the program for adult basic education for the San Antonio Independent School District.

However, since January, we have been doing this program with the same teachers who have volunteered their services simply because they could not turn these adult students away. I believe that educating the parents would also educate the child, that he could go practice his Spanish, practice his English with his parents, begin to feel comfortable in both languages, and therefore reduce the gap between the two generations. I would have a great deal more to say about this program because I have been working with it day and night for the last 7 years. We have worked mostly with volunteers, trying to arouse the community to this problem, but it has been difficult. We have not been able to find the funds. A great deal of money is needed in order to pursue this program, and again, if your bill is going to help this, I am very much in favor of it because I can see then that this younger child will not be handicapped in the way that the parents are handicapped at this time. They have come to our aid, the students themselves, and just recently they organized and sponsored a benefit fiesta, one of the things that I think came out of this fiesta was the fact that one of the ladies said, "I am so happy to see so many other students. I am so happy to know that I am not the only dumb one."

Senator YARBOROUGH. Well, Miss Cortez, thank you for this statement, it is very helpful. I share your concern of the decline in the program for adult education. Five thousand classes have been dropped this year, not because of lack of interest. The people wanted the education, but the money played out. I have made an effort on the Appropriations Committee of the U.S. Senate to get more money. We were unable to get it——

Miss CORTEZ. And I thank you for that.

Senator YARBOROUGH. Because of our demand in foreign policy. These people want to go to school. We have heard this old saying, well, these people are too lazy to work. You give them an opportunity. They will go, we have found, at middle age, happily, eagerly seeking to learn. I have had schoolteachers in Houston tell me that they have never had children in school that worked harder than those middle-aged people that came there at night wanting to learn and become literate. As you pointed out, another dimension of adult learning, it is not merely to teach them to earn a living, if they become literate and if they are Spanish speaking and learn to speak English, then it makes the problem easier for the Spanish-speaking child to come to school. It helps for the next generation too, in addition to helping them earn a living.

Miss CORTEZ. Thank you, Senator.

Senator YARBOROUGH. Thank you. The next witness is Miss Ruiz. Is Miss Ruiz here? She has volunteered and she has come forward. She is our next witness. We are glad to hear from those who have a contribution to make.

STATEMENT OF MISS RUIZ, KINGSVILLE, TEX.

Miss RUIZ. Thank you, Senator. I do not have a prepared statement. I only have my personal sentiment as a member of the Spanish-speaking American as the young adult. I am 21 years old, I attended college in Kingsville, Tex. I am a native of that area.

Senator YARBOROUGH. You teach college at Kingsville?

Miss RUIZ. No. No. I graduated from there.

Senator YARBOROUGH. You attended college there?

Miss RUIZ. I attended college there.

Senator YARBOROUGH. Kingsville A. & I.?

Miss RUIZ. Yes, and I am a graduate of South Antonio High School, and I have been very interested in this bilingual education that you have put before the Senate. I attended the meetings in Edinburg Monday and I came down here to see what resulted. I feel that this is the first definite step that been taken to alleviate the problem of the Spanish-American people, because I do very sincerely believe that it is merely a basic lack of communication which stems from the language. It is much like you reasonably wouldn't understand a German child, a child who has a German background would not readily adjust or progress in a Chinese school. Very same problem exists with the Spanish Americans here. It is with great sincerity that I express my most sincere admiration for you, Senator Yarborough, for the efforts of the Senate subcommittee on our behalf. I sincerely appreciate them.

Senator YARBOROUGH. Thank you very much for coming here. I want to say that these young ladies, Mrs. Cortez and Miss Ruiz, have much more to offer in the way of their knowledge of this subject. I am going to take a second here to say, Miss Ruiz, that I went to school in Germany a year when I was young, and the usual public school, they started teaching the child a second language in the third grade. Some took Spanish, some took English, some Russian. The three most popular languages were English, French, and Spanish. I thought German was probably the closest to English than any other language, but the German teachers told me that the students that went to school in the German schools, German students found that they could learn Spanish more easily than English, and that was an easier language to learn. I thought since you mentioned German, you might be interested in that.

Miss RUIZ. Yes.

Senator YARBOROUGH. Thank you very much. The next witness is Mr. Bob Vale, State representative of the State Legislature of Texas, from San Antonio, Bexar County. Mr. Vale, come around.

STATEMENT OF BOB VALE, REPRESENTATIVE TO THE TEXAS STATE LEGISLATURE FROM SAN ANTONIO, BEXAR COUNTY, TEX.

