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ABSTRACT

This information analysis paper, based on a computer search of the ERIC database from November 1966 through December 1980 examines the topic of counseling the bilingual student. An introductory narrative highlights issues and trends, and suggests possible implications for the future of guidance, focusing on: (1) the concept of bilingual education from a transcultural perspective; (2) typical problems facing bilingual students and families; (3) useful counseling strategies; (4) effective programs for bilingual students in the areas of counseling, bilingual and vocational education, and auxiliary services; and (5) the practical implications of bilingualism for guidance counselors and for the United States. The significance of the guidance counselor's role is discussed and an expansion of that role is suggested. Cultural conflict, ethnic identity, and racism are explored in a discussion of an educational needs survey of Latinos. The complete computer search, including annotations of 13 journal articles and abstracts of over 100 documents, is also provided. (NRB)

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COUNSELING THE
BILINGUAL STUDENT

Antonia Sanchez



searchlight

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plus

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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
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Antonia Sanchez

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1980

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

1981

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Several years ago we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users at that time, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

In the past two years we have added eight new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--was updated and expanded in 1980. The fifteen areas originally chosen for this special treatment and the eight new areas are as follows:

- Career Development: Programs and Practices
- Career Resource Centers
- Counseling Adults
- Counseling the Aging
- Counseling the Exceptional: Handicapped and Gifted

Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change
Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

Counseling for Alcohol/Tobacco/Drug Abuse
Leisure Counseling
Marriage Counseling
Parent and Family Counseling

Counseling for Stress Management
Counseling the Bilingual Student
Peer Counseling
Sex Equity in Guidance and Counseling

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

COUNSELING THE BILINGUAL STUDENT

Antonia Sanchez

An education is considered the key to economic and social success in the United States today through academic development and self-actualization. But it is increasingly obvious that many ethnic, cultural, and racial minority groups have not been able to avail themselves fully of their educational opportunities. "Requiring a child's presence in school in no way assures that he or she will (1) become educated or (2) be able to rise economically in accordance with his/her abilities and training" (Wagner & Haug, 1971, p. 215).

The disparity between the intention of the school system and the accomplishment of the individual student is even greater in the case of minority students. Two specific questions are of great importance. First, why do minority children, especially bilingual/bicultural students, achieve significantly below their peers in school performance? Second, what can be done to improve the educational and vocational opportunities for bilingual/bicultural students? The focus of this paper is to explore the following: (1) the concept of bilingual education from a transcultural perspective; (2) the typical problems facing bilingual students and families; (3) useful strategies in counseling; (4) effective programs for bilingual students in the areas of counseling, bilingual and vocational education and auxiliary services; and (5) the practical implications of bilingualism for guidance counselors and the United States today.

Disparity between educational goals and student achievement

Particular problems of minority students

A Transcultural Perspective in Bilingual Education

"Individual differences among children have sometimes been regarded as a nuisance in educational programs since they prevent uniformity in classification, curriculum, methods and results" (Leeper, 1971, p. 35). Students with limited-English speaking skills, however, are increasing in number, as are their demands for equal education. Federal and state agencies have responded with mandates for the development of bilingual/bicultural educational programs in school districts with more than twenty students of limited-English speaking ability in a specific language classification. The primary goals of these bilingual programs have generally been (1) to develop student competence in two languages for transfer of academic information and for self-expression; (2) to provide positive reinforcement of student self-image; and (3) to promote among all students, parents and school personnel an awareness of linguistic and cultural diversity.

*Goals of
bilingual/
bicultural
programs*

A transcultural perspective has recently emerged which sees each student as having the opportunity and ability to select characteristics from one or more cultures to design and develop his/her own individuality, thereby honoring one's own and other cultures. This cultural syncretism encourages reconciliation of two or more cultural systems (ED 188 816). It is not the same as the Melting Pot concept in which a uniform single culture is supposed to emerge from the initial diversity. Rather, cultural syncretism assumes an individual's unique cultural base from which he/she may interpret and possibly integrate the heritage, customs, values, modes of cognition, emotionality and language of other

*Cultural
syncretism vs.
the "melting
pot"*

cultural systems. The hidden message in the Melting Pot concept has generally been that the majority group's culture is superior. "That the uniquely American cultural product, if not best, is at least better than the products of the preexisting cultures. The message to the child who has not 'melted' is clearly negative" (Castaneda, 1977, p. 5).

The cultural syncretic approach can be implemented in bilingual education with a comprehensive program that utilizes early socialization experiences. Language, habits, heritage, values and behavior can serve as a base for exploring and integrating various dimensions of the majority culture. Developing a culturally democratic learning environment that transcends a single American culture is necessary for the self-actualization of all individuals.

*Necessity of
cultural
democracy for
self-
actualization*

The School Guidance Counselor--A Key Role for Change

More than the teaching or the administrative staff, the school guidance counselor is in a key position to intervene in the relationship between the monolingual or limited-English speaking student and the school, between the family and the school, and between the family and the local community. The school is responsible for effective communication with the families of limited-English speaking students and for "understanding what cultural forces exist in the best interests of children from non-English speaking homes" (Betances, 1977, p. 65). The counselor needs to be sensitive to and aware of the typical problems that most bilingual/bicultural students face, e.g., language and cultural barriers, role confusion, and low self-concept. Appropriate and effective counseling

*Significance
of guidance
counselor's
role*

can then be given to help them achieve academic success, self-confidence and self-worth (EJ 153 387, EJ 125 556, ED 029 728).

Using bilingual/bicultural counselors at all educational levels (K-12) and expanding their role to include parent orientation, community liaison and student placement as well as helping the bilingual student with problems of high anxiety and low self-concept is a highly recommended approach (ED 173 011). A counselor's possession of positive attitudes about bilingual student ability results in increased student self-confidence and demonstrated school achievement (ED 163 561). Other approaches include higher achievement expectations, appropriate individualized academic class placement, supportive bilingual teaching programs, and the use of bilingual resource teachers and tutors. Anglo counselors must be versatile, skilled, more culturally aware of their minority students, and must know which methods work best with those clients (ED 173 011). Further development of multi-cultural inservice at the school district level is also necessary, as well as bilingual training in master's level college counseling programs.

*Expansion of
guidance
counselor's
role*

Cultural Conflicts, Ethnic Identity and Racism

In San Mateo, California, an educational needs survey of Latinos was conducted during 1979-80. Entitled the Chimexta Project, it indicated that the most significant problems facing Latino youths today involve cultural conflicts and ethnic identity (ED 188 674). This condition of anomie and marginality seems to result from the incomplete assimilation of the English language and American cultural traditions, as well as a partial rejection

*Results of
educational
needs survey
of Latinos*

of their own family heritage, culture, values and language. For Latino youths, the process of gradual adoption of the majority culture's characteristics can be very traumatic. The youths want peer group acceptance but at the same time intensely fear rejection and ridicule by members of the majority culture. They often have difficulty identifying themselves as worthy, self-actualizing individuals with capacity for further intellectual growth and personal development. Another difficulty may be their identity as minority Americans because they feel so alienated by the dominant society. They may also feel angry at the majority Anglo culture for their own perceived sense of worthlessness or helplessness, or embarrassed and fearful about potential ridicule or rejection by their classmates, neighbors and school personnel. Unsuccessful coping with such conflicts often leads to isolation, withdrawal, passivity, aggressive hostility, and drug and alcohol abuse.

*Difficulties
of cultural
modification*

Racism was found in the Chimexta survey to be the second most significant problem facing today's Latino youths. Additional problems were lack of sufficient and effective education, lack of successful bicultural role models, lack of available bilingual educational programs, and poor Latino attitudes toward school. To debate whether these variables are causal or correlated does not alter the fact that they occur together and in a complex interconnectedness of influence. Interestingly enough, the variable of language as a problem to Latino youths was chosen last after drugs-sex-violence, economic factors, and under-utilization or lack of bilingual community services.

*Problems of
racism*

The Chimexta survey further reported that the most significant problems facing today's Latino family and community were the following: (1) poor utilization or lack of bilingual community services, (2) economic factors, (3) racial discrimination, (4) language barriers, (5) lack of effective leadership and organized political representation, (6) cultural adjustment and identity confusion, and (7) health problems. Recently arrived Latino families cited the following as being most problematic for them: (1) conflict arising from cultural clashes, (2) lack of support systems, (3) family disintegration, (4) language barriers and lack of communication skills, (5) economic difficulties in maintaining large families, (6) lack of recreational activities, and (7) fear of illegal status, together with economic and health related problems (ED 188 674).

The survey identified a need for socioeconomic support systems together with bilingual education as a means for Latinos to benefit from available educational, social, vocational and political community resources. Respondents placed significant emphasis on bilingual education as a means of improving education for Latinos and moving students into the academic mainstream (ED 188 674). Mastery of English was considered a top priority in the final report. Recommendations included teaching concentrated English classes and teaching selected subjects in Spanish until they could function in the English-speaking mainstreamed classes.

Need for socio-economic support and bilingual education

Useful Counseling Strategies

As counseling is concerned with the process of social influence, the interactive behavior between a counselor and a student is extremely important. Sexual, ethnic, racial and class differences can develop significant blocks in the overall counseling process. "The importance of this interactive behavior becomes clear as we are increasingly aware of the necessity for counselors to adapt what they do to the varying needs posed by clients who are different from them in sex or cultural experience" (Meara et al., 1981, p. 117).

Importance of differences between counselor and student

From the perspective of a bilingual student, the quality and quantity of perceived differences between oneself and one's counselor can trigger sufficient apprehension and embarrassment to inhibit the student from seeking professional help. Many people, especially minorities, still adhere to the belief that there is a great stigma in receiving counseling unless one is "really" emotionally disturbed. In addition, these various social and cultural differences in the bilingual student create a heightened sensitivity and defensiveness to possible criticism, ridicule or indifference by the professional. Counselors, therefore, must demonstrate a true personal commitment to counseling minority students by developing a therapeutic environment of acceptance and understanding that crosses language and cultural barriers. Since counselor-student compatibility does enhance the student's self-exploration, feelings of general rapport, behavioral change, and tendency to continue with therapy, all counselors must "recognize the importance of developing a safe, trusting counseling atmosphere through the characteristics of congruence, authenticity, warmth and

Characteristics of counselor-student compatibility

unconditional positive regard" (Peterson & Bradley, 1980, p. 559).

Another factor influencing general counselor-student compatibility is the specific counselor orientation. "Counselors' theoretical orientations do seem to influence attitudes and beliefs toward counseling" (Peterson & Bradley, 1980, p. 559), as they influence the manner in which a counselor sees human nature and the counseling process as a whole. The particular school of thought a counselor has trained under could, therefore, have a significant effect on the style and structure of his interactions with minority and bilingual students.

Counseling styles can be compared by using a continuum ranging between the analytic and experiential poles. The former is "associated with attending, responding, and conceptualizing" behaviors; the latter emphasizes "nonrationalized, nonverbal experiencing" (Peterson & Bradley, 1980, p. 559). A knowledge of and eclectic use of various counseling styles appear necessary in intervention with today's students. It is important to develop a Rogerian client-centered "I - thou" relationship in which the student defines what is happening to him/her so that appropriate counseling goals, therapy, and termination contracts can be decided upon. It is also necessary to have the student experience himself/herself in the "here and now" so that inconsistencies between verbal and nonverbal behavior can be confronted and brought into personal awareness. This process of re-experiencing the past in a rational and/or emotive gestalt is essential before any re-thinking happens and before a redecision regarding the self-defeating behavior can occur. It is by gently

*Continuum of
counseling
styles and
theoretical
orientations*

and supportively pulling apart these convoluted transactions of important memories, significant decisions, and learned habit patterns that one can re-experience and understand the repressive dynamics of fear, anger and sadness that perpetuate negative behavior in our lives.

As counselors help students redefine themselves and redecide future behavior, it behooves us to understand and expertly use a variety of counseling styles and techniques. From the theoretical range of behaviorism, rational-emotive therapy, client-centered therapy, psychoanalysis, transactional analysis, and gestalt, we can make better adaptations to the specific needs of all our students.

"Who Am I?" and "What Am I?"

For Latino youths, resolution of "Who am I?" and "What am I?" is as important an issue as the resolution of economic survival needs by their parents. Counselors must focus on assisting bilingual youths to concentrate in their academic studies, to acquire mastery of both languages, and to assimilate and integrate the positive characteristics of a second culture. They must also be able to intervene during times of high emotional stress involving fear of failure, perceived social rejection, or loss of self-confidence. Using counselors that are bilingual, bicultural, and professionally trained in a variety of counseling techniques appears to be the most effective mode of intervention. "A core set of bilingual counselors should be hired to serve the needs of students and to act as ombudsmen or liaison between the school district and the community" (Betances, 1977, p. 68).

*Dimensions of
counselor
intervention*

Inservice training should be provided to all other non-bicultural school staff to sensitize them to the possible needs of bilingual/bicultural students in their school district, e.g., Latino, American Indian, Chinese, Filipino, Haitian, Korean, Vietnamese.

Multiculturalism or a transcultural approach to education is vital to any school's guidance program in effectively adapting to the specific needs of students of differing cultures and helping them prepare for education, jobs and life (EJ 153 387). The following section will review current successful programs for bilingual individuals in the areas of counseling, tutorial assistance, vocational education, bilingual education, and special education.

*Importance of
transcultural
approach in
school guidance
program*

Developing Culturally Effective Counseling Programs

Overwhelmingly, the research literature supports the training of bilingual/bicultural individuals as guidance counselors with inservice in the specific cultural characteristics, language, values and aspirations of the minority students to whom they provide individual or group counseling (EJ 114 047, EJ 070 322, ED 181 320, ED 174 915). Another suggested approach is implementation of a master's level counseling program with a specialization in bilingual/multicultural education and skill competencies based on the interdisciplinary philosophies of counseling, bilingual education and multicultural education (EJ 227 423). Peer counseling programs facilitated by trained guidance counselors have also proven very successful in helping bilingual students cope with drug and alcohol abuse, higher education goals, attendance problems, personal adjustment and achievement difficulties, and cultural identity conflicts (EJ 225 475, EJ 223 408, EJ 223 344, EJ 216 951).

Successful Tutorial Programs

Bilingual tutorial programs have also proven to be successful intervention modes for remedial instruction. The Walk and Talk program, an after-school remedial program in New York City, was designed to provide six to ten hours of extra weekly instruction in basic skills to recent immigrants or students from Chinese and Latino homes. From an analysis of student pre- and post-test scores on the Stanford Achievement Test, the program's final report concluded that significant increases had been made in reading, mathematics and communications skills (ED 141 492). The Alternative Services to Raise Achievement (ASTRA) program at the Greater Hartford Community College in Connecticut provides basic communication skills and academic support to disadvantaged students who need such services to complete their education. Two instructional teams are involved in the program, one for English-speaking students and a second for bilingual students (ED 184 071). Successful college students are sometimes used as peer tutors or tutor/counselors in programs designed to meet the needs of incoming disadvantaged or academically weak freshmen (EJ 223 123, EJ 219 909, EJ 216 545, EJ 213 826). Many colleges offer Upward Bound, Challenge, or College Bound programs for motivated high school students to improve their reading and math skills as well as to increase their chances of completing college level work. Some of these programs offer bilingual classes and bilingual teachers or teaching assistants for further educational and emotional support to bilingual college-bound students (ED 135 918, ED 031 323).

*Bilingual/
bicultural
programs for
remedial
instruction*

Migrant students in Parlier, California who are interested in accumulating high school graduation credit while they work can enroll in the Portable Assisted Study Sequence (PASS), an organized program of correspondence courses. Students can study, complete their required academic subjects, and accumulate credit through Parlier as they migrate through the state. Courses are organized into units, and partial credit is given for each completed unit. Some courses are bilingual (Spanish/English) and others have bilingual instructions (ED 175 588). Other programs have been developed across the country to identify and meet the needs of migrant children and families. These programs offer remedial instruction in reading and math, services in mental and physical health and nutrition, cultural development, and pre-vocational training and counseling (ED 093 525).

*Auxiliary
services for
bilingual/
bicultural
populations*

Auxiliary services to bilingual students have included Spanish/English day nurseries emphasizing the development of English language skills (ED 051 906) and bilingual kindergarten classes for school age children. Counseling services are often available to parents together with referrals to community social agencies. A recent infant intervention program for mildly to severely handicapped children has been successfully developed in San Antonio, Texas with an emphasis on the needs of bilingual/bicultural handicapped children (ED 189 789).

Bilingual/Bicultural Education: An Integrated, Coordinated School Program

A review of the research literature evidences many successful models of bilingual/bicultural programs with a multicultural or transcultural approach ranging from kindergarten

to 12th grade. It is generally recognized that bilingual/bicultural education is not an end in itself but must become "an integral, well-coordinated part of the total school program, involving district commitments in the hiring of bilingual/bicultural personnel and the acquisition of bilingual/bicultural materials. It still necessitates modifications in class and school organization, curricula, teaching style, and testing" (Katra & Cline, 1977, p. 102). Counselors, teachers and administrative staff must show "a greater sensitivity to variations in learning styles and cross-cultural differences in social and family values, and an empathy for all children, regardless of race, ethnic background or level of achievement" (Katra & Cline, 1977, pp. 102-103).

Bilingual education in total school programs

In Brooklyn, New York, several effective bilingual education programs are currently in operation: ASHS, Auxiliary Services for High Schools program; SUBE, Success Under Spanish Bilingual Education; AVATI, Approach to Italian Bilingual Education; and HABILE, Haitian Bilingual Education (Creole French and English) (ED 189 247, ED 142 665, ED 142 595, ED 137 469, ED 135 923). An excellent motivational program for bilingual high school students in Texas has also been developed. Team teaching and individualized counseling have been used over a nine year span to provide emotional support for the students and increase their academic achievement (ED 172 985).

Specific programs of demonstrated effectiveness

Successful Vocational Education

The newest vocational education program for bilingual adults is Persons of Limited English-Speaking Ability (PLESA). This program involves 47 prime sponsors across the

country who provide training and employment assistance to over 6000 Latino or Asian adults. Job orientation materials together with remedial English, occupational skills training, and general education courses are given to improve employability and English-speaking skills (ED 185 240). Tucson, Arizona public schools have a successful vocational education program for K-12 students. Goals of the program include changing negative or apathetic teacher attitudes toward career education, developing career awareness, and adding vocational information to the regular curriculum to expand the employment opportunities of minority youth dropouts or potential dropouts (ED 162 064). Los Angeles Harbor College has done a retention study of their incoming 1976-77 bilingual students. The study found that graduation rate and grade point average could be improved over 40% by using a combination of adapted career counseling, bilingual vocational instruction, and communication development instruction. Primary student objectives were to improve their abilities in English reading, speaking and writing toward increasing self-worth, self-confidence and economic independence (ED 148 426).

Studies of various bilingual/bicultural vocational programs

Should Foreign Language Requirements Be Re-Instituted?

The current reduction of federal, state and local education monies has resulted in significant cutbacks in the operating budgets of many school districts across the nation. In this situation, it is even more important for all Americans to support politically a transcultural, multilingual approach in education. Foreign language classes in Spanish, German, French, Italian, Japanese, etc. and academic content classes in these cultures

(e.g., history and literature) can be a mode for all Americans to learn a second language and better understand another country's culture, customs or values. This would produce more diverse class offerings in foreign language curricula from elementary school through college. Furthermore, the two-year foreign language requirement should be re-instituted as part of freshmen admission requirements for four-year colleges. This change would re-ignite many a high school student's interest in foreign languages. By incorporating more cultural and linguistic diversity in its curriculum, a school system will generally produce a broader educated, more socially flexible, and internationally sensitive student body.

*Foreign
language
requirements
in schools*

Practical Implications of Bilingualism

The practical implications for today's guidance counselors include the following: support for further development of the school district's foreign language and bilingual education programs; active participation in bilingual inservice programs; and enrollment in cultural training courses specific to the ethnic and racial makeup of the local community, when such courses are available at nearby colleges or universities. Furthermore, learning the primary language of the client population is instrumental in opening communication channels with the bilingual student and his or her family, and in choosing the most effective intervention strategy or counseling technique. Lastly, knowledge of a second language would enhance the professional development and versatility of most guidance counselors in addition to expanding his or her area of counseling practice and expertise.

*Advantages of
bilingualism
for counselors
and students*

Bilingual/bicultural counselors must be hired by school districts to serve the specific educational and emotional needs of their bilingual student population. These counselors must be professionally trained and competent in both languages. They can also act as bicultural change agents in the local school community and as effective role models in various outside activities. For example, they can participate in the development, implementation and sponsorship of ethnic clubs, youth groups and local community interest groups. This sort of involvement can often lead to positive peer groups in school, effective neighborhood support systems, and organized political representation in the local community.

*Variety of
counselor
roles and
activities*

Bilingualism: Not a Problem But a Great American Hope

Local, state, and federal agencies must address the issues facing bilingual/bicultural students and their families and not allow them to "disappear" into the presumed social Melting Pot and be forgotten. The advantages of educational training and socioeconomic assistance are many. First, we will have developed higher educated, more acculturated, productive individuals who can build a stronger, transculturally integrated American society. Secondly, we will have created a more culturally rich, linguistically sympathetic society which encourages a diversity of thought and creative enterprise. Thirdly, we will have honestly defended the constitutional freedoms that the United States offers to all its citizens and residents, and ultimately a more peaceful, freer America for all.

*Contribution of
successful pro-
grams to general
societal goals*

Additional Resources

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FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Clearinghouse Accession Number _____
EJ Accession Number _____
Title of Article _____
Author _____
JOURNAL TITLE, Volume, _____
Issue Number, Pages, _____
Publication Date _____
Descriptors (words which tell _____
the contents of the article) _____
Annotation of article _____

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and
Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information
Dissemination/ *Educational Planning/ *Job Placement/ *Career
Planning/ Program Descriptions/ Guidance Services/ Higher
Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information
Service (CCIS), which is an outreach, self-help,
multimedia-based and preprofessional-staffed career guidance
service. CCIS consists of five instructional modules which
relate to the following student problems: uncertainty about
major, relationship of major to jobs, finding a job and
information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

EJ227423 CG518987

Preparing Culturally Effective Counselors.

Arredondo-Dowd, Patricia M.; Gonsalves, John
 Personnel and Guidance Journal, v58 n10 p657-61 Jun 1980
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 Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

A counselor training program with a specialization in bilingual-multicultural education is proposed. This requires specific attitudes, skills, and competencies based on the interdisciplinary philosophies of counseling, bilingual education, and multicultural education. (Author)

Descriptors: Attitudes/ *Bilingual Education/ *Counseling Effectiveness/ *Counselor Training/ Counselors/ Cultural Awareness/ *Multicultural Education/ *Skill Development

EJ221766 EC122618

Preparing Teachers for the Mexican-American Handicapped, The Challenge and the Charge.

Plata, Maximo
 Teacher Education and Special Education, v2 n4 p21-26 Sum 1979

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

The article focuses on issues that are important in training teachers to work with Mexican American students who are handicapped. Factors examined include cooperative efforts between local education agencies and universities; teacher attitudes, both toward the culturally different and toward the handicapped; and legislation and litigation. (DLS)

Descriptors: Bilingual Education/ Counseling/ *Cultural Influences/ Cultural Pluralism/ *Disabilities/ Elementary Secondary Education/ English (Second Language)/ Federal Legislation/ Instructional Materials/ Language Acquisition/ *Mexican Americans/ *Multicultural Education/ Parent Teacher Cooperation/ Student Evaluation/ *Teacher Attitudes/ *Teacher Education/ Teaching Methods

EJ204323 CG516541

Humanization of the Counseling/Teaching Process for Latinos: Learning Principles.

Hernandez, Leodoro; Carlquist-Hernandez, Karen
 Journal of Non-White Concerns in Personnel and Guidance, v7 n4 p150-58 Jul 1979

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Advocates the development of biculturalism of Latino students, because Latinos develop hierarchies of abilities, solve problems in two languages, process information in two cognitive styles, and reflect in two cultures. They can be

productive individuals if they receive proper guidance and assistance. Authors suggest procedures for effective, preventative counseling. (Author/BEF)

Descriptors: *Bilingual Students/ Cognitive Style/ *Counseling Theories/ Counselors/ Elementary Secondary Education/ *Latin American Culture/ *Learning Theories/ *School Counseling/ *Spanish Americans
 Identifiers: *Biculturalism

EJ199222 CG516024

Humanistic Counseling of Bilingual Students: A Continuous Process K-12.

Hernandez, Leodoro; Carlquist-Hernandez, Karen
 Journal of Non-White Concerns in Personnel and Guidance, v7 n3 p100-07 Apr 1979

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

The goal of the model presented here is to help Latino students develop the ability to function biculturally, biaffectively, biculturally, and assertively. If these methods are used by counselors, students will have a better opportunity to achieve these goals. (Author)

Descriptors: *Bilingual Students/ *Counselor Role/ Elementary Secondary Education/ *Humanistic Education/ Mexican Americans

EJ156746 CG512083

Testing Programs and the Spanish-Speaking Child: Assessment Guidelines for School Counselors

Berry, Gordon L.; Lopez, Carol A.
 School Counselor, 24, 4, 261-269 1977

Language: ENGLISH

Discusses five major factors that contribute to test bias against Spanish-speaking youngsters: culture, language, noun representation, administration of tests, and interpretation of tests. Also presents guidelines for counselors on assessing what tests to use with Spanish-speaking children, which may be applied to other culturally different groups as well. (Author/MC)

Descriptors: *Educational Assessment/ *Testing Problems/ *Psychological Testing/ *Spanish Speaking/ *Bilingual Students / *Test Bias/ Elementary Secondary Education/ State of The Art Reviews/ English (Second Language)/ Biculturalism

EJ156135 UD505065

The "Others": Asian Americans and Education

Yu, Connie Young

Civil Rights Digest, 9, 1, 44-51 1976

Language: ENGLISH

Discusses such topics as educational discrimination against the Chinese in California, school segregation, language and other handicaps preventing Asian American parents from participating in educational policy formation, the growth of bilingual education, ethnic discrimination in textbooks, ethnic studies projects, and counseling problems caused by ethnic stereotypes. (Author/JM)

Descriptors: *Asian Americans/ *Bilingual Education/ *Educational Counseling/ Educational History/ Educational Needs/ Educational Opportunities/ *Educational Problems/ *Ethnic Discrimination/ Racial Discrimination/ School Segregation/ *Textbook Bias

EJ153387 CG511809

Is Multiculturalism that Vital to a School's Guidance Department?

Griffin, C. Pter M.

School Guidance Worker, 32, 3, 36-41 1977

Language: ENGLISH

The author outlines ways in which a guidance department can help a school to adapt to the needs of students of differing cultures and help these students prepare for education, jobs and life in Canadian society (Author/NWS)

Descriptors: *Cultural Pluralism/ *Immigrants/ *Bilingual Students/ *Counseling Services/ *Guidance Objectives/ *School Responsibility/ Community Resources/ Program Descriptions/ Elementary Secondary Education

Identifiers: *Canada

EJ153386 CG511808

The English as a Second Language Program and the School Counselling Service

Ashworth, Mary

School Guidance Worker, 32, 3, 29-33 1977

Language: ENGLISH

In her survey of 175 adult immigrants, the author found that very few of the respondents had received bilingual help from local schools or English as a Second Language (ESL) programs. The importance of ESL teachers and school counselors in helping children and parents learn a second language is stressed. Strategies are suggested (NWS)

Descriptors: *Language Programs/ *Bilingual Education/ *Immigrants/ *School Responsibility/ *Student School Relationship/ Elementary Secondary Education/ Parent Participation/ Research Projects/ Surveys

Identifiers: *Canada

EJ128955 CE504217

Career Counseling for the Foreign Language Student

Griffith, Paul

Illinois Career Education Journal, 33, 1, 19-20 1975

Language: ENGLISH

Descriptors: *Bilingual Students/ *Career Planning/ Counseling Objectives/ Counselor Role/ *Educational Counseling/ Language Instruction/ *Second Language Learning/ Students/ *Teacher Role

Identifiers: *Foreign Language Students

EJ125556 CG509216

Group Therapy with Low-Income Mexican Americans

Boulette, Teresa Ramirez

Social Work, 20, 5, 403-405 1975

Language: ENGLISH

Author describes difficulties facing counselors in dealing with low income Mexican Americans. Counselors should be bilingual and have comprehensive knowledge of Mexican-American culture to provide effective help to counselees. Counselors should encourage counselee to participate in group therapy sessions in which behavioral and problem solving techniques are used (SE)

Descriptors: *Behavior Modification/ Biculturalism/ *Bilingualism/ *Cultural Awareness/ Cultural Background/ *Group Therapy/ Helping Relationship/ Low Income/ *Mexican Americans/ State Of The Art Reviews

EJ114047 CG508478

Developing Programs for Spanish-Speaking Students

Fletcher, Brady J.; Kendall, Kandace

Elementary School Guidance and Counseling, 9, 3, 241-244 1975

Language: ENGLISH

Describes a counseling program in a junior high school in Washington, D.C., that had students from practically every continent of the world with a particularly large Spanish-speaking population. The article explains steps taken to orientate these students (Author/HMV)

Descriptors: *Bilingual Students/ *Counseling Services/ *Cultural Pluralism/ Group Counseling/ Junior High Schools/ Program Descriptions/ *Spanish Speaking

EJ070322 CG505182

Counseling the Chicano

Barron, Pepe

Journal of Non-White Concerns in Personnel and Guidance, 1,
1, 24-30 1972

Language: ENGLISH

The author presents a case for finding and supporting a new educational approach that will assist Chicano youth (BY)

Descriptors: Bilingual Education/ *Counseling/ Counselor Role/ *Cultural Differences/ *Curriculum Development/ Educational Theories/ *Ethnic Groups/ *Mexican Americans

EJ020085 EC501186

Teaching the Deaf in India

Dalvi, Kunda

Volta Rev. 72, 5, 272-7 1970

Language: ENGLISH

Descriptors: Auditory Training/ Bilingual Education/
*Exceptional Child Education/ *Hearing Impairments/ Parent Counseling/ Preschool Education/ *Special Schools/ Speech Communication/ Teacher Education

Identifiers: India

FORMAT OF
RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number _____

ERIC Document Number (ED#) _____ ED118935 CE006503

Title of Document _____ Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.
Penna Valley Area School District, Spring Mills, Pa.;

Sponsoring Agency (Organization responsible for the report) _____ Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Date Published _____ Publ. Date: 30 Jun 74 Note: 27p.
* EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price * _____ Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Descriptors (words which tell the contents of the document) _____ Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

Abstract of Document _____

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

ED190317 RC012166

State Compensatory Education: 1979-80. Final Technical Report. Publication No. 79.18.

Austin Independent School District, Tex. Office of Research and Evaluation.

30 Jun 1980 213p.; Best copy available.

EDRS Price - MF01/PC09 Plus Postage

Language English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S./ Texas

Journal Announcement: RIEDEC80

A major portion of Texas' State Compensatory Education (SCE) evaluation resources for 1979-80 was devoted to activities related to the statewide assessment of fifth and ninth graders' skills in reading, mathematics, and writing (the Texas Assessment of Basic Skills Project). For purposes of this report, evaluation activity and information is limited primarily to the collection of record-keeping data on students served. Findings are included on seven major components: counseling (grades K-5); bilingual (resource teachers for grades K-5); elementary curriculum (curriculum writer for grades K-5); sixth grade (language arts block); planning; evaluation; and secondary. The latter item included these sub-components: direct instruction classes (grades 7-8); written composition laboratories (grades 6-7-8); Robbins' Armadillo Arts Program (grades 7-11); parent involvement, attendance improvement, and English for Speakers of Languages materials (grades 7-12); Texas Assessment of Basic Skills

(grade 9); and fundamentals of math and reading tutorials (grades 10-12). Evaluation material for each component includes a brief description of the instrument; when, where and to whom the instrument was administered; procedures used; and results. The primary question in each component is, "Should more emphasis be placed on serving educationally disadvantaged students through SCE?" (AN)

Descriptors: Basic Skills/ Bilingual Education/ *Compensatory Education/ Counseling Services/ Educational Finance/ Educationally Disadvantaged/ Elementary Secondary Education/ *Evaluation Criteria/ *Evaluation Methods/ Hispanic Americans/ Program Evaluation/ Reading Achievement/ *Resource Allocation/ State Programs/ Student Records/ Testing Identifiers: *Texas

ED189789 EC124513

Comprehensive Infant Intervention Program: End-of-Year Report, July 1, 1978-June 30, 1979.

Edgewood Independent School District, San Antonio, Tex.

30 Jun 1979 108p

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 444AH80419

Grant No.: G007602077

EDRS Price - MF01/PC05 Plus Postage

Language: English

Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)

Geographic Source: U.S./ Texas

Journal Announcement: RIEDEC80

The report describes activities and accomplishments of an infant intervention program for mildly to severely/profoundly handicapped children, with emphasis on the needs of bicultural/bilingual handicapped children and handicapped children from low socioeconomic backgrounds. The program involves a peer training approach to parent counseling and education. Part I provides a brief introduction while Part II documents achievements and slippages for specific program objectives, including parent/family participation, inservice training, child progress, and demonstration and dissemination activities. The bulk of the document is composed of 10 appendixes, including job descriptions, staff caregiver information, and a pre-post assessments summary (CL)

Descriptors: *Biculturalism/ *Bilingual Students/ *Disabilities/ *Infants/ Intervention/ Parent Counseling/ Parent Education/ *Program Evaluation/ Stimulation

ED189247 UDO20756

E.S.E.A. Title VII Multilingual Program, S.U.B.E., AVANTI, and HABILE Final Report, 1978-1979.

Carin, Arthur A.

Community School District 32, Brooklyn, N.Y.

7199. 90p ; For a related document see ED 181 118

EDRS Price - MF01/PC04 Plus Postage

Language English

Document Type: EVALUATIVE REPORT (142)

Geographic Source U S / New York

Journal Announcement: RIENOV80

Government: Local

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education); AVANTI (an approach to Italian bilingual education); and HABILE (Haitian Bilingual Education), which taught both Creole and French as well as English to participating students. For each program objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form; (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development; and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators (GC).

Descriptors: *Bilingual Education/ *Curriculum Development/ *Educational Objectives/ Federal Programs/ French/ Haitian Creole/ Italian/ *Parent Participation/ Program Descriptions/ Program Effectiveness/ Program Evaluation/ Spanish/ *Staff Development

Identifiers: *Bilingual Education Act 1968/ *New York (Brooklyn)

ED188816 RCO12085

Curriculum and Instruction: Cultural Issues in Education. A Book of Readings.

California State Polytechnic Univ., Pomona; California State Univ., Los Angeles. National Dissemination and Assessment Center

1978. 166p ; Not available in paper copy due to publisher's preference

Sponsoring Agency: Office of Bilingual Education and

Minority Languages Affairs (ED), Washington, D C

Report No ISBN-0-89755-008-0

Available from National Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, CA 90032

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language English

Document Type: CONFERENCE PROCEEDINGS (021); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S. / California

Journal Announcement: RIENOV80

The 1976 Claremont, California, symposium to exchange and clarify ideas regarding the study and implementation of new alternatives to quality cultural education focused on two main concepts. The first was the concept of transcultural education design; the second, that cultural uniqueness in our society results from the capability to be responsive and responsible to opportunities of having cultural options with more than one defined culture. Fifteen presentations from the symposium have been collected in this book of readings intended for teachers, counselors, curriculum planners, resource specialists, teacher trainers, and administrators. The articles address the rationale, design, and instructional process of transcultural education; bilingual transcultural education; teacher preparation for a pluralistic society and for bilingual teachers; materials evaluation and selection; curriculum development; testing and cultural diversity, and social studies and transcultural education (Author/SB).

Descriptors: *Bilingual Education/ Clearinghouses/ Cultural Background/ *Cultural Pluralism/ *Curriculum Development/ Educational Theories/ Elementary Secondary Education/ Ethnicity/ *Instructional Role/ Instructional Materials/ *Interdisciplinary Approach/ Mexican Americans/ *Multicultural Education/ *Relevance (Education)/ Social Studies/ Testing Problems/ Values

Identifiers: Chicanos

ED188674 JC800301

Chimextla Project. A Summary Report on Educational Needs of Latinos: County of San Mateo.

de la Rocha-Petris, Gilberto
San Mateo Community Coll. District, Calif.
Apr 1980 243p.

EDRS Price - MF01/PC10 Plus Postage

Language: English/ Spanish

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S./ California

Journal Announcement: RIENOV80

A survey was conducted by the San Mateo County Community College District in Fall 1979 to determine the demographic characteristics of the Latino population in San Mateo County (i.e., age, sex, place of residence, income, ethnic orientation, language of greater fluency, employment status, and occupation); Latino attitudes toward their educational needs and preferences; and assessments of these needs by professional groups who serve the community and by Hispanic faculty and staff. Seven groups were surveyed (1) a random sample of Latino students enrolled at the District's three campuses; (2) a geographically balanced sample of Latino high school students in the county; (3) Latinos who graduated or received a certificate from one of the three campuses between September 1976 and June 1979; (4) Latino adults who were members of Hispanic community organizations; (5) Latino faculty and staff; and (6) county social and community service workers who served Latino clients. For each respondent group, this survey report provides a demographic profile and a textual and graphic analysis of the survey responses. Conclusions based on the findings are also provided, including recommendations for the increased use of Spanish media, the expansion of academic counseling services to meet the career information needs of Latino residents, and an increase in the emphasis on bilingual education. A Spanish translation and survey instruments are appended. (JP)

Descriptors: Academic Achievement/ Academic Aspiration/ Adults/ Age/ Bilingual Education/ College Faculty/ College Graduates/ *Community Characteristics/ Community Colleges/ Community Organizations/ Community Surveys/ *Educational Attitudes/ *Educational Needs/ Employment/ Family Income/ Females/ High School Students/ *Hispanic Americans/ Language Fluency/ Males/ Multicampus Colleges/ Needs Assessment/ Place of Residence/ Questionnaires/ Self Concept/ Social Problems/ Social Workers/ Teaching Methods/ Two Year Colleges/ Two Year College Students/ Youth Problems

ED185809 FL011057

A Manual for Community Representatives of the Title VI Lau Steering Committee.

Hernandez, Rafael; And Others
San Diego State Univ., Calif. Inst for Cultural Pluralism
Sep 1976 112p

Available from: Institute for Cultural Pluralism. 55441/2

Hardy St., San Diego, CA 92182 (\$2.59)

EDRS Price - MF01/PC05 Plus Postage

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S./ California

Journal Announcement: RIESEP80

This manual deals with the Lau Center's technical assistance approach for assisting school districts in their efforts to develop an educational master plan to meet compliance guidelines of Title VI of the 1964 Civil Rights Act as it pertains to limited or non-English-speaking students. The following areas are addressed (1) impact of "Lau v. Nichols" decision on community/parent involvement in an educational master plan, (2) the direct effect of the decision on school districts, (3) minimal Lau remedies, (4) what school districts need to do to comply with the remedies, (5) Lau Centers, (6) the San Diego Lau Center's position on bilingual/bicultural education, (7) the technical assistance process of the San Diego Lau Center, (8) the purpose of Title VI Lau Steering Committee, (9) selection and responsibilities of steering committee members, and (10) community workshop case studies. The case studies are designed to aid in the development of a comprehensive educational master plan. The following areas are discussed: noncompliance, student language determination, curriculum development, staff development, counseling and guidance, community relations, and administrative reorganization. (SW)

Descriptors: *Bilingual Education/ Civil Rights/ Compliance (Legal)/ Court Litigation/ Curriculum Development/ Elementary Secondary Education/ *English (Second Language)/ *Language Aptitude/ Low Achievement/ *Master Plans/ *Multicultural Education/ *Non English Speaking/ School Community Relationship/ School Districts/ Spanish Speaking/ Student Evaluation/ Teacher Improvement/ Technical Assistance

Identifiers: Civil Rights Act of 1964 Title VI/ Lau v Nichols

ED185404 CE025068

PLESA: Program for Persons of Limited English-Speaking Ability. Ten Case Studies.

Reynolds, Jack; And Others

University Research Corp., Washington, D.C.

1978 134p.; Not available in paper copy due to small, light type. For a related document see CE 023 495.

Sponsoring Agency: Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Grant No.: DOL-20-11-77-31

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIESEP80

These ten case studies of the Program for Persons of Limited English-Speaking Ability (PLESA) report different approaches to providing training and employment assistance to unemployed persons of limited English-speaking ability. (A summary report of forty-seven projects is available separately. See Note.) The first four describe projects conducted in Tucson, Arizona; New York City; Bergen County, New Jersey; and Laredo, Texas. The remaining six cases describe selected features or components of projects in Los Angeles, San Francisco, and Orange County, California; Honolulu, Hawaii; and Philadelphia and New Holland, Pennsylvania. Each section (case study) begins with a bibliographic data sheet and project profile sheet which outlines target group; objectives; client recruitment, selection, assessment, and counseling; training; job development and placement; follow-up program; supportive services; budget; and outcomes. Topics discussed within the narrative of the case studies include project planning; target groups; project direction, management, and operation; clients and services; English language instruction; occupational skills training; job development and placement; and results. Target groups include Hispanics, Vietnamese refugees, Filipinos, and Russian and Korean immigrants. Occupations trained for include secretarial, electricians' helpers, import-export clerks, Chinese cooks, nursing, and auto mechanics. (YLB)

Descriptors: Adult Basic Education/ Adult Vocational Education/ Asian Americans/ *Bilingual Education/ Career Counseling/ Case Studies/ Delivery Systems/ *Employment Services/ *English (Second Language)/ General Education/ Hispanic Americans/ Job Development/ Job Placement/ Job Skills / *Job Training/ Program Development/ Recruitment/ *Second Language Instruction/ Selection/ Spanish Speaking/ Unemployment/ Unskilled Workers

Identifiers: Arizona (Tucson)/ California (Los Angeles)/ California (Orange County)/ California (San Francisco)/ Comprehensive Employment and Training Act/ Hawaii (Honolulu)/ Limited English Speaking Ability/ New Jersey (Bergen County)/ New York (New York)/ Pennsylvania (New Holland)/ Pennsylvania (Philadelphia)/ Program Persons Limited English Speaking Ability/ Texas (Laredo)

ED185240 CE023495

The PLESA Experience: Training and Employment Services for Persons of Limited English-Speaking Ability.

Reynolds, Jack; And Others
 University Research Corp., Washington, D C.
 Dec 1978 127p; Three pages of data tables may not reproduce well due to small type

Sponsoring Agency: Employment and Training Administration (DOL), Washington, D C. Office of Policy, Evaluation and Research.