Mr. VALE. Thank you very much, Senator Yarborough. First, I want to thank you very much for the interest that you are taking in our special problems with the Spanish speaking and our bilingual problems in the Southwest. Here in Texas, we have one of the greatest

concentrations of people with Spanish surnames, who are particularly interested in the problem that you are dealing with. I come here to speak in behalf of Senate bill 428 as a person who has had personal experience with a difficulty that a functional illiterate in both languages encounters in the society here in Texas. As you know, I was born in the Rio Grande Valley, but I was fortunate enough to have had education in Spanish before I even entered elementary school, and a result of that, I have been one of the fortunate few to classify myself as being literate in both English and Spanish.

Senator YARBOROUGH. Mr. Vale, being bilingual, did you find—did you think that the fact that you became literate in Spanish helped you to become literate in English also?

Mr. VALE. Yes, sir, there is no doubt in my mind that the understanding and the fluency in another language is a tremendous asset to the development of another language, and besides all of that, here in the Southwest, and in Texas, I have seen where a person who is literate in both languages can obtain so much more and accomplish so much more just by virtue of his being fluent in both languages. I can attest to that myself. Many times, in my beginning days as a lawyer I was called upon by many lawyers and many judges to assist them in translation from Spanish to English of many witnesses who were not fluent in English and who did not understand, read, or write the English language. Just today, when I came to my office, I had a call from a lady who dropped out of school in the third grade, English school, she is functional illiterate and spoke Spanish and English. She is very much concerned because she has three young boys who are growing up and going to school and she is at a loss at the home to furnish her children with a means of understanding and knowing and educating themselves. She is so concerned to the point that she was asking me if I knew somebody that would be able to go and tutor her at home or she would be willing to pay for that, so that she can better educate herself in order to take care of a family. That is a small portion of the problem that we have.

The big problem that we have is with a drag in the education of the people concerned, we have them being turned out into society, ill-equipped to compete for anything but the menial jobs, and that is a tremendous drag in our economy. Instead of being income-producing, instead of being a boost to our economy, they are dragging it down. I think your bill is designed to provide an emphasis so that all functional illiterates and all those persons who would then become bilingual in two languages, especially down here in the great Southwest. For example, right now, we are trying to have this HemisFair for 1968, and trying to attract millions of tourists from South America. I would venture to say that a great majority of the people here in San Antonio themselves are functional illiterates in Spanish, and of course, that is a black eye to our society. I think your bill is wonderful and designed to connect all of these things and to bring us into the 20th century in this regard, and I compliment you very highly for it. If there is anything that I personally can do to assist you, I stand ready, willing and able. Just recently in the Texas Legislature, we finished passing a bill that is going to require the teaching of Spanish in our elementary grades—not on a strictly mandatory basis, but rather on a basis that a school district will be required to have those courses if

they do not exempt themselves by showing the educational agency that because of hardship or some reason, they are unable to meet the burden.

Senator YARBOROUGH. Thank you very much, Mr. Vale. I know you, as an able legislator, recognize our legislative problems in attempting to get a majority of two houses to agree with us and pass this legislation. You have made a fine contribution here, based on your experience in the State legislature, you are in contact with other legislators from all over the State.

Mr. VALE. Thank you.

Senator YARBOROUGH. Now, as we approach the close of this program, I want to thank our able court reporter, Mr. Eddie Morris, who has reported this hearing faithfully. We have had hearings in Corpus Christi, Edinburg, San Antonio, for 3 days in Texas, 3 full days, stretching from last week to this week, showing an absolute necessity of this bill by businessmen, by labor leaders, by educators, by educational psychologists. Given the opportunity, these students will give a great emphasis to their society. They will give a great push to the Texas economy. We need them. We are 34th among the States in average annual per capita income, we are 32d in education. Our educational system has not been just to them. It hasn't given them a fair chance, and here today, we heard from more than a score of witnesses living here in the greatest Spanish-speaking city in the United States of America, 13th largest city in the United States of America. Over and over these witnesses, Anglos and Spanish made a compelling case for this legislation.

We in Texas aren't proud of the fact that we are the most backward of the States in the treatment of our large Spanish-speaking population. We are determined to do something about it. This bill that I introduced in January is the pilot project or the first bill to provide for bilingual education in the history of the United States. I want to thank all of you who have come here and testified, you have made a great contribution, and I hope through your testimony, your accumulated wisdom of knowledge we will succeed in giving these children that opportunity that they deserve. Thank you. The committee is now recessed to meet again in California in June.

(Whereupon, the subcommittee recessed to reconvene in California in June.)

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