EDRS Price - MF01/PC06 Plus Postage

Language English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U S. / District of Columbia

Journal Announcement: RIESEP80

This report summarizes the Program for Persons of Limited English-Speaking Ability (PLESA) which involved 47 prime sponsors providing training and employment assistance to over 6,000 persons, most of whom were Hispanic or Asian. Focus is on lessons learned that will be useful for developing such programs. Chapters 1 and 2 discuss the background of the PLESA program and highlight the similarities and differences among the projects which improved their clients' English-speaking ability by providing English as a Second Language (ESL) training and in some cases offering occupational skills training and general education courses. Chapters 3-7 describe project planning and organization; client recruitment, selection, counseling, and training (English language and vocational); and job development and placement. Each chapter follows a standard format including a summary introduction pointing out key lessons learned from the PLESA experience and sections dealing with program components. Each section has three parts: a description of approaches used, discussion of issues raised, and list of recommendations. Chapter 8 presents an assessment of the program and a discussion of implications for future programs and policies. Findings reported show that participant job placement was only 39% and job retention was not high; however, it was demonstrated that there is a need; special services are required; and prime sponsors can mount effective programs. The appendixes contain annotated bibliographies of instructional ESL materials and resources. (A report containing ten project case studies is available separately. See Note.) (YLB)

Descriptors: Adult Basic Education/ Adult Vocational Education/ Asian Americans/ *Bilingual Education/ Career Counseling/ Delivery Systems/ *Employment Services/ *English (Second Language)/ General Education/ Hispanic Americans/ *Job Development/ Job Placement/ Job Skills/ *Job Training/ Program Development/ Recruitment/ *Second Language Instruction/ Selection/ Spanish Speaking/ Unemployment/ Unskilled Workers

Identifiers: Comprehensive Employment and Training Act/ Limited English Speaking Ability/ Program Persons Limited English Speaking Ability

ED184304 FLO10763

Second Annual Report of the National Advisory Council on Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va; National Advisory Council on Bilingual Education, Washington, D C
 Nov 1976 181p

Sponsoring Agency: National Inst of Education (DHEW), Washington, D C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D C

Contract No 300-76-0362

EDRS Price - MF01/PC08 Plus Postage

Language English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U S / District of Columbia

Journal Announcement: RIEAUG80

The history and condition of bilingual education in the United States and federal, state, and local administration of Title VII is summarized. The National Advisory Council recommends: (1) that national awareness of bilingual/multicultural education as an asset be encouraged; (2) that Title VII be broadened to reflect the pluralistic, social, and economic diversity of the nation; (3) that increased funding be made available for bilingual/multicultural educators and counselors, materials development and dissemination, test and methods development, project monitors and research; (4) that the Advisory Council become a Presidential Council; (5) that annual regional workshops be conducted to provide technical assistance for programs; (6) that multilingual models be developed for populations in which students of one language group are not sufficient to qualify for funding a bilingual program, but there are sufficient numbers of non-English dominant children of various languages to justify a program; (7) that a statistical survey be made of the number and percentage of limited English speaking students in special education classes; and (8) that a longitudinal study of exemplary demonstration projects to assess the cognitive and affective development of LESA children be conducted. (PMJ)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Teacher Aides/ Bilingual Teachers/ Curriculum Design/ Educational Legislation/ *Educational Policy/ English (Second Language)/ *Federal Legislation/ Material Development/ *Multicultural Education/ *Second Language Programs/ Student Evaluation

(11)

ED184071 CS005315

Project ASTRA.

Eddy, Esther M

Nov 1979 8p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Language English

Document Type PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S./ Connecticut

Journal Announcement. RIEAUG80

The Alternative Services To Raise Achievement (ASTRA) program at the Greater Hartford (Connecticut) Community College is designed to supply developmental and other services to students with academic potential who are in need of such services to complete their education. The program's structure is intended to meet the diverse needs of students; instructors meet students in large and small groups and also provide individual tutoring when needed. The program is divided into five phases. In the first, students are identified, tested, and selected for the program. Phase two provides an intense instructional program in developmental communication skills, while phase three provides an interdisciplinary coordination of these skills with a content area course. In phase four, a three-week period of study is provided for those students who require additional time to succeed. The final phase of the program is a tracking phase in which counselors monitor students' progress in their regular academic work through weekly seminars. There are two teams involved in the program, one for English speaking students and a second for bilingual students. In addition, there are composition laboratory services and a counseling support program (FL)

Descriptors *Basic Skills/ *Bilingual Education/ *Communication Skills/ *Developmental Programs/ Educationally Disadvantaged/ Higher Education/ *Interdisciplinary Approach/ Program Descriptions/ *Tutoring/ Two Year Colleges

ED181320 CE023944

Let's Work Together: Intervention Strategies for Learners with Special Needs. "It Isn't Easy Being Special." Research & Development Series No. 175

Campbell-Thrane, Lucille, Ed

Ohio State Univ., Columbus National Center for Research in Vocational Education.

1979 39p.; For related documents see CE 023 943-947 and CE 023 952

Sponsoring Agency Office of Education (DHEW), Washington, D C

Available from National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (\$3 20, six-piece set, \$25 00)

EDRS Price - MF01/PC02 Plus Postage

Language English

Document Type NON CLASSROOM MATERIAL (055)

Geographic Source U.S / Ohio

Journal Announcement. RIEJUN80

Divided into four chapters, this monograph focuses on strategies that meet equally the common needs of all students and the unique needs of special students. Chapter 1, Preparing to Meet the Needs of Special Students Let's Look at Our Responsibilities, identifies special needs populations and presents a list of responsibilities for teachers, counselors, and administrators in helping the special needs learner to succeed in a vocational program. The second chapter explores ten educational needs common to all learners and discusses basic strategies that may help teachers, counselors, administrators, and others to perform effectively with the special student. Chapter 3 provides lists of unique needs of seven special groups and presents strategies for meeting them. Special groups included are (1) American Indians, (2) individuals with limited English proficiency, (3) inmates of correctional institutions, (4) minority groups, (5) gifted/talented students, (6) handicapped students, and (7) migrants. The concluding chapter gives steps to improve access to vocational programs and to improve student performance (LRA)

Descriptors: Academically Gifted/ Administrator Responsibility/ Administrator Role/ American Indians/ Bilingual Students/ Change Strategies/ Counselor Role/ *Disadvantaged/ *Educational Needs/ *Educational Responsibility/ *Educational Strategies/ Guidelines/ Handicapped Students/ Migrants/ Minority Groups/ Needs Assessment/ Prisoners/ *Special Education/ Talent/ Teacher Responsibility/ Teacher Role/ *Vocational Education

ED180511 JC790619

Bilingual Vocational Instructor Training Program to Prepare 60 In-Service Instructors in Secretarial/Industrial Skills: Program Performance Report, July 1, 1978 to June 30, 1979.

Tsu, John B.

San Francisco Univ., Calif.

1979 136p.; Several pages in the appendices have been deleted due to irreproducibility

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No. 586AH80003

Grant No.: G007800142

EDRS Price - MF01/PC06 Plus Postage

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ California

Journal Announcement: RIEMAY80

The objectives of the Bilingual Vocational Instructor Training Program focused on meeting the critical need for trained bilingual instructors and job counselors at San Francisco Bay Area adult vocational training centers. This descriptive report considers the accomplishments of the program in terms of the 54 Spanish- or Chinese-speaking individuals that completed the program and obtained positions in a variety of vocational education settings, and their attitudinal and instructional changes. Next, the major activities of the two-semester training program are outlined, including classes 15 hours per week, practicums, guest lectures, and attendance at professional conferences. Additionally, the principal problems that were encountered are identified. Subsequent sections examine publicity activities, dissemination, progress on data collection and evaluation plans, and staff employment, utilization, and development. The bulk of the document consists of appendices containing materials used in the project and illustrating various project aspects. The eight appendices contain (1) documents pertaining to program operations; (2) a description of program participants; (3) course descriptions and outlines; (4) inventory of materials produced by program participants; (5) a report on the jobs and job placement of participants; (6) evaluation forms and reports; (7) advisory committee information; and (8) materials related to staff development (AYC)

Descriptors Bilingual Education/ *Bilingual Teachers/ Career Counseling/ Higher Education/ Language Instruction/ *Teacher Education/ Teacher Education Curriculum/ Teacher Education Programs/ Teacher Improvement/ *Vocational Education Teachers

ED180261 FLD10972

Recommendations and Framework for Developing a Comprehensive Educational Master Plan to Comply with Title VI of the Civil Rights Act, 1964. Lau Center Manual IV.

Ochoa, Alberto; And Others

San Diego State Univ., Calif. Inst. for Cultural Pluralism,
May 1977 198p
Available from Institute for Cultural Pluralism, 5544-1/2-
Hardy Street, San Diego, CA 92182 (\$3.63)
EDRS Price - MF01/PC08 Plus Postage
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ California
Journal Announcement: RIFMAY80

The development of a program to comply with Title VI of the Civil Rights Act of 1964 is discussed. A master plan is offered that encompasses a manifold effort in the areas of administrative organization, community relations, diagnosis of student needs, instructional program design, staff development, counseling and guidance, curriculum and materials development, and strategies for assessment and evaluation. For each of these areas, an extensive outline is presented which details goals and procedures. If followed, these procedures can produce compliance with Title VI in accordance with a specified time line, and enable a community to meet the educational needs of its non- and limited-English-speaking students. An overview of compliance procedures provides information about the legislative background of several mandates. Appendices include (1) samples of goals and objectives for the development of a compliance-oriented master plan, (2) a checklist of questions for selecting an oral language assessment instrument, (3) a suggested checklist for developing an educational plan to meet Title VI regulations, and (4) sample district skeletal plans for Title VI compliance. (JB)

Descriptors Administrative Organization/ Bilingual Education/ Check Lists/ Community Relations/ *Compliance (Legal)/ Curriculum Development/ Educational Assessment/ Educational Objectives/ Elementary Secondary Education/ *English (Second Language)/ Federal Legislation/ *Language Instruction/ Language Proficiency/ Language Programs/ Language Tests/ *Master Plans/ Material Development/ Needs Assessment/ *Non English Speaking/ Program Design/ *Program Development/ Program Evaluation/ Program Guides/ School Counseling/ Speech Skills/ Staff Development/ Student Placement

Identifiers *Civil Rights Act 1964 Title VI

ED179692 CE021621

Project Salud. Final Report.

Reyes, Richard H.

De Anza Coll., Cupertino, Calif

1979 53p.; Appendix materials will not reproduce well due to light and broken type

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Language English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ California

Journal Announcement: RIEMAY80

A bilingual vocational training program was instituted to provide fifty-six Spanish- and Chinese-speaking students with a chance to acquire English language skills and training as medical clerks simultaneously. Community benefits expected and evident need in the area for bilingual medical-clerical employees led to the choice of this field. The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency (language training and medical terminology). On-the-job experience came from work in local offices and clinics, the time ratio of classwork to fieldwork being 3:1. Sixteen courses were developed along with support services that included bilingual counseling and a learning center with bilingual instructors. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful based on (1) overall positive student and staff response; (2) on-the-job training completion by 70% of students; (3) very high student achievement since twenty-two of the thirty-eight program completers received full-time employment (resulting in 183% increase in median income), while ten students decided to continue studying; and (4) staff gains in skills and experience resulting from program participation and inservice training. (Course descriptions, exercises, and a student questionnaire are appended.) (CP)

Descriptors: Allied Health Occupations Education/ Asian Americans/ *Bilingual Education/ *English (Second Language)/ Experiential Learning/ Job Skills/ *Medical Record Technicians / *Minority Groups/ *Office Occupations Education/ Program Descriptions/ Program Effectiveness/ School Community Programs / Spanish Speaking/ Staff Development/ Two Year Colleges

ED179075 FL010537

Entre dois mundos: vida quotidiana de criancas portuguesas na america
Between Two Worlds: The Daily Life of Portuguese Children in America

de Meneses, Fernando

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass

1977 228p

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 (\$2.50 for student's book, \$1.25 for teacher's guide)

EDRS Price - MF01/PC10 Plus Postage.

Language: Portuguese/ English

Document Type: INSTRUCTIONAL MATERIAL (051), TEACHING GUIDE (052)

Geographic Source: U.S./ Massachusetts
Journal Announcement: RIEAPR80

This Portuguese reader with accompanying teacher's guide describes the culture shock that Portuguese children and their families face when they immigrate to North America. The reader is divided into 75 short stories about the families that come from the rural areas of Portugal where there has been little industrialization. The purpose of the reader is to help children grow to modes of thinking adaptable to the industrial city without losing the values implicit in the life and culture of their village. To achieve this goal, the teacher's guide suggests four steps: (1) to listen with respect to all elements of the old culture, (2) to search for the general values that are at the origin of the different customs, (3) to find the economic and historic reasons why those values were expressed in such customs, and (4) to find ways the permanent values can be incorporated into practices consistent with life in the modern city. For each story, the teacher's guide contains the counseling goal for dealing with the certain cultural aspect of the story, discussion questions, project suggestions, and explanations of certain language and cultural terms used in the story. The text is in Portuguese and the teacher's guide is in English. (NCR)

Descriptors: Acculturation/ Biculturalism/ Bilingual Education/ Cross Cultural Studies/ *Cultural Awareness/ *Cultural Differences/ *Cultural Education/ Culture Conflict/ Ethnicity/ *Immigrants/ Minority Groups/ Multicultural Education/ *Portuguese Americans/ *Rural Urban Differences

FD176541 FLO09782

Dissertations and Data-Based Journal Articles on Bilingual Education, Bilingual Education Series.

California State University, Los Angeles National Dissemination and Assessment Center
7197 31p

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, CA 90032 (\$1.00 copy, \$12.00 subscription of 12)

EDRS Price - MF01/PC02 Plus Postage.

Language English

Document Type: BIBLIOGRAPHY (131); SERIAL (022)

Geographic Source: U.S./ California

Journal Announcement: RIEFEB80

This bibliography was prepared to help educators locate recent research on bilingual education. It is divided into two parts: dissertations on bilingual education and data-based journal articles on bilingual education. The first part is taken from Dissertation Abstracts International from January, 1971 through November, 1976, under the headings of bicultural and bilingual. Sections include administration; adult; anthropology; curriculum development and instruction; elementary education; general education; guidance and counseling; language and literature; linguistics; mass communication; minorities; pre-school; psychology; sciences; sociology; special education; speech; teacher training; theory and practice; and vocational. The second part is a selected list of journal articles on bilingual education found in the Current Index to Journals in Education (CIJE), from January, 1971, through September 1976, under the headings bilingual and bicultural. Sections include counseling and personnel services; disadvantages; early childhood education; educational management; exceptional; handicapped and gifted children, languages and linguistics; reading and communication skills, rural education and small schools; social studies/social science education; teacher education; and tests, measurement and evaluation. Detailed information of each dissertation and article may be found in DAI and CIJE by referring to the volumes and pages given in the bibliography (Author/NCR)

Descriptors: Bibliographic Coupling/ *Bibliographies/ *Biculturalism/ *Bilingual Education/ Bilingual Schools/ Cultural Influences/ Educational Policy/ Elementary Secondary Education/ English (Second Language)/ Guides/ Information Sources/ Information Utilization/ Reference Materials/ Resource Materials/ Second Language Learning

Sponsoring Agency: California State Dept. of Education, Sacramento Bureau of Community Services and Migrant Education

EDRS Price - MF01/PC01 Plus Postage

Language: English

Document Type: PROJECT DESCRIPTIVE (141); NON CLASSROOM MATERIAL (055)

Geographic Source: U.S./ California

Journal Announcement: RIEJAN80

Motivated migrant students can accumulate some credits necessary for high school graduation via the Portable Assisted Study Sequence (PASS) Program of correspondence courses. Migrant students enrolled in any high school district in California may also enroll in a PASS course to make up credit deficiencies in reading, English, speech, general math, algebra, U.S. history, Mexican American history, American government, general science, outdoor study, and work experience. Students may continue to work through Parlier and accumulate credits as they migrate throughout the state. The adapted curriculum follows the approved and accredited course of study. Courses are organized into units; partial credit is given for unit completion. Some courses are bilingual (Spanish and English) and others have bilingual instructions to aid the limited English speaking student. Certified counselors or teachers serving as contact persons for the program enroll students in PASS by completing and submitting a Student Learning Plan, a PASS Enrollment Form for a selected course, and Migrant Student Record Transfer System forms (copies included). Course materials are sent to the student via the contact person who administers the course locally (SB).

Descriptors: Academic Records/ Bilingual Education/ *Correspondence Study/ Course Organization/ *Credits/ English Instruction/ Enrollment/ Extension Education/ Graduation Requirements/ *High School Students/ *Migrant Education/ *Migrant Youth/ Non English Speaking/ Program Descriptions/ Program Guides/ School Districts/ Secondary Education/ Unit Plan

Identifiers: *California/ PASS Program/ *Portable Assisted Study Sequence Program

ED175588 RC011386

P.A.S.S. Program (Portable Assisted Study Sequence).

Foshee, Jane E

Parlier Unified School District, Calif

1978 24p

ED174915 CG013706

Humanistic Counseling of Bilingual Students: A Continuous Process K - 12

Hernandez, Leodoro; Carlquist-Hernandez, Karen
7196. 30p.

EORS Price - MF01/PC02 Plus Postage

Language English

Document Type PROJECT DESCRIPTION (141)

Geographic Source U S / Indiana

Journal Announcement RIEJAN80

Field independence, traditions and assertiveness of counselors and Latino students are explored to help counselors function more effectively with Latino students. Latino students can be taught to be bicultural, bicultural, and assertive. A model is offered to assist counselors in this effort. Six examples of counseling methods, using teacher-counselor teams, are presented and analyzed. Suggestions are offered for strong, innovative counseling teams to serve students. (Author/BEF)

Descriptors Affective Behavior/ *Bilingual Students/ *Counseling/ *Cognitive Development/ *Counseling Effectiveness/ Cross Cultural Training/ *Elementary Secondary Education/ *Humanistic Education/ *Mexican Americans/ Models/ Multicultural Education/ Spanish Speaking

ED174808 CE022376

Challenges in Leadership in Vocational Education. National EPD Leadership Development Seminar Proceedings (Atlantic City, New Jersey, December 2, 1977) Final Report.

Bottoms, Gene; And Others

2 Dec 1977 82p; Document prepared by the National EPDA Ad Hoc Steering Committee

EORS Price - MF01/PC04 Plus Postage

Language English

Document Type POSITION PAPER (120), CONFERENCE PROCEEDINGS (021)

Geographic Source U S / New Jersey

Journal Announcement RIEJAN80

Current delivery systems for vocational education and their implications for the future is the topic of presentations included in this report of an EPDA (Educational Professions Development Act) leadership development seminar. Major contents are an evaluation summary, texts of the three major speeches, and outlines of afternoon interaction sessions designed for maximum involvement of EPDA awardees attending. Major speeches are "Present and Future Challenges in Leadership in Vocational Education," by Gene Bottoms; "Youth Employment Act," by Robert Taggart; and "What to Look for in a Good Graduate School," by Henry Brickell. Topics of the interactive sessions outlined include (1) eradication of sex bias and stereotyping in vocational education programs; (2) legislative impact on guidance and counseling; (3) sociological influences on vocational education; (4) emerging evaluation systems; (5) vocational education delivery systems

of the future. (6) cooperative education the emerging bridge between education and work; and (7) political influences on vocational education and the practitioner's response to them (LRA)

Descriptors Articulation (Speech)/ Bilingual Education/ Competency Based Teacher Education/ Conference Reports/ Cooperative Education/ Correctional Education/ *Delivery Systems/ *Graduate Study/ Guidance/ *Leadership/ Leadership Responsibility/ Multicultural Education/ Opinions/ Program Effectiveness/ Program Evaluation/ Sex Discrimination/ Speeches/ *TrenJ Analysis/ *Vocational Education/ Youth Employment/ Youth Programs

Identifiers Education Professional Development Act

ED173011 RC011476

Mexican Americans in School: Implications for the Counselor-Educator.

Michaelson, John
1978 14p.

EDRS Price - MF01/PC01 Plus Postage

Language English

Document Type: PDSITIDN PAPER (120); GENERAL REPDRT (140)

Geographic Source U.S./ Idaho

Journal Announcement: RIENOV79

The opportunities and role of the counselor in education are expanding, partially due to the increasing numbers of Mexican American students and their demands for equal education. While many researchers have traced the problem of poor education for Mexican American children to their cultural and family background, both teachers and counselors have contributed to the situation by setting lower expectations for Mexican American students and by using rigid "tracking" systems which tend to limit student achievement. One much-heralded approach to the problem is bilingual/bicultural education. Another approach is using counselors, preferably bilingual, at all educational levels and expanding the counselor role to include parent orientation, community liaison, and student placement, as well as helping the student with problems. In particular, the counselor can assist with the growing numbers of elementary aged minority students who exhibit high anxiety and low self-concept, and the "alingual" or "bicultural illiterate" student. Currently, counselors are often misused by the institutions that employ them, but they are generally well trained. Anglo counselors must be versatile, skilled, more culturally aware of their minority students, and must know which methods work best with those clients. There are implications for both inservice and institutional training programs (SB)

Descriptors Ability Grouping/ Bilingual Education/ *Counselor Attitudes/ Counselor Client Relationship/ Counselor Role/ *Counselors/ *Counselor Training/ Educationally Disadvantaged/ Educational Quality/ Elementary Education/ Elementary Secondary Education/ *Equal Education/ Inservice Education/ *Mexican Americans/ Minority Group Children/ Multicultural Education/ Opinions/ School Counselors/ Student Placement/ Teacher Attitudes/ Whites

FD172985 RC011358

Service Delivery to Bilingual Population in Rural Areas.

Banks, Bill

May 1979 27p : Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979)

Sponsoring Agency Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage

Language English

Document Type PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source U S / Texas

Journal Announcement RIENOV79

In 1970-1972 a Texas high school in a bicultural community piloted a motivational program of English, Language Arts, and Social Studies skills designed to involve disadvantaged students (mostly Mexican American) in positive, creative outlets to alleviate a negative self-concept. Four teachers plus Title I Migrant aides used a team teaching approach to provide specialized counseling and raise student achievement to that of the peer group. Oral language development was reinforced using Buy's "Speaking By Doing"; reading improvement was based on the Westinghouse PLAN kit, and social studies programs were centered around thematic film units. Project evaluation consisted of standardized testing, teacher observation, and academic success of students in other classes. In 1976 the program was changed to 18 individualized quarter courses including media study, reading skills, economics, American culture, Mexican culture, and Spanish. Proration of all students into the courses eliminated stigma but caused problems due to the inflexible guidelines created by various federal funding agencies. Therefore, it was recommended that all federal programs should be consolidated using Title I supervisors to regulate funding applications; all eligible students should be labeled "disadvantaged"; and annual funding should be based on the number of students plus a percentage of additional monies. Brief descriptions of several program courses are included (SB)

Descriptors *Bilingual Students/ *Disadvantaged Youth/ Educational Finance/ English (Second Language)/ Equal Education/ *Federal Aid/ Federal Programs/ Government School Relationship/ Language Arts/ Mexican Americans/ Migrant Education/ *Multicultural Education/ Pilot Projects/ *Rural Education/ Secondary Education/ *Skill Development/ Social Studies/ Team Teaching
Identifiers *Texas

ED170421 UD019378

Summary Report on Postsecondary Bilingual and Bicultural Education by Sector, New York State, Final Report.

New York State Education Dept., Albany Information Center on Education

Apr 1979 37p.

EDRS Price - MF01/PC02 Plus Postage.

Language, English

Document Type STATISTICAL MATERIAL (110)

Geographic Source: U.S. / New York

Journal Announcement: RIESEP79

Government: State

Tables in this paper present statistical data for 1978 relevant to bilingual and bicultural education gathered from a survey of postsecondary institutions in New York. Statistics are given concerning the institutions providing bilingual or bicultural education, total registrations and credits in bilingual or bicultural instruction, courses and course sequences in bilingual instruction, bicultural instruction taught in English or a foreign language, total registrations, credits and instructors in English as a Second Language (TESL) and in English as a Foreign Language (TOEFL), and courses and average number of times a one level course may be repeated in both TESL and TOEFL. Also provided are statistics on the number and percent of institutions offering counseling, tutoring and other supportive academic services, the number and percent of counselors and the number and percent of cultural groups for which tutoring is provided and number and percent of tutors. A sample of the survey form which was used in collecting the data is appended (EB)

Descriptors *Bilingual Education/ Counseling Services/ English (Second Language)/ *Multicultural Education/ *Postsecondary Education/ *Statistical Data/ Tables (Data)

Identifiers New York

ED169757 FLO10184

Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations.

California State Univ., Los Angeles National Dissemination and Assessment Center.

1978 383p

Sponsoring Agency Office of Bilingual Education (DHEW/OE), Washington, D C

Available from University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106

EDRS Price - MF01/PC16 Plus Postage

Language English

Document Type BIBLIOGRAPHY (131)

Geographic Source U.S./ California

Journal Announcement RIESEP79

Dissertation abstracts describing research on a wide variety of topics in bilingual education are presented. This publication is designed to provide background material for bilingual educators as well as practical procedures for

bilingual teachers, administrators, counselors, and evaluators. The titles were acquired by using the two broad descriptors of bilingual and bicultural. The dissertations are presented under the following divisions: program management, assessment, language curriculum, and affective domain. The following topics are covered: scope, history, and legislation; development; bilingual program models; comparative studies (bilingual/monolingual); teacher education; investigations beyond North America; language proficiency; intelligence; acquisition and development; concept and development, language and culture; linguistics; sociolinguistics, reading and language arts; content fields; special education, career education; audio-visual media, self-concept, and attitudes toward bilingual education (SW)

Descriptors: Abstracts/ *Biculturalism/ *Bilingual Education / Cultural Education/ Educational Assessment/ *Educational Research/ Elementary Secondary Education/ Higher Education/ Language Acquisition/ Language Attitudes/ *Language Instruction/ *Language Research/ Language Skills/ Linguistic Performance/ *Multicultural Education/ Program Administration/ *Research Projects/ Sociolinguistics/ Teacher Education

ED167726 CFO18892

Bilingual Vocational Program - Part J Final Report, FY78

Lopez, Victor

Crystal City Independent School District, Tex.

7198 87p.: Some pages in this document will not reproduce well because of broken type: Several pages removed due to confidential material

Sponsoring Agency: Office of Education (DHEW), Washington, D C

Grant No - G007801956

EDRS Price - MF01/PC04 Plus Postage

Language English

Document Type PROJECT DESCRIPTION (141)

Geographic Source U S / Texas

Journal Announcement: RIEAUG79

The Crystal City Independent School District Bilingual Vocational Training Program was designed to provide business/printing education, auto mechanics, and industrial construction competencies to trainees exhibiting interest in these training areas. The participants were adults who were underemployed or unemployed in the community of Crystal City, Texas, the home base of an extremely high migrant Mexican American population. The program of instruction consisted of combined and coordinated related instruction with on-the-job training experience. During the period between September 1977 through May 1978, training was offered in two skill areas (1) academic component, including computation and communications skills, and (2) vocational component, including skills in business and printing occupations. Concentration was placed on training individuals in secretarial/clerical and printing office machine skills. An advisory council selected fifty participants from the 200 adults who applied for the program. Seventy-two percent of the trainees were placed on jobs and/or motivated to pursue a college education. Seventy-five percent achieved the program's overall objectives, including demonstration of communication skills in both Spanish and English. Each trainee received counseling and instructions in job applications. The program was termed a success by program administrators (CT)

Descriptors Adult Education/ Auto Mechanics/ *Bilingual Education/ Building Trades/ Business Education/ *English (Second Language)/ Job Skills/ Job Training/ *Mexican Americans/ *Office Occupations Education/ Personnel Needs/ Printing/ Program Descriptions/ Program Effectiveness/ *Program Evaluation/ Public Relations/ Spanish Speaking/ Teacher Qualifications/ Training Objectives/ Underemployment/ Unemployment/ *Vocational Education

Identifiers Texas (Crystal City)

ED166310 UDO19084

Report of the Ad Hoc Committee on Integrated Educational Programs.

California State Dept of Education, Sacramento

1978 92p : Not available in hard copy due to institution's

restriction

Available from Publications Sales, California State Department of Education, P O Box 271, Sacramento, California 95802 (\$2 60)

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language English

Document Type PROJECT DESCRIPTION (141)

Geographic Source U S / California

Journal Announcement RIEJUN79

Government State

In this report, 22 successful integrated educational programs in California are described in terms of school environment, services offered, grade levels served, curriculum emphasis, number and ethnic composition of participants, funding, location, staffing, special facilities, method of bringing students together, time students spend in program, visitor information and descriptive literature available, and program contact. The histories and activities of the programs, which range from preschool through secondary levels, are summarized. Appendices provide definitions of terms, samples of Ad Hoc Committee on Integrated Educational Programs correspondence, and information on programs nominated for consideration by the Ad Hoc Committee (WI)

Descriptors Basic Skills/ Bilingual Education/ Counseling/ Elementary Secondary Education/ *Equal Education/ Inservice Teacher Education/ Magnet Schools/ *Multicultural Education/ *Program Descriptions/ *Program Evaluation/ School Community Relationship/ *School Desegregation/ *Staff Development Identifiers *California

ED164167 95 RC010956

Mexican American Education, A Bibliography of ERIC Documents Supplement No. 8.

New Mexico State Univ., University Park ERIC Clearinghouse on Rural Education and Small Schools.

Nov 1978 115p; Parts may not reproduce clearly due to print quality

Sponsoring Agency Office of Education (DHEW), Washington, D C

Available from National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-068, \$6 50)

EDRS Price - MF01/PC05 Plus Postage

Language English

Document Type BIBLIOGRAPHY (131)

Geographic Source U S / New Mexico

Journal Announcement RIEMAY79

Government State

A supplement to eight previous bibliographies, the present bibliography cites the latest research findings and/or educational developments in Mexican American education. Part I contains 227 citations which appeared in the June 1977 through June 1978 issues of "Resources in Education" (RIE) Part II contains 127 annotated journal article citations which appeared in "Current Index to Journals in Education" (CIJE) from June 1977 through June 1978. Entries are arranged by ERIC accession numbers (ED numbers for RIE and EJ numbers for CIJE), starting with the lowest number first. Heading each section is a subject index which will aid the reader in locating citations pertaining to a given subject area. Among the topics covered are academic achievement, bilingual education, bilingualism, career education, counseling programs, court litigation, cultural background, cultural differences, demography, educational problems and programs, English as a Second Language, handicapped students, higher education, language development, library services, literature, mental health, political power, senior citizens, testing, women, health care, and school integration. Also included are a list of the previous eight bibliographies, ordering information, and a list of the ERIC (Educational Resources Information Center) clearinghouses and their respective scopes (NQ)

Descriptors Academic Achievement/ Adjustment (to Environment)/ *Bibliographies/ Bilingual Education/ *Citation Indexes/ Cultural Background/ Enrollment/ Library Services/ *Mexican American Education/ Mexican American History/ *Mexican Americans/ *Periodicals/ Reading/ *Reference Materials/ Self Esteem

ED163561 95 EA010665

Improving Self-Image of Students ACSA School Management Digest, Series 1, Number 14 ERIC/CEM Research Analysis Series, Number 41.

Mazzarella, Jo Ann

Association of California School Administrators, Oregon Univ., Eugene ERIC Clearinghouse on Educational Management 1978 47p

Sponsoring Agency National Inst. of Education (DHEW), Washington, D C

Contract No 400-78-0007

Available from Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 (\$2 75 nonmembers, \$1 75 for ACSA members)

EDRS Price - MF01/PC02 Plus Postage

Language English

Document Type BIBLIOGRAPHY (131)

Geographic Source U S / Oregon

Journal Announcement RIEMAY79

Research over the last ten years provides overwhelming evidence that the most successful students have strong positive self-concepts. This booklet reviews literature on self-concept and describes many programs designed to improve student self-esteem. The paper begins by noting that although no one understands the order of the cause and effect relationship, there is a strong correlation between self-concept and achievement. Then ways to improve self-concept are discussed, with a warning that techniques for measuring self-concept have problems. Methods for improving self-concept include classroom techniques, counseling and discussion groups, and teacher inservice programs. One chapter is devoted to programs for dropouts, delinquents, and the disadvantaged. A final chapter documents the effects of teacher attitudes and beliefs and suggests ways to improve teacher self-concept. The overall conclusion is that one reason for the success of self-concept improvement programs may be that positive teacher attitudes about student abilities have strong effects on student self-concept and student academic achievement (JM)

Descriptors Academic Achievement/ Bilingual Students/ Delinquency/ Delinquency Prevention/ Disadvantaged Youth/ Educational Research/ Elementary Secondary Education/ *Individual Development/ *Literature Reviews/ Potential Dropouts/ *Program Descriptions/ Self Actualization/ *Self Concept/ Self Concept Measures/ *Students/ Teacher Attitudes

ED162772 95 RCO10697

Review of the Literature on Educational Needs and Problems of American Indians and Alaska Natives 1971 to 1976; National Indian Education Needs Assessment Project. Research and Evaluation Report Series No. 64:00.

Bureau of Indian Affairs (Dept of Interior), Albuquerque, N. Mex ; National Indian Education Association, Minneapolis, Minn

1977 327p ; Reprinted in July, 1978 ; Best Copy Available Sponsoring Agency: Office of Education (DHEW), Washington, D C Office of Indian Education

Report No RER-64:00

Contract No 300-76-0436; RFP-76-49

EDRS Price - MF01/PC14 Plus Postage

Language English

Document Type RESEARCH REPORT (143)

Geographic Source U.S./ New Mexico

Journal Announcement RIEAPR79

Government Federal

Government Federal

Findings from nearly 800 research reports, evaluation studies, needs assessments, dissertations, theses and personal commentaries are included in this review of national Indian educational needs. The sources are dated from 1971 to 1976. Objectives were to: (1) compile a literature review that summarized information about Indian educational needs; (2) include information on specific populations studied; (3) include information on the adequacy of instruments employed, sampling and methodological procedures used, and methods for choosing and training researchers; and (4) note regional differences in data collection techniques. The document is divided into three parts. "Review of the Literature" summarizes findings of eight broad educational areas, e.g., administration, students, and counseling. The first part concludes with a general review of educational needs as indicated by both research studies and personal commentaries. "Summary of Information Gaps in the Knowledge of American Indian Educational Needs" identifies the needs as expressed in the literature and then uses a multilevel classification schema to break them down into tables reflecting needs categories, geocultural regions, and education level. The final section is the bibliography listing the source material (Author/DS)

Descriptors *Alaska Natives/ *American Indian Education/ Aspiration/ Bibliographies/ Bilingual Education/ Counseling/ Curriculum/ Differences/ Economics/ Educational Administration / *Educational Needs/ Elementary Secondary Education/ Information Needs/ *Instruction/ *Literature Reviews/ Postsecondary Education/ Regional Characteristics/ Research Methodology/ Self Determination/ Special Programs/ *Students/ *Teacher Education

Performance Report.

Tucson Public Schools, Ariz
Jun 1976 59p ; Not available in hard copy due to broken print in original document; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency Office of Career Education (DHEW/OE), Washington, D.C.

Grant No G007502314

EDRS Price - MF01 Plus Postage PC Not Available from EDRS.

Language English

Document Type PROJECT DESCRIPTION (141)

Geographic Source U S / Arizona

Journal Announcement RIEAPR79

Government Local

The project was designed to accomplish three major goals to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (CSS)

Descriptors *Attitude Change/ Bilingual Education/ *Career Awareness/ Career Counseling/ *Career Education/ Career Exploration/ Dropout Programs/ Elementary Secondary Education/ Employment Opportunities/ *Fused Curriculum/ Job Placement/ Job Search Methods/ Learning Activities/ Minority Group Children/ Occupational Information/ Spanish Speaking/ Teacher Attitudes

Identifiers Arizona/ Education Amendments 1974/ Tucson School District No 1

FD162064 OR CE017604

Tucson Career Education Project Tucson, Arizona, School District No. 1 First Funding Year, June, 1978. Final Project

ED1278# FLO09794

Language in Education: Testing the Tests.

Oller, John W., Jr ; Perkins, Kyle
May 1978 142p.

Available from Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, Massachusetts 01969 (\$4.95)

Document Not Available from EORS

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.

Journal Announcement: RIEMAR79

This book addresses the question of what tests are measures of intelligence, achievement, and personality tests not based on empirical investigation have questionable validity. Some researchers now suspect that almost all tests given to students in all subjects, as well as general tests of intelligence and personality, are essentially language tests. This book is a first step in the investigation of language proficiency as a factor in educational tests. Five researchers discuss (1) the importance of language proficiency to IQ and other educational tests (John W. Oller, Jr.); (2) content similarities between intelligence, achievement, personality and language tests (Bjarni Gunnarsson); (3) cloze and dictation tasks as predictors of intelligence and achievement scores (Thomas A. Stump); (4) relationships between oral and written cloze scores and achievement test scores in a bilingual setting (Virginia Streiff); and (5) language proficiency as a source of variance in self-reported effective variables (John W. Oller, Jr. and Kyle Perkins). This book can be used in courses on counseling and guidance, educational measurement, the psychology of language, educational linguistics, and language testing. It also has relevance to the problems of bilingual/bicultural education and multilingualism. Tests cited and references are appended. (Author/NCR)

Descriptors: Achievement Tests/ Biculturalism/ Bilingual Education/ Cloze Procedure/ *Educational Testing/ Intelligence Quotient/ Intelligence Tests/ Language Ability/ *Language Proficiency/ *Language Tests/ Personality Measures/ Predictive Measurement/ Predictive Validity/ Psychological Testing/ Test Bias/ Test Construction/ Testing/ Test Interpretation/ *Test Reliability/ *Tests/ *Test Validity

ED156411 RC010613

Annual Report of Indian Education in Montana Johnson-O'Malley Activities, Fiscal Year 1974.

Montana State Office of the Superintendent of Public Instruction, Helena.

1974 63p ; Related documents include RC 010 612-615 and EO 086 388; Pages 49-52 may not reproduce well due to small print size of original document

EORS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement RIENOV78

Montana's Johnson-O'Malley (JOM) funds provided services for 6,094 and 7,613 Indian students respectively in 1973 and 1974. JOM funds were channeled into special projects, i.e., home-school coordinators, tutors, counselors, special transportation, special teachers, Indian teacher aides, Indian studies classes, summer programs, field trips, cultural programs, and boarding home care. Kindergarten programs were also made available to Indian children. Two other "very successful" JOM projects were the Montana Indian Youth Practicum (a statewide gathering of Indian youth to allow them to become more familiar with tribal government, the Bureau of Indian Affairs, and the Montana Inter-tribal Policy Board) and the Speech Tournament which allowed Indian students to compete against one another in speech and debate. In 1974, there were also 28 local Indian parent advisory committees operating in 28 school districts. Although their involvement in JOM program planning and evaluation varied from school to school, most committees made tremendous gains and their input into JOM funded special projects had a very positive affect on the education of Indian children. This report presents the school reports of JOM funded projects, the JOM annual financial report, the administrative budget, a summary of allocations, JOM and Title IV enrollment data, and a summary of the Title IV Indian Education Act. Tabular data pertain to JOM allocations by reservations, and Montana Indian reservation statistics on enrollment, teachers, and school board members. (NQ)

Descriptors: Adult Education/ Adult Programs/ American Indian Reservations/ *American Indians/ Annual Reports/ Bilingual Education/ Educational Finance/ *Educational Programs/ Elementary Secondary Education/ Enrollment/ *Federal Aid/ Parent Participation/ Program Costs/ *Public Schools/ *Resource Allocation/ School Activities/ Special Programs/ Summer Programs/ Tables (Data)/ Tutorial Programs
Identifiers: Indian Education Act 1972/ *Johnson O'Malley Act/ *Montana

ED155377 08 CE0166a4
Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education. Final Report
 Peter, Richard; Nelson, Drville
 Wisconsin Univ - Stout, Menomonee. Center for Vocational, Technical and Adult Education
 Sep 1977 39p.; Not available in hard copy due to reproducibility problems
 Sponsoring Agency: Office of Education (DHEW), Washington, D C ; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
 Bureau No 19-081-151-317
 EDRS Price - MF01 Plus Postage PC Not Available from EDRS
 Language ENGLISH
 Document Type PROJECT DESCRIPTION (141)
 Journal Announcement RIENOV78

A two-day workshop was held in Wisconsin to identify secondary-postsecondary vocational teacher and vocational teacher trainer needs as they relate to bilingual/bicultural vocational education and to design a delivery system for meeting these pre- and inservice needs. The conference agenda was designed to provide information on the latest developments and concepts in bilingual/bicultural education and to generate methods and plans for its improvement. Following the presentations, two discussion groups generated lists of needs which were synthesized and prioritized as follows: (1) needs assessment, (2) planning and coordination, (3) educational needs (social and cultural), (4) development of special programs, (5) supportive services, (6) mass communication, (7) employment development, and (8) monitoring of program effectiveness. The groups then developed action plans for each and concluded that three measures were required to implement them: conducting regional inservice seminars for administrators, teachers, counselors, and paraprofessionals; conducting a needs assessment for bilingual/bicultural education in Wisconsin; and establishing target dates for vocational education to meet the needs of bilingual/bicultural students. As a result of these meetings, two projects were proposed for federal and state funding, and provisions were made to offer a course in the principles of vocational, technical, and adult education to bilingual/bicultural educators (ELG).

Descriptors *Biculturalism/ Bilingual Education/
 *Bilingualism/ Delivery Systems/ Educational Needs/
 *Educational Planning/ Inservice Teacher Education/ *Needs Assessment/ Preservice Teacher Education/ Program Development/
 Statewide Planning/ Teacher Education/ Teacher Educators/
 *Vocational Education/ *Vocational Education Teachers/
 Workshops

Identifiers *Wisconsin

National Council of Teachers of Mathematics, Inc Reston, Va
 Nov 1977 18p. Not available in hard copy due to colored pages throughout entire document
 EDRS Price - MF01 Plus Postage PC Not Available from EDRS
 Language ENGLISH
 Document Type MISCELLANEOUS (999)
 Journal Announcement RIFSEP78
 This document contains 12 position statements of the National Council of Teachers of Mathematics. The statements affirm positions on basic skills, mathematics and bilingual/bicultural education, class size, guidance and counseling for secondary school counselors and mathematics teachers, involvement of and pressures on classroom teachers, individual differences, the metric system, use of calculators, competency-based teacher education, computers, and career education (MS).

Descriptors Basic Skills/ Biculturalism/ Bilingual Education/ Calculators/ Career Education/ Class Size/
 *Competency Based Teacher Education/ Computers/ Counseling/
 *Educational Policy/ Guidance/ *Guidelines/ Individual Differences/
 *Mathematics Education/ Measurement/ Metric System/ *Position Papers/ Teachers
 Identifiers *National Council of Teachers of Mathematics

ED153782 SF022866
National Council of Teachers of Mathematics Position Statements.

ED153731 PS009894

Report of Selected Sessions from the "Parents, Children and Continuity" Conference (El Paso, Texas, May 23-25, 1977)

Kapfer, Sherry
Dingle Associates, Inc., Washington, D C
May 1977 94p
Sponsoring Agency Administration for Children, Youth, and Families (DHEW), Washington, D C
Contract No. HEW-105-76-1156
EDRS Price - MF01/PC04 Plus Postage
Language ENGLISH
Document Type CONFERENCE PAPER (150)
Journal Announcement RIESEP78

- This report of selected sessions from the national conference on "Parents, Children and Continuity" in May 1977 deals with topics of immediate concern to Home Start (home based) Programs and Child and Family Resource Programs. It is based on notes taken at conference sessions and consists of brief summaries of topics discussed. The conference itself focused on (1) the most recent research findings pertaining to child development and family centered child development programs, and (2) program and research activities which emphasize continuity into the early school years. Topics highlighted in this report include assessing family needs, implementing home-based programs, individualizing services, parents as educators, bilingual bicultural programs, single parents, teenage parents, handicapped children in home-based programs, and unique characteristics of urban and rural home-based programs (CM)

Descriptors Bilingual Schools/ *Child Welfare/ Conference Reports/ Curriculum Evaluation/ *Early Childhood Education/ Family Programs/ *Family School Relationship/ Handicapped Children/ Helping Relationship/ *Home Programs/ Home Visits/ Individualized Programs/ Parent Child Relationship/ Parent Counseling/ *Parenthood Education/ *Parent Participation/ Teachers

Identifiers *Home Start Program

ED153456 FL009184

Curricular Components. Notes to the Administrator and Counselor Foreign Languages in Virginia Schools, No 6.

Virginia State Dept. of Education, Richmond Foreign Language Service

Sep 1977 21p. For related documents, see FL 009 179 185

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Document Type CLASSROOM MATERIAL (050)

Journal Announcement R'ESEP78

This publication is one of a series designed to inform and assist those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication

is punched so that it may be placed in a binder. Part one of this volume deals with the components of the foreign language curriculum. A schematic is provided that summarizes the types of sequential and non-sequential foreign language offerings available at the secondary level in Virginia. Sequential programs are then discussed, followed by descriptions of development courses, combined level classes, mini courses, and interdisciplinary development courses, combined level classes, mini courses, and interdisciplinary courses. In part two of the volume, the following are briefly discussed: secondary school enrollment trends; reasons for studying foreign languages; accreditation, college foreign language requirements; guidelines for elementary and secondary foreign language programs; curriculum, including FLES, English as a second language, and bilingual education, course credits; teachers, department chairpersons and supervisors, the use of community resources; travel or study abroad (including "Guidelines for the Evaluation of Foreign Study Programs for Secondary School Students"); program evaluation, materials and equipment; and budget preparation (KM)

Descriptors Bilingual Education/ Credits/ *Curriculum Guides/ Department Heads/ Elementary Secondary Education/ English (Second Language)/ Fles/ High Schools/ Language Enrollment/ *Language Instruction/ *Language Programs/ Language Teachers/ *Modern Language Curriculum/ *Program Descriptions/ Program Evaluation/ School Supervision/ Second Language Learning/ State Curriculum Guides/ Study Abroad Identifiers Foreign Language Supervisors/ Rationale for Foreign Language Study/ *Virginia

St

ED151611 CEO15608

Current Projects in Vocational Education FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I and J).

Sellers, Lois Ann, Comp ; Gordon, Ruth, Comp
Ohio State Univ., Columbus. National Center for Research in Vocational Education

Feb 1978 248p ; For a related document see ED 138 782
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D C
Contract No 300-75-0141

Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price - MF01/PC10 Plus Postage

Language ENGLISH

Document Type BIBLIOGRAPHY (131)

Journal Announcement RIEAUG78

Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the following four sections that represent parts of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: equal access and opportunities, sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education, curriculum management and instructional materials; personnel development, comprehensive systems of guidance, counseling, placement, and follow-through; administration at the state and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and state (Author/BM).

Descriptors *Abstracts/ Activities/ Adult Education/
*Bilingual Education/ Counseling Services/ *Curriculum
Development/ *Demonstration Programs/ Educational
Administration/ Educational Improvement/ Educational
Legislation/ *Educational Research/ Federal Legislation/
Guidance Programs/ Instructional Materials/ Objectives/
Placement/ Postsecondary Education/ Sex Discrimination/ Sex
Stereotypes/ Staff Development/ *Vocational Education/
Vocational Followup/ Work Experience Programs

Identifiers Vocational Education Amendments 1968

Teacher Aide Education Program, Final Report, Sheldon Jackson College, August 9, 1974

Sheldon Jackson Coll., Sitka, Alaska
9 Aug 1974 19p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D C.

Grant No DEG-O-73-6419, OEG-O 75-6317

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEJUL78

Sheldon Jackson College provides college level training to teacher aides in their home communities. The program includes courses leading to an Associate of Arts in Education degree from the college, the development of bilingual materials and the assessment of interest in developing bilingual programs in the communities served, and on-site career counseling for teacher aides. Among its objectives are to provide instruction for 105 aides during the regular school term and for 50 during the summer school; to collect information and materials used by other Indian groups to teach their language; and to increase the percentage of Native aides and teachers in the schools of Southeast Alaska. The program's strategy is to take the courses and counseling to individuals who for family, financial, and geographical reasons cannot leave home to gain a college education. During 1973-74, the program was quite successful in meeting its objectives. The program will continue in Yakutat, Angoon, Haines/Klukwan, Hoonah, Kake, Craig/Klawock, and Hydaburg during 1974-75 under a grant from the Educational Professions Development Act (EPDA). The bilingual portion of the program will be extended to eight communities under a grant from EPDA Bilingual. An attempt will be made to continue the program in other communities on a contract or tuition basis. Appended are lists of the communities, courses taught and instructors; students enrolled by town indicating credits attempted and earned, program expenditures; and travel dates and locations for the project director, counselor and bilingual specialists (NO).

Descriptors *Alaska Natives/ Bilingual Education/
*Bilingual Teacher Aides/ College Credits/ Enrollment/
Extension Education/ *External Degree Programs/ Higher
Education/ *Nontraditional Education/ *Program Content/
Program Costs/ Program Descriptions/ Staff Development/
Teacher Aides

Identifiers *Alaska/ *Sheldon Jackson College AK

ED151049 JC780138

**A Demographic Profile of Incoming Matriculated Students,
Fall, 1977 Research Report: BCC 3-77**

Bronx Community Coll. N.Y.

Oct 1977 76p

EDRS Price - MF01/PC04 Plus Postage

Language: ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIEJUL78

Demographic data were compiled on incoming fall 1977 freshmen at Bronx Community College (BCC), including sex, age, ethnic group, veteran status, satisfaction with BCC curriculum, highest expected educational level, number living in household, parental education, total household income, counseling requests, marital status, employment status, and area of residency. Findings revealed numbers of female students (59%) exceeded males (41%) in the exact proportion as in the two previous fall semesters; for the first time in the college's history, the hispanic population equalled the black population, the median age was 19.5, about 1.5 years greater than in fall 1976, only 3.5% were older than 26; one out of every two males was a veteran, there was a slight decrease in satisfaction with curriculum placements, 53% as opposed to 58% in fall 1976, although only 2% were dissatisfied; one out of three students spoke a language other than English at home as a child; 42% expected to earn a bachelor's, another 18% a master's, and 10% a doctoral or professional degree; 48% in 1977 as opposed to 38% in 1976 came from families with less than \$5,000 yearly income; and financial aid and curriculum and career counseling continued to constitute the strongest areas of need. Forty-seven tables are included. (TR)

Descriptors Academic Aspiration/ Age/ Bilingual Students/ *Demography/ Employment Patterns/ *Ethnic Distribution/ *Family Characteristics/ Females/ Income/ Males/ Parent Background/ School Surveys/ *Student Characteristics/ Two Year Colleges/ *Two Year College Students/ Veterans

ED148426 08 JC780045

**Multivariate Analysis of Bilingual Vocational Education.
Research Report 77-07**

Mateo, Maria Luisa, And Others

Los Angeles Harbor Coll., Wilmington, Calif

7197 65p

Sponsoring Agency Office of Education (DHEW), Washington,

D.C.

EDRS Price MF01/PC03 Plus Postage

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIEMAY78

A retention study was conducted at Los Angeles Harbor College focused on the fall 1976 and spring 1977 students who indicated a natural language other than English (NLOE). A program participant group, formed of 169 volunteer NLOE students, were enrolled in a bilingual vocational program

developed in five discipline areas, using the Spanish, Samoan and Tagalog languages. A comparable control group of 147 was drawn in stratified random form from all other NLOE students. Program participants completed a personal inventory, and interest and ability tests which were interpreted to them by a career counselor. Course work, grade point averages, and results of a student opinion survey were analyzed for both groups in a multivariate analysis. Findings indicated that completion rates could be improved by 44% and grade point average by 42% for NLOE students by using a combination of adapted career counseling, bilingual vocational instruction, and communication development instruction. Primary student objectives were to improve their abilities in English reading, speaking, and writing. College support, an information exchange between NLOE students, college, and community, and training programs for faculty and counselors are recommended. Appendices include the inventory, survey instrument, tabulated results, and criteria used by the program evaluator. (RI)

Descriptors *Bilingual Education/ Bilingual Students/ Career Choice/ Career Counseling/ *Communication Skills/ Community Colleges/ Educational Testing/ English (Second Language)/ Institutional Research/ Language of Instruction/ *Program Validation/ Questionnaires/ Statistical Analysis/ Student Attitudes/ *Two Year Colleges/ *Vocational Education

ED147575 CF013952

Innovations in Continuing Education Award-Winning New Programs.

American Coll Testing Program, Iowa City, Iowa ; National Univ. Extension Association, Washington, D C

1977 120p

Available from ACT Publications, P O. Box 168, Iowa City, Iowa 52240 (Order Number 4-5-3-77, \$3 00)

EDRS Price - MF01/PC05 Plus Postage

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEMAY78

This document is a compilation of manuscripts describing seven programs which received the 1976 American College Testing Program and the National University Extension Association Innovative Awards in Continuing Education for making innovative contributions to the improvement of continuing education. Entry manuscripts for each of the following award-winning programs are included: (1) National Media Course (provides colleges and universities with course materials of unquestioned quality and makes possible the offering, nationally, of media-related courses), (2) Elderhostel (an educational hostel for the elderly designed to reawaken awareness of their capacity to meet change and challenge), (3) Adult Career Information Project (extends the occupational guidance, counseling, and training engaged in by the public and private educational system of Michigan), (4) Local Government Service Program (provides technical assistance to local governments establishing programs to solve community problems), (5) Working Together for Female Offenders (centered on discussion with female inmates of problems of incarcerated women (in Missouri) and solutions and alternatives for problems, including identifying resources available to assist in meeting their needs), (6) Bilingual Vocational Training of Dental Assistants (provides out-of-school unemployed persons of limited English-speaking ability with vocational training as dental assistants), and (7) Guidelines for Special Projects (designed to develop a strategy for two-way communication between a student and his or her faculty adviser) (EM)

Descriptors: *Adult Education/ *Adult Programs/ Bilingual Education/ Career Counseling/ Career Guidance/ Community Development/ Correctional Rehabilitation/ Dental Assistants/ *Educational Innovation/ Educational Media/ Females/ Mass Media/ National Programs/ Older Adults/ Postsecondary Education/ Prisoners/ *Program Descriptions/ *Program Design/ Program Development/ Program Guides/ Program Validation/ State Programs/ Statewide Planning/ Student Projects/ Student Teacher Relationship/ Vocational Education

FD147577 08 CF013783

A Model for the Implementation of Bilingual Vocational Training Final Report

Shepack, Robert E

El Paso Community Coll., Tex
1977 22p ; Some parts may be marginally legible due to print quality

Sponsoring Agency Bureau of Occupational and Adult Education (DHEW/OE), Washington, D C

Bureau No. 558AH60125

Grant No G007603736

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEMAY78

Objectives of this second-year program conducted at a community college skill center were to recruit individuals of limited English background and provide them with academic and vocational training to prepare them to enter and advance in occupations, using parallel courses in Spanish (e.g., English-as-a-Second Language) to achieve this goal. Students recruited were offered career and placement counseling, language instruction as needed, basic job-related communication and computation skills, and training in the following programs: industrial sewing machine repair mechanic, industrial sewing machine operator, radio and television repair technician, ophthalmic dispensing technician, building trades, cash register management, clerical business office procedures, general education diploma (GED), and English-as-a-Second Language/Job-Related-English (ESL/JRE). The skills center staff developed much of the curriculum and used an individualized approach to instruction. Negotiations were begun with other local agencies to provide training on a limited basis. The program had 1,099 enrollees, 878 of whom graduated, with 651 gaining employment. (A third-party evaluation of the program is included in the appendix, along with a graphic presentation of the instructional model.) (BL)

Descriptors: Adult Vocational Education/ *Bilingual Education/ Career Counseling/ *Career Guidance/ *Communication Skills/ Community Colleges/ English (Second Language)/ Job Placement/ Language Skills/ Program Descriptions/ Technical Education/ Technical Occupations/ *Trade and Industrial Education/ Two Year Colleges/ *Vocational Education

ED147494 08 CE013383

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

New York City Board of Education, Brooklyn, N Y Div of Educational Planning and Support

30 Aug 1977 62p ; For related document see CE 013 385

Sponsoring Agency Bureau of Occupational and Adult Education (DHEW/OE), Washington, D C

Report No 498AH50188

Grant No G007500677

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Document Type PROJECT DESCRIPTOR (141)

Journal Announcement RIEMAY78

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (CDES) based upon the CDER (Comprehensive Occupational Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the CDER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market needs; curriculum development; coordination--involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up, personnel development; articulation, monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education a career development center. Finally, guidelines for planning a career development center facility are presented (BM)

Descriptors Administrator Guides/ Articulation (Education)/ Bilingual Students/ Career Guidance/ Curriculum Development/ Delivery Systems/ Educational Facilities/ *Educational Planning/ Employment Problems/ Guidance Centers/ Guidelines/ Handicapped Students/ Information Systems/ Job Placement/ *Job Training/ Labor Market/ Labor Utilization/ Management Information Systems/ Metropolitan Areas/ Program Development/ School Community Relationship/ Staff Development/ Systems Approach/ *Systems Development/ *Urban Education/ *Vocational Education/ Youth Employment

Identifiers Comprehensive Occupational Education System/ *New York (New York)

ED147063# RC010186

Navajo Nation Educational Hearings, 1975.

Navajo Tribe, Window Rock, Ariz

1977 196p.

Available from: Navajo Comprehensive Education Plan Office.

Navajo Division of Education, Box 308, Window Rock, Arizona 86515 (free)

Document Not Available from EDRS

Language ENGLISH

Document Type LEGAL MATERIAL (090)

Journal Announcement RIEAPR78

Part of an effort by the Navajo Division of Education to formulate a comprehensive educational plan, this document includes testimony by people representing the five agency divisions on the Reservation (Shiprock, Crownpoint, Chinle, Tuba City, and Fort Defiance) and the public school districts serving Navajos. Also included is a synthesis of the needs identified in the testimony; among these are better teaching staff; more control to school boards and the Tribe; more Navajo teachers; additional teachers; counselor reform; special education funding sources, counseling, and on-reservation schools, permanent facilities and funding sources for preschool education; improvements in higher education to include better funding, better contact with students away from home, and more local two-year and junior colleges, expansion of alternative schools and adult education; development of better curriculum to include bilingual-bicultural education and a general updating of textbooks and strengthening of programs; establishment of more vocational education programs, reversal of the consolidation trend, better building facilities and better health care delivery; improvement in the clothing program; alleviation of long-distance busing problems; improvement and expansion of roads; alternate funding sources for lands experiencing border-dispute problems; improved police protection, improved electrical, water, and sanitation facilities, improved internal school administration, community communication, and program coordination of funding; and greater initiative by the Tribal Government (JC)

Descriptors Adult Education/ *American Indians/ Bilingual Education/ *Community Involvement/ Cooperative Programs/ Coordination/ Counseling Services/ Curriculum Development/ *Educational Needs/ *Elementary Secondary Education/ Facilities/ Financial Support/ Health Education/ *Hearings/ Higher Education/ Needs Assessment/ Public Schools/ *Social Services/ Special Education/ Teacher Improvement/ Textbooks/ Transportation/ Tribes/ Two Year Colleges/ Vocational Education

Identifiers *Navajo (Nation)

ED146446 08 CEO13790

Mobile Career Education Resource Unit, 1976-1977. Final Evaluation Report.

Zajano, Nancy C ; Arnoff, Steven M.
Rhode Island Coll., Providence. Center for Evaluation and Research

15 Jul 1977 106p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC05 Plus Postage.

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement: RIEAPR78

A project to transport career education resources to teachers in Rhode Island's elementary and secondary schools was evaluated on the basis of its seven objectives: (1) to publicize information about career education and the materials and services provided by the project, (2) to make available career education materials, resources, and services to be used in classroom instruction, (3) to demonstrate effective career education materials to the educational community, (4) to develop a state-wide information network about career education, (5) to make available curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities, (6) to develop career education materials for bilingual and/or non-English speaking students, and (7) to make career education information available to survey a random sample of state elementary, middle, and high school superintendents, principals, teachers, and counselors to determine their awareness of the services and satisfaction with and utilization of the materials. The evaluator concluded that five of the seven objectives (all except number 3 and number 6) were successfully accomplished and that the project has been remarkably successful in advancing the concept of career education in Rhode Island. (JT)

Descriptors: Administrator Attitudes/ Bilingual Education/ *Career Education/ Educational Resources/ Elementary Secondary Education/ *Information Dissemination/ Instructional Materials / *Mobile Educational Services/ *Program Effectiveness/ Program Evaluation/ *Resource Centers/ *State Programs/ State Surveys/ Teacher Attitudes

Identifiers: *Rhode Island

ED145188 08 CEO12934

Minnesota Bilingual Vocational Training Project. Final Report.

Minnesota State Dept. of Education, St. Paul Div. of Vocational and Technical Education

30 Aug 1977 123p.; hard copy not available due to poor legibility of original

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Contract No. 558AH50072

EDRS Price - MF01 Plus Postage PC Not Available from EDRS
Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEMAR78

Organized in September, 1975, to facilitate the vocational training of limited English-speaking Latinos, the Minnesota Bilingual Vocational Training Project (MBVTP) was centered at St. Paul Technical-Vocational Institute. Staff included director, job specialists in charge of recruitment, programming, counseling retention, and job placement, and vocational teachers who developed a program of preparatory studies. Activities included (1) increasing Latino awareness of all possible occupational areas, (2) facilitating their admission into the training program of their choice, (3) remaining cognizant of the special characteristics that have previously prevented them from succeeding in vocational institutes and providing them with counseling and special support services to enable them to utilize existing training facilities and resources, thus insuring not only their recruitment, but also their successful completion of the program and subsequent job placement, and (4) mainstreaming the successful MBVTP into regular state programming within two years. During the two years more than 500 limited English-speaking Latinos have applied, more than 330 have been enrolled, 160 have entered preparatory programs, and nearly 200 have begun vocational training. So far 48 have also earned GEDs, and more than 40 have successfully completed training programs. Activities included inservice workshops for staff. An evaluation at the end of the first year (including five questionnaires for students and two for staff) showed that all were satisfied with the project and hoped it would continue. At the end of the eighteen-month federal funding period, the project was continued using state funds. (JT)

Descriptors: Access to Education/ Admission (School)/ *Bilingual Education/ Career Awareness/ Educational Counseling / Educationally Disadvantaged/ *Guidance Programs/ Mainstreaming/ Postsecondary Education/ Regional Schools/ *Remedial Programs/ Secondary Education/ *Spanish Speaking/ Student Personnel Services/ Student Recruitment/ *Vocational Education/ Vocational Schools

Identifiers: *Minnesota/ Saint Paul Technical Vocational Institute MN

ED144983 TMO06534

Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C.

National Education Association, Washington, D C
Feb 1972 35p.

Sponsoring Agency: National Education Association, Washington, D C. Center for Human Relations.

Available from: National Education Association Order Dept., Academic Building, Westhaven, Connecticut 06516 (Stock Number 0556-2-06, \$1.00); cassette tapes of condensations of conference speeches available from same address (Stock Number 0550-3-06, \$28.50)

EDRS Price - MF01 Plus Postage PC Not Available from EDRS.

Language ENGLISH

Document Type CONFERENCE PAPER (150)

Journal Announcement RIEFEB78

Major speeches presented at the conference on human and civil rights in education are summarized. Issues discussed at the conference include: the extent to which standardized testing infringes on the rights of students and educators; the existing uses of educational testing in public schools; and ways to eliminate misuses of tests by educators, researchers, and the testing industry. Summaries of small group discussions are represented on test bias, use of tests for educational administration and employment counseling and the impact of inaccurate test data on student self concept. Recommendations of these discussion groups are summarized. Results of a questionnaire on testing are also included (GDC)

Descriptors: Bilingual Students/ *Civil Rights/ Cultural Differences/ *Educational Opportunities/ Elementary Secondary Education/ *Minority Group Children/ Public Schools/ Self Concept/ *Standardized Tests/ *Student Rights/ *Test Bias/ *Testing Problems/ Test Interpretation

ED144967 TMO06463

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

Hackbert, Peter H ; Sather, Gregory A
Hackbert and Associates, Norman, Okla
Mar 1975 26p.

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIEFEB78

The Interpersonal Communications Inventory (ICI), developed by Bienvenu, identifies and compares the communication patterns, characteristics, styles, and processes of educational personnel. One hundred forty-three individuals, most of whom were teachers or teacher aides from bilingual schools in six school districts in northeastern Oklahoma,

participated in the project. The ICI was administered during an inservice training workshop. This 40-item scale measured the process of communication as an element of social interaction; in particular, the individual's ability to listen, to empathize, to understand, to manage angry feelings, to express oneself, and to communicate skillfully were explored. The results indicated that interpersonal communication skill competencies were held highest by teachers, then by administrators, and finally, by teacher aides. Teachers responded highest to self concept and clarity of expression, while they scored lower than counselors, administrators, and interns in listening skills, coping with feelings, and self disclosure. The teacher aide group held the lowest scores on all six criterion variables. (MV)

Descriptors: Administrators/ Behavior Patterns/ Bilingual Schools/ Boards of Education/ *Communication Skills/ Counselors/ *Diagnostic Tests/ Elementary Secondary Education/ Human Relations Programs/ Inservice Teacher Education/ *Interpersonal Competence/ *Listening Skills/ Needs Assessment / *Teacher Aides/ *Teacher Behavior/ Teacher Characteristics/ Teacher Interns/ *Teachers

Identifiers: *Interpersonal Communication Inventory

ED142665 UDO17183

Remediation for Auxiliary Service Students.

Petrello, George J.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

1976 30p.; New York City Board of Education Function No 09-69622

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement: RIEDEC77

The Auxiliary Services for High Schools Program (ASHS) in New York City is a service oriented alternative school concept and optional learning environment established to serve educationally disadvantaged students who have found it difficult to function in the traditional high school setting, and as a result, have become school dropouts. This program provides counseling, remediation in reading and mathematics, high school equivalency preparation, bilingual, and English as a second language studies, and post secondary school counseling. It also makes referrals to both private and public agencies which provide services not offered by the Board of Education. About 1,691 students were expected to participate in the program. Standardized test results in reading and in mathematics indicate that significant growth in these two areas were achieved. The average student attendance amounted to almost seven months for a total of sixty-one days of instruction. One of the aspects of the program which accounted for the significant achievement results in math and reading was the alternative school organizational structure which encouraged self-motivation. This factor, combined with individualized instruction and a small group instructional setting, contributed to the success of the program. (Author/AM)

Descriptors: Bilingual Education/ Counseling/ *Dropout Programs/ English (Second Language)/ High School Students/ *Nontraditional Education/ *Organizational Climate/ *Program Descriptions/ Program Evaluation/ *Remedial Programs/ Secondary Education

Identifiers: *Elementary Secondary Education Act Title I/ *New York (New York)

ED142655 UDO17173

Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls.

Strum, Irene

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation,

1976 148p.; New York City Board of Education Function No 09-61685; For a related document see UD 016 846; Best copy available

EDRS Price - MF01/PC06 Plus Postage

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEDEC77

This is an evaluation of a program designed to provide continuity of instruction in reading and mathematics for pregnant school age girls in New York City. The program was designed to provide instruction for monolingual and bilingual (English-Spanish) students. Selected students were two or more years retarded in reading and/or mathematics. Spanish speaking students received English as a second language instruction. Nine hundred pregnant school age girls participated in the program. Seven hundred and fifty were involved in reading and mathematics programs. One hundred and fifty were involved in bilingual instruction. Three hundred students were in grades 7, 8, and 9. Six hundred students were in grades 10, 11, and 12. Diagnostic testing using the Individual Pupil Monitoring System (IPMS) was implemented. As a result of this program more than 80% of the students involved achieved mastery of at least one instructional objective in reading and/or mathematics. Evidence showed, however, that many students had mastered a significant number of objectives prior to instruction. Problems associated with the program included excessive absence and delivery of baby as well as staffing problems, a lack of sufficient materials and equipment and the late arrival of diagnostic materials. Appendices include tables of detailed information on criterion referenced tests used in the program. (Author/PR)

Descriptors: *Bilingual Education/ *Bilingual Students/ *Pregnant Students/ Program Descriptions/ Program Evaluation/ *Remedial Instruction/ *Remedial Mathematics/ *Remedial Reading/ School Counseling/ Secondary Education
Identifiers: *Elementary Secondary Education Act Title I/ New York (New York)

ED142595 UDO17025

Integrated Bilingual Demonstration Project for High Schools; 1974-1975.

Balinsky, Warren

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

1975 23p.; The appendix to this document has been deleted due to poor legibility of the original document; New York City Board of Education Function No 09-57603

EDRS Price - MF01/PC01 Plus Postage

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEDEC77

This evaluation report is a description of an integrated bilingual-bicultural program which attempted to improve student achievement in oral and literate mastery of both Spanish and English. The program was funded under the Elementary Secondary Education Act, Title VII and was in its third year of operation in New York City. Two hundred ninth and tenth grade Spanish dominant students participated in the program. Students were selected for the program by both referral from guidance counselors and voluntary enrollment. The objectives of the program were to improve language proficiency and academic achievement in mathematics, social studies, and science bilingual curricula. Other program objectives were improvement in school attendance, decline of the number of dropouts, and a decrease of student referrals to the guidance office for disciplinary problems. Teacher-made tests in mathematics, social studies, and science were administered at the end of the school year. Speaking and comprehension in English, and reading in Spanish were assessed by standardized tests in Spanish. All students in the project demonstrated improvement in these areas. The students also had fewer disciplinary problems and guidance referrals than the school as a whole. Additionally, significant improvement in speaking and English comprehension was achieved by the students (JP)

Descriptors: Attendance/ *Bilingual Education/ *Compensatory Education/ Grade 9/ Grade 10/ Guidance/ Mathematics Instruction/ Science Instruction/ *Secondary Education/ *Spanish Speaking/ Teacher Education

Identifiers: Bilingual Education Act 1968/ *Elementary Secondary Education Act Title VII/ *New York (Brooklyn)

Journal Announcement RIENOV77

This report evaluated the seventh year of an after school tutorial program designed to provide extra instruction to students who were recent immigrants to New York City or who came from bilingual homes. The primary objective of the program was the improvement of the students' basic skills, namely reading, communications, and mathematics. One hundred seventy-six students from grades one to six were enrolled in the program. The majority of the students came from Chinese or Spanish speaking homes. Students were selected for participation in the program on the basis of teacher-counselor recommendation and academic need. Students were divided into five bilingual and basic skills groups and received intensive and individualized instruction six to ten hours weekly from teachers, educational assistants and high school students who served as tutors. The Stanford Achievement Tests were administered to every student on a pre and post test basis. Questionnaires were administered to all participants in the program. Statistical analyses illustrated significant differences between the pre and post-test results in reading, mathematics, and communications skills. The report concluded that in every instance, the grade equivalent increase was equal to or in excess of the six-month duration of the program being evaluated. The appendix contains the questionnaires which were developed and administered by the program coordinator to the students, educational assistants, and teachers (Author/JP)

Descriptors: *After School Education/ *Bilingual Students/ *Chinese/ Communication Skills/ *Elementary Education/ High School Students/ *Immigrants/ Programed Instructional Materials/ Program Evaluation/ Remedial Mathematics/ Remedial Reading/ *Spanish Speaking/ *Student Characteristics/ *Tutoring

Identifiers: New York (New York)

ED141492 UDO17156

Tutoring: Walk and Talk Program, 1975-1976 Academic Year.

Leaf, Jeanette B

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

1976 33p.; New York City Board of Education Function No 20-63409

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

101

ED141416 TMO06406

Evaluation of the Area Student Services Program, 1976-77
Dade County Public Schools, Miami, Fla Dept of Planning
and Evaluation.

Apr 1977 114p

EDRS Price - MF01/PC05 Plus Postage.

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIENOV77

The Dade County Florida Public Schools Area Student Services Program provides a variety of guidance and psychological support services to students, parents and schools. An evaluation of the services provided by school psychologists and visiting teachers revealed that there were few, if any, problems for psychological services brought about by bilingualism in the district. However, several problem areas were identified. School psychologists were unable to provide adequate services within acceptable time limits. Too much emphasis had been placed on diagnostic testing while counseling and consulting activities seemed to be less emphasized, but needed more. Standard referral procedures were not followed closely, resulting in incomplete case files. Also, information provided to teachers following psychological evaluations of students needs to be more relevant and useful. Work environments need to be improved for school psychologists. Similar problems were associated with the visiting teacher programs. Possible solutions were offered for each problem area. (EVI)

Descriptors Bilingualism/ *Counselor Evaluation/ Counselors / Diagnostic Tests/ Elementary Secondary Education/ Guidance Personnel/ *Guidance Programs/ Home Visits/ Problems/ *Program Evaluation/ Psychological Evaluation/ *Psychological Services/ Questionnaires/ *School Psychologists/ *School Social Workers/ Student Records

Identifiers *Dade County Public Schools FL/ Florida (Dade County)

ED138757 08 CE010892

Bilingual Occupational Education--Adult. Evaluation Report.

Rochester City School District, N.Y

17 Mar 1977 6p.

Sponsoring Agency: Office of Education (DHEW), Washington, D C.

Bureau No 558AH50025

Grant No. G007502013

EDRS Price - MF01/PC01 Plus Postage.

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement: RIEOCT77

The overall objective of the program was to provide 200 Spanish-speaking adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollees' opportunities to acquire entry level job skills or upgrade the

enrollees' present occupational status. The program began with 86 enrollees actively participating in one out of nine of the following courses: Cosmetology, automotive mechanic, electricity, commercial photography, nursing science, office skills, automotive body and painting, and basic adult education. The courses were made available at four school districts' facilities easily accessible to the target population. The program content consisted of: (1) Actual instruction of courses (provided both in Spanish and English), (2) three hours per week of instruction in English as a second language (ESL), and (3) counseling, as a supplement to instructional quality, in career and occupational areas. Second semester enrollment increased by 149 new enrollees with courses in accounting and welding being added to the program curriculum. Positive comments were received from community agencies on the operation of the program (WL)

Descriptors: Adult Basic Education/ *Bilingual Education/ *Career Development/ *English (Second Language)/ *Job Skills/ *Language Skills/ Program Descriptions/ Program Development/ *Skill Development/ Skilled Occupations/ Spanish Speaking/ Vocational Education

ED138103 FLO08523

Cognitive Aspects of Bilingual Communication. Working Papers of the Language Behavior Research Laboratory. No. 28.

Gumperz, John J ; Hernandez, Edward
California Univ., Berkeley Language and Behavior Research Lab.

Dec 1969 19p.

Sponsoring Agency: California Univ., Berkeley Inst of International Studies National Inst. of Mental Health (DHEW), Rockville, Md.

Grant No - MH25703

EDRS Price - MFOI/PC01 Plus Postage

Language - ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement - RIESEP77

This paper attempts to elucidate the relationship between linguistic form, interactional strategies and social meaning on the basis of a detailed study of a natural conversation. The investigation is based on a conversation recorded in an institution for Mexican immigrants by a linguist, a native American of Mexican ancestry, and program advisor of the institution. His interlocutor was a community counselor employed in the program. Two types of information were utilized. Turns containing a code switch were first examined as to their place within the structure of the total conversation. Then the switched phrase was substituted with a phrase from the other language to determine what the code switch contributed to the meaning of the whole passage. These examples of bilingual communication indicate that language usage is closely tied to the position of Chicanos as a minority group within the English-speaking majority. Selection of alternate forms is related to a variety of social factors such as ethnic identity, age and sex, and degree of solidarity or confidentiality. (CFM)

Descriptors: *Bilingualism/ *Code Switching (Language)/ *Cognitive Processes/ Cultural Influences/ *English/ Ethnic Groups/ Interference (Language)/ Language Research/ Language Usage/ *Linguistic Borrowing/ Linguistic Theory/ Mexican Americans/ Social Relations/ Social Structure/ Sociocultural Patterns/ Socioeconomic Status/ *Sociolinguistics/ *Spanish/ Verbal Communication

ED137518 08 CE010310

The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.

Salazar, Arturo; Christiansen, James E.
Texas A and M Univ., College Station Coll of Education
Sep 1976 347p

Sponsoring Agency: Texas Education Agency, Austin Dept of Occupational Education and Technology; Texas Education Agency, Austin Div. of Occupational Research and Development
Contract No. TEA-67230148

EDRS Price - MFOI/PC14 Plus Postage.

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIESEP77

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Data were received from 636 respondents which consisted of returned questionnaires from five groups, representing a 65% return. Six hypotheses related to the objectives were tested using descriptive statistics, analysis of variance with the Scheffe test where applicable, and Chi-square. Significant differences were found among the five groups regarding 19 to 28 perception statements, 7 of 15 attitude scale bipolar adjectives pertaining to the need for bilingual programs of vocational education, and 7 of 15 selected issues. In 69% of the group comparisons pertaining to the need for bilingual vocational education, industry representatives viewed the problem differently from the four school groups. Significant perception statements appearing most often concerned school districts' goals, creating functionally literate individuals through bilingual education, confusion of bilingual education goals, and helping students feel a need for using English. Significant issues most commonly appearing concerned language difficulties, integration of bilingual and vocational programs, and requiring special training for teachers. The most common significant bipolar adjectives were bad/good, satisfying/frustrating, false/true, and rewarding/unrewarding. The report includes description of methodology, findings, summary, conclusions, implications, and recommendations. The opinionnaire and data tables are appended. (WL)

Descriptors: Administrator Attitudes/ *Bilingual Education/ Career Counseling/ Counselor Attitudes/ *Educational Needs/ Employer Attitudes/ English (Second Language)/ Needs Assessment/ School Counselors/ School Personnel/ Secondary Education/ Spanish/ State Surveys/ Vocational Directors/ *Vocational Education Identifiers *Texas

ED137469 UDO16857

Adial E. Stevenson High School Bilingual Program; School Year 1975-76.

Soles, Stanley

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

1976 44p : New York City Board of Education Function No. 09-67611; Page 11, List of Tables, is not reproduced due to marginal legibility of the original document

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

This report is an evaluation of a New York City school-district educational project designed to offer bilingual instructional and supportive services to ninth, tenth, and eleventh grade high school students under funding from Title VII of the Elementary and Secondary Education Act of 1965. Its main objectives were to increase (1) the basic English skills of students in the expressive areas; (2) vocabulary and reading comprehension in English and Spanish; (3) competency in math and science; (4) student awareness of cultural heritage and ethnic background; and (5) student attendance. The target population consisted of 250 Spanish speaking boys and girls. The staff included a project director, three content area specialists, a bilingual counselor, two English as a Second Language (ESL) teachers, and a number of assistants. A native language arts teacher and an additional education assistant were included for a part of the program. There was a reduction in staff during the project as a result of a cut in the education budget. A battery of tests were administered to students both as pre and post tests. Additional assessment measures employed were uniform final examinations, a project-developed examination to assess knowledge of ethnic culture, and attendance records. Statistically significant results were reported for the majority of objectives. The statistics as well as a detailed interpretation and discussion of the results are included in the report (Author/BS)

Descriptors: Attendance/ *Bilingual Education/ *Bilingual Students/ *English (Second Language)/ High School Students/ Remedial Mathematics/ Remedial Reading/ *Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title VII/ New York (Bronx)

ED137468 UDO16856

Bilingual Teacher Intern Program; School Year 1975-1976.

Roth, William

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

1976 51p., New York City Board of Education Function No. 09-67621

EDRS Price - MF01/PC03 Plus Postage.

Language ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The goals of the program were to provide bilingual instructional services in all subject areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. Approximately 2400 Hispanic children in grades K-8 were served by the program. Eighty college graduates with teaching credentials and bilingual communication skills in English and Spanish served as interns in the instructional program. The interns were placed in 54 schools encompassing three New York City boroughs. The program was staffed by a Project Director, a Coordinator, three Field/Counselors/Teacher Trainers, and two administrative aides. Teacher training was conducted through three components: in-service workshops, graduate school training, and field supervision. Specific program objectives and the means for achieving these objectives are outlined. The findings are presented and discussed. On the basis of the results it was concluded that the major objectives were met (Author/BS)

Descriptors: *Bilingual Education, Bilingual Teachers/Children/ *English (Second Language)/ Internship Programs/ *Spanish Speaking

Identifiers: *Elementary Secondary Education Act Title VII/ New York (Bronx)/ New York (Brooklyn)/ New York (Manhattan)

ED137463 UDO16846

Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls; School Year 1974-1975.

Berger, Dan

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

1975 20p.; Not available in hard copy due to marginal legibility of the original document. New York City Board of Education Function No. 09-51683

EDRS Price - MF01 Plus Postage. PC Not Available from EORS
Language ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement RIEAUG77

This program, funded under Title I of the Elementary and Secondary Education Act was designed to provide continuity of instruction in reading and mathematics for eligible pregnant school age girls in New York City. It was also designed to provide bilingual English-Spanish instruction for eligible students. The target population for the program was pregnant girls who were in attendance during the regular school year at one of the six facilities for pregnant girls in New York City. Approximately 1900 pregnant secondary school age students participated during the school year. The corrective reading program was designed to foster independence in the use of word-attack and comprehension skills. Through testing, weaknesses were diagnosed and treatment recommended during the pupil teacher and teacher guidance counselor conferences. Students were selected for participation in the corrective reading and corrective mathematics programs on the basis of their being at least two years retarded in either subject, according to national norms, in attained grade equivalent scores. Each participant was to attend the program five days a week, five hours a day, from nine to three during the 1974-75 academic school year. Based on an analysis of test results and site visits it was determined that the program provided a vital service to pregnant school-age girls who were two or more years retarded in reading and/or math (Author/JM)

Descriptors: Bilingual Education/ Compensatory Education/ Individualized Instruction/ Low Achievement/ *Pregnant Students/ *Program Evaluation/ Remedial Mathematics/ Remedial Reading/ *Secondary School Students/ Spanish Speaking/ Urban Education

Identifiers *Elementary Secondary Education Act Title I/
*New York (New York)

EDRS Price - MF01 Plus Postage PC Not Available from EORS
Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement RIEJUL77

This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-75 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 students were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: 1) students for whom completed test results were analyzed showed significant gains in reading scores, 2) reading in native languages showed significant gains in each of the languages for which test results were completed, 3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and 4) for those students whose results were known, over 80% of the students who took the high school equivalency examination passed (Author/AM)

Descriptors *Bilingual Education/ Cognitive Objectives/
*English (Second Language)/ *High Schools/ Languages/ *Non English Speaking/ Reading Achievement/ *Reading Centers/
Reading Programs/ Reading Skills/ Secondary Education

Identifiers *Auxiliary Services for High Schools/ *New York (New York)

ED135923 UDO16820

Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.

Soles, Stanley

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation

1975 50p.; Not available in hard copy due to marginal legibility of original document

ED135918 UDO16815

College Bound Program; Summer 1975.

Woloshin, Gerald W.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

11 Aug 1975 42p; Not available in hard copy due to marginal legibility of the original document

Report No B/E-09-61622

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL77

The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve student's reading and mathematics, increase their ability to do college work, and make the students' transition from junior high to high school easier. Program participants were selected on the basis of either performance on the Stanford Achievement test or recommendations from junior high school counselors. During each day of the program, students participated in three classes: remedial reading, corrective mathematics, and a reading or mathematics workshop. An ESL program with the same goals, and using the audiolingual approach, was a part of the program. For ESL classes all materials were in English and Spanish, and bilingual educational assistants were employed. It was found that the program produced significant gains in reading and mathematics for all groups of participants. (Author/JM)

Descriptors Bilingual Students/ *College Bound Students/ *Compensatory Education/ English (Second Language)/ Grade 9/ Grade 10/ *Junior High School Students/ Low Achievement/ Remedial Mathematics/ Remedial Reading/ Spanish Speaking/ *Summer Programs

Identifiers *Elementary Secondary Education Act Title I/ *New York (N.Y.)

development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes evaluation questions, discussion, and conclusions and recommendations (RC).

Descriptors Adult Education/ Adult Vocational Education/ Bilingual Education/ *Career Education/ Career Planning/ Computer Oriented Programs/ Consumer Education/ Counselor Training/ Distributive Education/ Elementary Secondary Education/ Evaluation Methods/ Guidance Programs/ Home Economics/ Home Economics Education/ Individualized Instruction/ Instructional Materials/ Job Placement/ Medicine/ Mild Mental Retardation/ Mobile Educational Services/ Parochial Schools/ Pregnant Students/ Program Development/ Program Effectiveness/ *Program Evaluation/ Public Schools/ Resource Centers/ School Districts/ Special Education/ Vocational Education

Identifiers Pennsylvania (Philadelphia)/ *Philadelphia School District PA

ED132169 TMO05879

Evaluation of Career Education Projects, 1975-1976. Report No. 7715.

Chern, Hermine J.; And Others

Philadelphia School District, Pa. Office of Research and Evaluation.

Sep 1976 153p

Report No. PSD-7715

EDRS Price - MF01/PC07 Plus Postage

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement: RIEAPR77

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career

ED131782 HE008401

**Public Law 94-482. Education Amendments of 1976.
Ninety-Fourth Congress, Second Session.**

Congress of the U S., Washington, D C.

Oct 1976 162p.

Report No. PL-94-482

EDRS Price - MFO1/PC07 Plus Postage

Language ENGLISH

Document Type LEGAL MATERIAL (090)

Journal Announcement: RIEAPR77

The Education Amendments of 1976 extend the Higher Education Act of 1965, extend and revise the Vocational Education Act of 1963, and make new provisions. Title I, which relates to higher education, includes amendments for community services and continuing education, college library assistance and library training and research, strengthening developing institutions, student assistance, education professions development, improvement of undergraduate education, construction of academic facilities, graduate programs, community colleges and state postsecondary planning, bilingual education, and funding requirements. Title II relates to vocational education. Title III contains extensions and revisions of other education programs, including career education and counseling. Title IV makes general education provisions, including those for federal research offices, admissions practices, Indian postsecondary schools, and sex discrimination. Title V makes technical and miscellaneous provisions (LBH)

Descriptors Admission (School)/ Adult Education/ American Indians/ Bilingual Education/ Career Counseling/ Career Education/ College Libraries/ Community Colleges/ Community Services/ Counseling Services/ *Educational Legislation/ Facility Expansion/ *Federal Aid/ *Federal Legislation/ *Federal Programs/ Graduate Study/ Instructional Improvement/ Laws/ Lifelong Learning/ *Postsecondary Education/ Research/ Statewide Planning/ Student Financial Aid/ Teacher Education/ Vocational Education

Identifiers *Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

ED131050 SP010610

**Bilingual/Bicultural Education and Teacher Training NEA
Professional Studies Series.**

Casso, Henry J

ERIC Clearinghouse on Teacher Education, Washington, D C

1976 97p

Sponsoring Agency National Education Association,
Washington, D C

Available from: National Education Association, 1201
Sixteenth Street, N W, Washington, D C 20036 (No price
quoted)

EDRS Price - MFO1 Plus Postage PC Not Available from EDRS

Language ENGLISH

Document Type BOOK (010)

Journal Announcement RIEAPR77

Bilingual/bicultural education in the United States is undergoing a renaissance founded on the notions of (a) equality of educational opportunity and (b) accountability in public education. The first section of this monograph examines the significant causes for this renaissance. It is pointed out that although great strides have been made in a relatively short time, it is erroneous to conclude that the bilingual/bicultural education movement is proceeding smoothly; there has been and will continue to be great opposition to its concept, philosophy, and practice. Both sides of the issue are treated in Section II, aptly titled, "The Controversy in Bilingual/Bicultural Education: Melting Pot vs Cultural Pluralism." Most administrators, counselors, teachers, and teacher educators, we are reminded, have been trained under the melting pot theory, which is now being challenged. Section III discusses implications for bilingual/bicultural teacher training, including guidelines for improvement of teacher training; teacher views of bilingual/bicultural education; and responses of teacher training institutions in training bilingual personnel. Section IV reviews ERIC publications concerning bilingual teacher training and presents recommendations based on an ERIC search. Seven appendixes offer (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States and states served; (4) major U S Commission on Civil Rights hearings for various linguistically and culturally distinct peoples; (5) guidelines for the preparation and certification of teachers; (6) random sample of institutions in the Southwest that have teacher education programs; and (7) bibliography of ERIC publications. (MM)

Descriptors Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Students/ *Bilingual Teachers/ Civil Rights Legislation/ Cultural Awareness/ Cultural Background/ Cultural Differences/ Cultural Influences/ *Cultural Pluralism/ Culture Contact/ Educational Legislation/ *Educational Policy/ Inservice Teacher Education/ Minority Groups/ Multilingualism/ Mutual Intelligibility/ Non English Speaking/ Preservice Teacher Education/ Second Language Learning/ Spanish Speaking/ Teacher Education

ED130199 CG010880

Counseling the Mexican American Client: An Annotated Bibliography of Journal Literature, 1964-1974.

Noble, Vincente, Comp ; And Others
1974 83p.

EDRS Price - MF01/PC04 Plus Postage
Language ENGLISH

Document Type BIBLIOGRAPHY (131)
Journal Announcement: RIEJAN77

Each of the entries in this bibliography is annotated with special emphasis on methodology and conclusions of the work. All citations are from professional journals covering the period 1964-1974. The entries are arranged alphabetically by author (MJ)

Descriptors Annotated Bibliographies/ Bilingualism/
*Counselor Training/ *Ethnic Groups/ *Mexican Americans/
*Minority Groups/ *Spanish Speaking/ *Student Developed
Materials

Identifiers *Minority Counseling

ED129750 SP010463

B.A.B.E.L. Career Lattice Program.

Nieto, Julia

Bay Area Bilingual Education League, Berkeley, Calif
43p.

Available from Bay Area Bilingual Education League, 1414
Walnut Street, Berkeley, California 94709 (No price quoted)

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

The Bay Area Bilingual Education League (BABEL) is a five-district consortium joining forces to confront the need for bilingual education. It encompasses pre-kindergarten through high school. The program incorporates teacher and instructional assistant training ranging from teaching techniques and methodology to cultural awareness. All of the teaching participants are bilingual; either Spanish/English or Chinese/English. The Career Lattice Program provides career opportunities for bilingual individuals with zero years of college and extends to a highly sophisticated, skilled doctorate program. This report details the recruitment and selection of personnel; the career lattice program; college training/education of participants; and auxiliary training in areas such as counseling, audit/evaluation; methodology; inservice training, teacher supervision, and a bilingual Ph.D. program (JMF)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingual
Schools/ Bilingual Students/ Bilingual Teacher Aides/
Bilingual Teachers/ *Chinese/ *Consortia/ Coordination/
Counseling/ *Cultural Pluralism/ Educational Cooperation/
Educational Methods/ Educational Policy/ Evaluation/ Inservice
Teacher Education/ Personnel Selection/ Recruitment/ *Spanish/
*Spanish Speaking/ *Teacher Education

ED127525 CG010753

A Study of Factors Affecting Cuban Parent-Child Interaction.

Hogges, Ralph; Hogges, Lilia

Apr 1976 18p.

EDRS Price - MF01/PC01 Plus Postage.

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement RIEJAN77

This paper investigates the value system of Cuban students living in the United States, how those systems interface with the school and the home, and how they influence their personalities, behaviors, and family relationships. Eighth-grade students attending a predominantly Spanish private bilingual school were administered a questionnaire, and participated in a group interaction process. The questionnaire covered the areas of cultural values in school and home. Comments from the group interaction process are also listed. The study concludes that students (1) like the atmosphere of the bicultural school; (2) accept their parents' Latin-American values; (3) feel free to incorporate American cultural elements into their lifestyles; (4) have a high concept of the Cuban lifestyle; and (5) are optimistic about their expectations and futures. The study recommends: (1) a re-testing of the same students in 1979; (2) an expansion of the same study to include older students; (3) a study of Latin-American students attending American schools; and (4) the appropriation of federal funds to establish counseling/research centers to study adjustment problems in Cuban youths. (Author/HLM)

Descriptors *Acculturation/ Adolescents/ Behavior Patterns/
*Biculturalism/ Bilingual Education/ *Cubans/ *Cultural
Differences/ Culture Conflict/ *Family Relationship/
Interaction Process Analysis/ *Latin American Culture/
Personality Assessment/ Research Projects/ Secondary Education
/ Social Values

ED124660# UD016108

Effects of a Bilingual/Bicultural Career Guidance Project on the Occupational Aspirations of Puerto Rican Adolescents.

Shiraishi, Reyko Ruth

1975 186p.

Available from Xerox University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No 75-20,932, Microfilm \$7.50; Xerography \$15 00)

Document Not Available from EDRS

Language: ENGLISH

Document Type: DISSERTATION (040)

Journal Announcement: RIEOCT76

This study examined the effects of a career project on the level of occupational aspirations of bilingual/bicultural Puerto Rican adolescents. The experimental treatment utilized role modeling techniques, field trips and group discussions. The career guidance project consisted of six lessons and involved career role models and counselors who were both bilingual and bicultural. The subjects in the study were Puerto Rican boys and girls. The experimental group experienced the career guidance project, while a comparison group received no experimental manipulation, but instead engaged in work-experience activities. Two dimensions of occupational aspirations, level of occupational aspiration and level of occupational choices, were examined. Instruments were administered to both groups before and after the project; four weeks later, the instruments were again given to both groups. On the basis of the findings, it was concluded that the career guidance project did have an effect on raising occupational aspirations. In addition, the girls' level of occupational aspiration was affected more than that of the boys. The project, however, did not influence students' occupational choices. (Author/JM)

Descriptors: *Adolescents/ Attitude Change/ Biculturalism/ Bilingual Education/ *Career Choice/ Career Planning/ Disadvantaged Youth/ Doctoral Dissertations/ *Guidance Programs/ Intervention/ Occupational Aspiration/ Program Evaluation/ *Puerto Ricans/ *Role Models/ Summer Programs

ED123021 RC009219

Problems and Issues in Preparing Teachers of Bicultural Chicano Youngsters.

Arciniega, Tomas A.

San Diego State Univ., Calif Inst for Cultural Pluralism
1976 29p.; Not available in hard copy due to marginal legibility of original document

Available from: Institute for Cultural Pluralism, San Diego State University, 5544 1/2 Hardy Ave., San Diego, California 92182 (\$1 00) -- limited quantity

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIESEP76

The greatest impact on public education and the preparation

of professional personnel for public schools has been the thrust to equalize educational opportunities for minorities. This push has been complicated by such things as the way educators define equality of educational opportunities. Two basic and differing views have been revealed--the equal access view and the equal benefits view. Schools can look "positively" or "negatively" at the consequences or effects of Mexican group membership on student achievement and performance. In addition, educators view the causes of student performance as being primarily "internal" or "external." By juxtaposing the external-internal continuum with the positive-negative one, a four-fold classification scheme for analyzing educational approaches in the Mexican American's education is obtained, i.e., a culturally pluralistic approach. Probably the most serious problem fact of present school organization is that schools are geared primarily to serve monolingual, white, middle class, Anglo clients. However, assuming a genuine commitment toward a culturally pluralistic system, the system change response needs to involve the use of minority language, include minority history and cultural heritage materials in the curriculum, increase representation of minority members in key role and decision-making positions, and improve counseling and testing programs (N0)

Descriptors: Biculturalism/ Bilingual Education/ Change Strategies/ *Cultural Pluralism/ Definitions/ Educational Attitudes/ Educational Problems/ *Equal Education/ Higher Education/ *Mexican Americans/ *Nontraditional Education/ School Role/ *Teacher Education

Identifiers: *Chicanos

116

ED121904# UD015958

Education of Immigrant Students: Issues and Answers.
Symposium Series, 5.

Wolfgang, Aaron, Ed.

Ontario Inst. for Studies in Education, Toronto.

1975 224p

Available from Ontario Institute for Studies in Education;
252 Bloor Street West, Toronto, Ontario M5S 1V6 (\$6 00, paper)

Document Not Available from EDRS

Language ENGLISH

Document Type: BODK (010)

Journal Announcement: RIEAUG76

Questions that confront teachers, administrators, and the many others involved in the education of immigrants are explored here by individuals with diverse backgrounds and points of view. The papers in this volume are written to examine a variety of issues in depth and to provide answers in relation to the education of immigrant students. While most of the contributors are speaking to the experiences of the immigrants in English speaking Canada, many of the issues are the same in French speaking regions. The papers deal with a broad range - from moral, philosophical, and ethical issues to issues in curriculum testing, counseling, teacher training, and multi-culturalism. There are some common threads running through the papers: the commonalities are in stressing the importance of, and ways of, promoting a positive self concept or identity among immigrants within a multicultural context, and seeking ways of facilitating communication between educators and immigrant students. The achievement of these common goals should benefit not only the immigrant but the native born students as well. (Author/AM)

Descriptors: Bilingual Education/ Communication Problems/ Counseling Services/ *Cultural Background/ Cultural Context/ *Cultural Influences/ Curriculum Problems/ *Educational Problems/ Ethnic Groups/ *Immigrants/ Minority Group Children/ *Minority Groups/ Moral Issues/ *Student Needs/ Testing Problems

Identifiers: *Canada

FD116834 RCO08903

Directory of Services for Migrant Families. Illinois ESEA Title I, Migrant, 1975.

Illinois State Office of Education, Springfield

1975 63p.; In Spanish and English

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Document Type: DIRECTORY (132)

Journal Announcement: RIEMAY76

Written in both English and Spanish, this directory presents brief descriptions of the services provided to Illinois' migratory agricultural workers and their families by the State Office of Education; Farm Worker Ministry; Illinois Migrant Council; Illinois State Employment Service; University of Illinois Cooperative Extension Service; community action

agencies, Department of Children and Family Services; Department of Public Health; and Department of Mental Health and Developmental Disabilities. Among the services provided by these agencies are: medical and dental services; job training, development, and placement; legal services; adult and continuing education; bilingual education; family planning and child care; emergency home care assistance, home care instruction; financial assistance; and employment counseling. Addresses are given for the Downstate Bilingual Education Programs; Illinois Migrant Council offices; migrant clinics; Rural Manpower representatives; county and area extension personnel; community action agencies; Migrant Early Child Development Centers; and subregional and regional directors of the Department of Mental Health and Developmental Disabilities. (NQ)

Descriptors: Adult Education/ Bilingual Education/ Community Action/ *Directories/ Employment Services/ Health Services/ *Human Services/ *Migrants/ *Outreach Programs/ *State Programs

Identifiers: Elementary Secondary Education Act Title I/ *Illinois

120

ED111215# FLO07082

Opportunities in Foreign Language Careers.

Huebener, Theodore

1975 140p

Available from: Vocational Guidance Manuals, 620 South Fifth St., Louisville, Kentucky 40202 (paper \$2.45, hardcover \$4.25 plus \$0.40 postage and handling)

Document Not Available from EDRS

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEJAN76

This guide to careers requiring knowledge of a foreign language details a wide range of positions. It begins with a general survey of the field of foreign languages--historical background, need for trained personnel, attributes necessary for success, comments of business and professional people. Educational preparation in high school, college, and special training is outlined, followed by a chapter on finding a suitable job--applications, interviews, employment agencies, employment abroad, analyzing the job. A section on foreign trade covers advertising, export, salaries, and opportunities for women. One chapter surveys various vocations from airlines to architecture, banking, library work, scientific research, and translation. Opportunities in government service include Civil Service, Department of State, USIA, Voice of America, and the United Nations. The teaching profession is surveyed. Lists of recommended reading and of language associations and journals are included. (CHK)

Descriptors: Bilingualism/ Career Awareness/ *Career Choice/ Career Counseling/ Career Development/ *Career Education/ *Career Planning/ Language Proficiency/ Language Programs/ *Language Skills/ Modern Languages/ Second Language Learning/ *Second Languages/ Translation/ Vocational Education

Identifiers: Foreign Language Careers

Increasing number of Puerto Ricans residing in the U.S. mainland, this ERIC Clearinghouse on Urban Education annotated bibliography covers a span of 442 documents directed to educators concerned with meeting the critical pedagogical needs of children and youth from this ethnic minority. Seven sections, whose assigned titles adequately convey their individual contents, comprise the body of the bibliography. The sections are as follows: General Information, Historical Perspective/Background Information on Puerto Rico, Inservice Education/Inservice Workshops, Puerto Ricans and the Schools, Sociological Analysis, Spanish Language Texts, and Bibliographies. The sections on (I) Puerto Ricans and the Schools, and (II) Sociological Analysis are further divided into subsections; the former delimits the topic into General Information, Bilingualism/Bilingual Education Programs/TESL, Reading Instructions, Compensatory Education, Ethnic Studies, Curriculum Guides/Resource Units, and Counseling and Personnel Services, while the latter subdivides its area into General Information, Socioeconomic Status, Census Reports, Racism/Race Relations, Rural Populations Migrants, and Politics/Political Activism. (AM)

Descriptors: *Annotated Bibliographies/ Bilingual Education/ Compensatory Education/ *Educationally Disadvantaged/ English (Second Language)/ *Ethnic Groups/ Latin American Culture/ Migrants/ *Puerto Rican Culture/ *Puerto Ricans/ Racial Relations/ Social Characteristics

ED110586 UD015416

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.

Bobson, Sarah, Comp.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Jul 1975 90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-75-0008

Available from: Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50, paper)

EDRS Price - MF01/PC04 Plus Postage

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEDEC75

Responding to the special educational needs presented by an

ED110263 RCO08712

Native American Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 22.

New York State Education Dept., Albany
Jul 1975 9p

Report No. PP-22

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Document Type MISCELLANEDUS (999)

Journal Announcement: RIEDEC75

In recognition of the uniqueness of the Native American cultures, University of the State of New York Regents have prepared an educational policy statement encompassing proposed action and providing for Native American cultural transition and adaptation without loss of cultural identity. The regents recommend that (1) a Statewide Native American Education Advisory Committee be established to include representatives from each tribe and the off-reservation urban population; (2) Native American Advisory Boards be established for each tribal group; (3) school boards be urged to develop employment policies enabling more Native Americans to be employed as certified instructional and noninstructional personnel; (4) teacher training institutions develop courses relative to Native American cultural heritage; (5) elementary/secondary curriculums incorporate special bilingual/bicultural instructional programs and materials; (6) the Education Department promote and assist tribal communities in the development of continuing education programs; (7) postsecondary grant-in-aid programs extend opportunities to Native Americans on and off reservations; (8) postsecondary guidance counseling services be provided; (9) the State Education Department continue use of the Bureau of Indian Affairs' and U.S. Office of Education's supplementary education funds (JC)

Descriptors. Advisory Committees/ *American Indians/
Bilingual Education/ Community Involvement/ Counseling
Services/ *Cultural Awareness/ Curriculum Development/
*Educational Policy/ *Elementary Secondary Education/ Grants/
*Higher Education/ Teacher Education
Identifiers *New York

ED106374 95 IM004564

Bilingual/Bicultural Education Program Evaluation Report 1973-1974, with a Five-Year Summary.

Milwaukee Public Schools, Wis Dept. of Educational Research and Program Assessment.

.7194 264p; Photographs will not reproduce

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC11 Plus Postage.

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement: RIESEP75

In order to meet the needs of an increasing population of Spanish-speaking pupils who, because of their language handicap, had a difficult time in school, the Milwaukee Bilingual Education Program was developed. It provided a systematic bilingual program for Spanish-background pupils who lacked experiential background and who needed special attention with basic content at the same time they were developing language skills in English and Spanish. In the program, all subjects were taught in both English and Spanish to enable the pupil to learn subject matter in the comfort of his dominant language. Teachers were bilingual and of Latin heritage. Pupils who started the program in kindergarten or first grade were expected to be at least average for their grade level. At the secondary level, bilingual reading and social studies courses were developed and bilingual students' advisors and counselors assisted with education and personal problems. Biculturalism was a twin goal with bilingualism. Spanish-American culture was emphasized to replace negative self-image with ethnic pride (Author/BJG)

Descriptors Academic Achievement/ *Biculturalism/
*Bilingual Education/ Bilingual Schools/ Bilingual Students/
Cultural Awareness/ Cultural Education/ Elementary Secondary
Education/ English (Second Language)/ Program Development/
*Program Evaluation/ Programs/ Self Esteem/ Spanish Americans/
Spanish Culture/ *Spanish Speaking/ Student Needs/ *Testing
Identifiers Bilingual Education Act 1968/ Elementary
Secondary Education Act Title VII/ *Milwaukee Public Schools
WI

ED103542 U0014915

Evaluation of Title I ESEA Projects, 1973-1974: Technical Reports. Report No. 7523.

Philadelphia School District, Pa Office of Research and Evaluation.

Dec 1974 487p.

Report No. R-7523

EDRS Price - MF02/PC20 Plus Postage

Language ENGLISH

Document Type RESEARCH REPORT (143)

Journal Announcement: RIEJUL75

This document is an annual report issued by the Department of Title I Evaluation Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act of 1965. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by members of the Division of Instructional Research and Development Services. Over the past nine years, comprehensive evaluations of Philadelphia's Title I program have been undertaken both systemwide and project by project. They reveal that, although relatively new, Title I projects have enabled administrators and teachers to create favorable learning environments, and to reverse some of the historic trends toward drastic pupil underachievement. Our evaluations indicate also that parental participation and positive community attitudes have increased dramatically. This volume contains the technical reports of individual Title I project evaluations. It contains extensive information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. In addition, the reader will be able to gain insight into the extensive evaluation activities that are intimately linked to each project. (Author/JM)

Descriptors Bilingual Education/ Black Studies/ *Compensatory Education/ Counseling Services/ English (Second Language)/ *Federal Programs/ *Program Descriptions/ *Program Evaluation/ Reading Programs/ Special Education/ Summer Programs/ Teacher Aides/ Urban Education

Identifiers Elementary Secondary Education Act Title I/ Pennsylvania/ *Pennsylvania (Philadelphia)

Journal Announcement RIEJUL75

This paper focuses on the Bilingual Department of the Boston Public Schools and how with the financial and technical support of the Institute for Learning and Teaching, funded in part under Title VII of the 1965 Elementary Secondary Education Act, it devised effective inservice training programs for bilingual teachers. Two points are of particular interest: (1) the shift from the piecemeal English as a Second Language program to the more comprehensive bilingual programs, and (2) the development of a process by which specific training needs could be identified and acted on. The passage of the Massachusetts Bilingual Law gave the Bilingual Department a huge responsibility. The expansion of its responsibilities to include providing principles and procedures for designing bilingual programs in individual schools for multicultural groups produced an expansion of the staff. Newly adaptive staffing patterns consisted of representatives from multicultural groups of teachers, regional responsibilities of a group of consultant-teachers, community coordinators, and guidance counselors. The staff's basic goals were to cooperatively develop, with individual schools, procedures for establishing effective bilingual education programs. They were responsible for providing program and curriculum advice, materials, and teacher training. (Author/JM)

Descriptors Administrators/ *Biculturalism/ *Bilingual Education/ Curriculum Development/ Disadvantaged Youth/ *Inservice Teacher Education/ Instructional Materials/ *Program Development/ Puerto Ricans/ Spanish Speaking/ Teachers/ Urban Education

Identifiers Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII/ Massachusetts/ *Massachusetts (Boston)

ED103522 U0014888

Multicultural Teacher Training

Goodale, Ellen, Comp.

Boston Public Schools, Mass; Massachusetts Univ., Boston Inst. for Learning and Teaching

1974 37p

Available from Inst. for Learning & Teaching, The Harbor Campus, Boston, Mass 02125; or Bilingual Dept., Boston Public Schools, 21 James St., Boston, Mass. 02118 (Free of charge; \$0.25 postage per copy)

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Document Type PROJECT DESCRIPTION (141)

ED102812 95 FLO05162

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).

San Diego City Schools, Calif

Oct 1973 25p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D C.

EDRS Price - MF01/PC01 Plus Postage.

Language ENGLISH

Document Type: JOURNAL ARTICLE (080)

Journal Announcement: RIEJUL75

This newsletter is designed for use by teachers, counselors, and administrators involved in bilingual-bicultural education. In the first article C. V. Perez describes bilingual education programs in New York State. J. N. Vieira writes in Portuguese about the Brown University bilingual program. In her article "Portuguese Happenings," J. Gonsalves describes events of interest to the Portuguese-speaking community. C. M. Menendez reviews specific audiovisual materials for Spanish classes, and A. F. Pirazzini discusses the Mexican history text "Sintesis de Historia de Mexico." Several other Spanish and Portuguese textbooks and readers are reviewed in articles by E. H. Samuel and H. E. Diaz. A list of U.S. distributors of educational materials in Spanish and Portuguese is also included (PMP)

Descriptors: *Biculturalism/ *Bilingual Education/ *Bilingualism/ English/ History Instruction/ Instructional Materials/ *Language Instruction/ Language Programs/ Mexican American.s/ *Newsletters/ Portuguese/ Spanish/ Spanish Speaking / Textbooks

Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED102811 95 FLO05133

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).

San Diego City Schools, Calif

Nov 1973 26p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D C.

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Document Type: JOURNAL ARTICLE (080)

Journal Announcement: RIEJUL75

This newsletter is designed for use by teachers, counselors, and administrators involved in bilingual-bicultural education programs. The first three articles, by R. Garcia, R. Pena, and R. Wiezell, which are in Spanish, review language textbooks, materials for teaching elementary science, and several Spanish dictionaries. R. Garza discusses the work of the Dissemination Center for Bilingual Bicultural Education. In the final article, B. Baker describes in detail the counseling program

at Granger Junior High School in National City, California. Also included is a list of U.S. distributors of educational materials in Spanish and Portuguese (PMP)

Descriptors: *Biculturalism/ *Bilingual Education/ Bilingualism/ Counseling Services/ Dictionaries/ Educational Programs/ Elementary Education/ *English/ Instructional Materials/ Junior High Schools/ Language Instruction/ Language Programs/ Newsletters/ *Portuguese/ *Spanish/ Textbooks

Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED102241 95 UDO14758

Evaluation Report of the Fall River Middle School Research and Development Center Title VII Program, 1973-1974.

Heuristics, Inc., Dedham, Mass

1974 222p.

Sponsoring Agency: Fall River Public Schools, Mass

EDRS Price - MF01/PC09 Plus Postage

Language ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN75

This report presents the evaluation of the 1973-1974 Fall River Middle School Research and Development Center, a project funded by ESEA Title VII as a model demonstration bilingual program beginning in 1972-1973. The evaluation focused on the assessment of the degree of accomplishment of product objectives for each component of the program. The program had a total enrollment of 244 students--161 Portuguese dominant students and 83 English dominant students. The program served 119 fifth grade and 127 sixth grade students. Fifth grade English dominant students were selected for the program from the fourth grade student population who would normally be going into the fifth grade during the 1973-1974 school year. Fifth grade Portuguese dominant students were selected through consideration of two factors in addition to their language dominance--school age and neighborhood. The sixth grade students are last year's fifth grade bilingual students. The staff included the following personnel: project director, staff development specialist, English as a Second Language Coordinator, guidance counselor, parent-community coordinator, four curriculum specialists, 12 teachers, four teacher aides, and an audio-visual materials development assistant. The average class size for the 12 classes--four each at the three participating schools--was 20 students per class. (Author/JM)

Descriptors: *Bilingual Education/ Community Involvement/ Curriculum Development/ *English (Second Language)/ Guidance Programs/ Instructional Materials/ *Middle Schools/ Paraprofessional School Personnel/ Portuguese/ *Program Evaluation/ Staff Development

Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII/ *Massachusetts/ Massachusetts (Fall River)

ED101878 RC008304

Para Los Ninos -- For the Children: Improving Education for Mexican Americans.

Sotomayor, Frank
Commission on Civil Rights, Washington, D C
Oct 1974 30p.; This publication and Report VI also available in Spanish
Report No : CCR-47
Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D C 20402
EDRS Price - MF01/PC02 Plus Postage
Language. ENGLISH

Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75

The U S Commission on Civil Rights conducted the Mexican American Education Study between 1969 and 1974. Drawn from the published and unpublished findings of this study, this report discusses the education of Mexican Americans in the 5 Southwestern states of Arizona, California, Colorado, New Mexico, and Texas, where about 85 percent of all Chicanos live. Additional material was obtained from interviews with students, parents, and educators throughout the Southwest. Topics discussed are: (1) the first day of school for a Chicano; (2) what students feel; (3) what teachers expect of Chicanos; (4) what schools are doing; and (5) bilingual/bicultural education. The report of the Mexican American Study are listed (NQ)

Descriptors: Academic Achievement/ Attitude Change/
*Bilingual Education/ Counselor Attitudes/ *Educational Attitudes/ Educationally Disadvantaged/ *Mexican Americans/ Self Concept/ *Student Attitudes/ *Teacher Attitudes
Identifiers: Chicanos/ *United States (Southwest)

ED101027 UD014715

Annotated Bibliography: Educational Opportunity Programs, Supplement Number 11.

Regan, Lynda
New York State Education Dept., Albany, Office of Elementary, Secondary, and Continuing Educational Opportunity Programs

1974 116p
EDRS Price - MF01/PC05 Plus Postage.
Language ENGLISH

Document Type BIBLIOGRAPHY (131)
Journal Announcement: RIEMAY75

Supplement Number 2 of the "Annotated Bibliography--Educational Opportunity Programs" (formerly "Educating the Disadvantaged Child") has been prepared for use by teachers, administrators, school personnel, and the public concerned with implementing effective educational opportunity programs. It concentrates on materials to assist in the improvement of the three priorities established by the New York State Education Department: reading, mathematics, and bilingual education. The sociological implications relating class

structure, poverty, and disadvantage to education are considered. A more indepth coverage of urban problems and their relationship to equal educational opportunities has resulted in the inclusion of the new categories of Urban Education and Nonstandard English. Other new categories added are Migrants, Native Americans, and Spanish Speaking Minorities. A new section of Health Education includes an overview of the various aspects of drug abuse. Contents are organized into 20 sections dealing with such topics as administration and organization, English as a second language; guidance and counseling; health education; intergroup relations; juvenile problems; migrant education, native Americans; nonstandard English; and others. (Author/JM)

Descriptors: *Annotated Bibliographies/ Bilingual Education/ Disadvantaged/ *Disadvantaged Youth/ Economically Disadvantaged/ *Educational Opportunities/ Language Handicaps/ Migrant Education/ Physical Disabilities/ *Program Development / Remedial Mathematics/ Remedial Reading
Identifiers: *New York

ED099151 RCO08215

Emerging Role of the Teacher Aide in Navajo Education. A Guide Book.

Pratt, Wayne T., Ed.; Ramey, Joseph H., Ed.
Bureau of Indian Affairs (Dept of Interior), Window Rock,
Ariz.

1974 179p

EDRS Price - MF01/PC08 Plus Postage

Language: ENGLISH

Document Type CLASSROOM MATERIAL (050)

Journal Announcement: RIEAPR75

Based on the experiences of 52 Navajo teacher aides in a 10 week training course (1974), this teacher aide guide book for all grade levels is primarily descriptive, though "helpful hints" are provided for teacher aides in Bureau of Indian Affairs schools for Navajo children. Emphasizing the importance of the teacher aide's role in the "team teaching process", teacher aides are encouraged to envision their role as a "vital link in the team teaching process" and to seek further professional training so that they ultimately qualify as teachers. Brief sections on the American Indian, in general, and the history of Indian education, in particular, are followed by chapters dealing with: curriculum development (definitions, contributions, and suggestions); language arts (emphasis on the importance of communication skills); the English phonetic system (illustrations, arranged for easy reproduction, include pictures with written and printed alphabets); storytelling (the art of stimulating storytelling is described with examples of stories told by children); creative activities (25 specific activities); counseling (approaches); parent/teacher relationships and parent/teacher aide relationships (emphasis on the importance of communication); role differentiation (examples of practices considered both helpful and detrimental to the teaching-learning process); and illustrated creative projects. (JC)

Descriptors: *American Indians/ *Bilingual Education/
Counseling/ Creative Activities/ Curriculum Development/
Language Arts/ Parent Teacher Cooperation/ *Role Perception/
Second Language Learning/ Story Telling/ *Teacher Aides/
*Teaching Guides/ Team Teaching

Identifiers: *Navajo (Nation)

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs (NO)

Descriptors: Advisory Committees/ *Bilingual Education/
*Educational Assessment/ *Educational Quality/ Financial
Support/ Higher Education/ Instructional Materials/ *Migrant
Education/ Sensitivity Training/ *Spanish Speaking/ Testing
Identifiers: *Michigan

ED097177 RCO08185

Quality Educational Services to Michigan's Spanish Speaking Community. Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education.

Falcon, Carlos; And Others

Michigan State Board of Education, Lansing

Jan 1974 38p.

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB75

132

ED096814 FLO05772

Culture in the Bilingual-Bicultural Curriculum.

Sancho, Anthony R.

Mar 1974 12p.; Paper presented at the Annual TESDL Convention (8th, Denver, Colorado, March 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEFEB75

The creation of a classroom that is more receptive to individual and cultural differences and the inclusion of the intangible elements of culture in the total instructional plan will increase the effectiveness of the educational process in bilingual-bicultural programs. In planning a cultural component for the bilingual-bicultural classroom, the tangible and intangible elements of culture should be included. The tangible elements, such as language, songs, dances, and legends, are closely related to subject matter and thus can be taught systematically. The intangible elements, such as values, ideals, and attitudes, cannot be taught methodically or directly, but are learned through personal interaction with members of the culture group. Since the intangible elements involve process more than subject matter, they should be incorporated into the instructional processes used in the classroom. These general methods and approaches are recommended as the basis for all the content areas: (1) the creation of a classroom environment receptive to individual differences; (2) the use of the classroom as a multicultural resource center open to all interested persons; (3) a diversity in teaching and learning styles; (4) a flexible curriculum with attainable goals, responsive to student interests; (5) the teacher's role as a counselor rather than a dictator; (6) teachers and curricula that promote the motivation to learn; (7) the use of field experiences; (8) heterogeneous grouping; (9) peer teaching and learning; and (10) cross-age teaching and learning (Author/LG)

Descriptors: *Biculturalism/ *Bilingual Education/ Classroom Environment/ *Cultural Awareness/ Cultural Background/ Cultural Differences/ *Cultural Exchange/ Curriculum Development/ Sociocultural Patterns/ Sociolinguistics/ Student Centered Curriculum/ Teacher Role/ Teaching Methods

ED096043# RC008071

Staff Development.

Oyama, Henry

1974 9p.; For related documents, see RC 008 067-070; RC 008 072

Available from Not available separately, see RC 008 067

Document Not Available from EDRS.

Language ENGLISH

Document Type: RESEARCH REPRT (143)

Journal Announcement: RIEJAN75

Bilingual programs funded through the Bilingual Education Act, Title VII, are presently serving 129,000 students.

Approximately 80 percent of the 7.7 million students who should receive these programs' benefits are Spanish Speaking. Bilingual instruction should be carried out in 246,400 classes with an average of 25 pupils per class. Instructors are needed for these classes along with "back-up" personnel such as administrators, counselors, and paraprofessionals. This paper attempts to develop the methodology which can be used in selecting objectives for training programs focusing on staff development for bilingual manpower adult education. Among the problems which must be confronted are the lack of empathy by many school administrators and non-bilingual faculties and staffs for the purposes of bilingual-bicultural programs; the need for Spanish Speaking administrators in positions to direct change and policy in staff development programs; and the dearth of attempts at articulation or coordination between the programs at different educational levels. Before going into training objectives, the different components of the educational system which can and will have an impact on the effectiveness and development of an overall bilingual-bicultural educational system must be considered. Then the objectives must have overlapping impact on the different levels of the educational system: agency, educational institution, classroom, and the home/community environment. A taxonomy of objectives for a staff development program is given (N0)

Descriptors: Administrator Attitudes/ *Biculturalism/ *Bilingual Education/ Classification/ Communication (Thought Transfer)/ Educational Problems/ Federal Aid/ *Labor Force Development/ Program Descriptions/ *Spanish Speaking/ *Training Objectives

ED096042# RCO08070

Bilingual-Bicultural Curriculum.

Hermet, Argelia B.; Valencia, Attilano A.

1974 17p.; For related documents, see RC 008 067-069; RC 008 071-072

Available from: Not available separately, see RC 008 067

Document Not Available from EDRS.

Language ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

While bilingual-bicultural education continues to be one of the most significant thrusts in the final decades of the 20th Century and numerous articles are found on this topic, many interested people are still searching for a clear, simple, and acceptable meaning of the term. Perhaps the term can be clearly defined only by a complete and comprehensive treatise on the subject. This paper attempts to state and clarify several terms found in bilingual-bicultural literature, as well as to provide a more comprehensive view of the topic and a description of selected prospective and practical curriculum models in bilingual-bicultural education. Term definitions include bilingualism, biculturalism, monolingualism and monoculturalism, language dominance, native language, second language, and bilingual-bicultural education. Three bilingual-bicultural curriculum models are illustrated for monolingual Spanish Speakers, monolingual English speakers, and bilingual speakers (Spanish-English). Implications for designing a practical and comprehensive bilingual-bicultural K-C curriculum model are discussed. The addendum covers: 1) curriculum components related to language development, counseling, instruction, learning materials, communications, in-service training, and evaluations; and 2) samples of ongoing bilingual-bicultural programs. (NO)

Descriptors: *Biculturalism/ *Bilingual Education/ *Curriculum Development/ *Definitions/ English (Second Language)/ Language Instruction/ Models/ Monolingualism/ Second Languages/ *Spanish Speaking

ED093525 32 RCO07981

Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume II--Impact Analysis. Final Report.

Exotech Systems, Inc., Falls Church, Va.

25 Jan 1974 250p.; Volume II of 4 volumes, RCO07980; RCO07982-983

Sponsoring Agency: Office of Education (OHEW), Washington, D. C. Office of Planning, Budgeting, and Evaluation

Contract No. DcC-O-73-0884

EDRS Price - MF01/PC10 Plus Postage.

Language ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV74

Elementary and Secondary Education Act Title I migrant programs focus on identifying and meeting the needs of migrant

children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of title I programs for migrant children, the study determined the success of the Federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 States. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by State. This volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the State education agency and local education agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which Federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the Migrant Education Program on migrant students; (2) services provided to migrant students by the Migrant Education Program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form (NO)

Descriptors: Academic Achievement/ Advisory Committees/ Bilingual Education/ Community Involvement/ Dropouts/ *Educational Assessment/ Educational Programs/ Federal Programs/ *Migrant Education/ Parent Attitudes/ *Program Effectiveness/ *Program Evaluation/ Reports/ Student Attitudes / *Tables (Data)/ Teacher Aides/ Vocational Education

Identifiers: *Elementary Secondary Education Act Title I

ED089072 CE001122

**Vocational Opportunities Integrated in Current Education.
Final Report.**

Olive, Robert O.

San Antonio Independent School District, Tex.

1 Aug 1973 76p.

Sponsoring Agency: Bureau of Adult, Vocational, and
Technical Education (DHEW/OE), Washington, D.C

Bureau No : BR-O-361-0158

Grant No. OEG-O-71-0586(361)

EDRS Price - MFO1/PC04 Plus Postage

Language ENGLISH

Journal Announcement: RIEAUG74

The objectives of the three-year Vocational Opportunities Integrated in Current Education (VOICE) project, carried on in the San Antonio Independent School District, were to develop and implement a career development and occupational awareness model program for elementary through senior high school students, to add dignity to the world of vocational occupations, and to help students relate academic subjects to occupational requirements. Special focus of the VOICE program was toward underachieving students with language difficulties (bilingual) and socioeconomic disadvantages who would be non-college bound and possible school dropouts. At the elementary and junior high school levels, project efforts were directed toward career awareness for students and teachers, while at the senior high school level, efforts were to provide saleable skills for graduating students, a vocational guidance counselor at each high school, and placement services for graduates. One of the outstanding characteristics of the VOICE program was the involvement of people from outside the school system, families of students, and the local business community. Third party evaluators felt VOICE was an effective model, as its concepts were incorporated into district schools, and that it created change in the thinking of the Mexican-American community. About half of the document is devoted to appendixes. (EA)

Descriptors *Bilingual Students/ *Career Awareness/ Career Counseling/ Career Development/ *Career Education/ Career Guidance/ Disadvantaged/ *Disadvantaged Youth/ Dropout Prevention/ Economically Disadvantaged/ Job Placement/ Job Skills/ Models/ School Community Relationship/ Underachievement

Identifiers Texas

ED085450 UD013956

Increasing Compatibility Between Educational Practices and the Educational Needs of Pupils Who are Asian With Emphasis on Their Language and Cultural Needs.

Castillo, Lydia R.; Ponce, Corazon A.

San Francisco Unified School District, Calif.

Sep 1972 52p.

Sponsoring Agency: Office of Education (DHEW), Washington,

C

Grant No. DEG-9-72-0003(027)

EDRS Price - MFO1/PC03 Plus Postage

Language ENGLISH

Journal Announcement: RIEAPR74

The contents of this document are organized in eight parts, as follows Part One, "Speech of Dr Esther M T Sato," the consultant, Associate Professor at the College of Education, University of Hawaii, discusses the following topics in the background of Filipinos in Hawaii, their social problems, Filipino cultural values, guidelines to help the Filipino child in the classroom, cultural and language differences, and acculturation of the Filipino Immigrant Part Two, "Work Session With Elementary Counselors, Bilingual and English as a Second Language Personnel, and Ethnic Studies Personnel," includes a summary of Dr Sato's presentation to them and a transcript of the question-and-answer session following that presentation. Part Three summarizes the "Work Session With the Basic Training Team, Bilingual and English as a Second Language Personnel, Selected Personnel and Community Leaders" Part Four details "Identified General Educational Needs and Suggested Solutions." Part Five, "A Study of Cultural Values the Filipino Personality in Perspective," is a paper by Dr Lydia R. Castillo. Part Six, "English-Tagalog-Ilokano Glossary of Common Expressions Used in School," is a paper by Mrs. Corazon Ponce. Parts Seven and Eight are reading lists, "General Reading on Philippine Culture and Heritage," and "Suggested Textbooks for Philippine Literature" (JM)

Descriptors Bilingual Education/ Classroom Techniques/ Community Leaders/ Cultural Background/ *Educational Needs/ *Educational Practices/ Elementary Education/ English (Second Language)/ *Filipino Americans/ Inservice Teacher Education/ *Language Handicaps/ *Minority Group Children/ School Counseling/ Values/ Workshops

Identifiers Hawaii

ED085136 RC007479

A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican American Students with Monolingual Mexican American Students.

Church, Virginia Klewer

Jul 1971 61p.; Master's Thesis, University of Toledo, Toledo, Ohio

EDRS Price - MF01/PC03 Plus Postage

Language: ENGLISH

Journal Announcement: RIEAPR74

The Toledo, Ohio, study of 72 Mexican American students was conducted to find whether bilingualism is a factor affecting aspirations and attitudes toward school and the educational process, and to determine attitudes of Mexican American students as a group. Students were equally divided into bilinguals and monolinguals, and responded to 3 questionnaires which dealt with attitudes toward being Mexican American, educational aspirations, school involvement, family background, acculturation, and attitudes toward teachers, counselors, and schools. Data indicated that there seemed to be a strong relationship between bilingualism and the degree of the student's acculturation. It appeared that the greatest difference between bilinguals and monolinguals was home background. There was little evidence, however, that bilinguals have more emotional and social problems than monolinguals. It was also noted that, since this study did not include the socioeconomic factor, results were inconclusive. Major recommendations covered Spanish as an elective; tutorial services; cultural awareness; teacher training and employment; parental involvement; and counseling services. (KM)

Descriptors: *Academic Aspiration/ Acculturation/ *Attitudes / *Bilingualism/ Counselors/ Culture/ English (Second Language)/ Family Characteristics/ *Mexican Americans/ Monolingualism/ Self Concept/ *Spanish Speaking/ Student Teacher Relationship

Identifiers Ohio/ Toledo

ED075136 RC006909

Cultural Identity: An Approach to Preventing Delinquency Among Chicanos.

Lee, David Lopez

Special Services for Groups, Inc., Los Angeles, Calif.
1972 45p

Sponsoring Agency California Council on Criminal Justice, Sacramento.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

The second of a 3-year juvenile delinquency prevention program, ARRIBA, involved 90 pre-delinquent Chicano youths (ages 8 to 13). The general thesis of the program was that these youths, provided with an educational/tutorial and culturally supportive program administered by bilingual chicanos, will have a lower likelihood for delinquent behavior

than children not in such a program. The control group consisted of 100 children of the same age. The experimental group met 2 hours a day, twice a week. The first hour was devoted to cultural education and the second primarily to recreational activities. During the second hour, the children were taken 1 to 3 at a time to be counseled or tutored. They met in learning centers, partitioned to minimize distractions. Self-awareness sessions were often included. Criticism was avoided and the child was allowed to express his feelings. Findings indicated: (1) that delinquency declined in the area serviced by ARRIBA, (2) that self-concepts of ARRIBA youths significantly improved, (3) that ARRIBA youths made significant academic gains, (4) that ARRIBA youths made positive gains as indicated by teacher assessments, and (5) that graffiti on community property apparently declined. These findings are shown in tabular form (NO)

Descriptors Bilingualism/ Counseling/ Cultural Awareness/ *Cultural Education/ *Delinquency Prevention/ *Educational Programs/ *Elementary School Students/ *Mexican Americans/ Self Concept/ Tutorial Programs

110

ED074882 FLO04227

**Content Analysis Schedule for Bilingual Education Programs:
Adaptations of Bilingual Education.**

Hess, Richard T

City Univ. of New York, N Y Hunter Coll. Bilingual
Education Applied Research Unit.

Mar 1972 40p.

Sponsoring Agency: Office of Education (DHEW), Washington,
D.C. Div. of Bilingual Education.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

This content analysis schedule for Adaptations of Bilingual Education of Orange, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on personnel, student ability levels, and counseling. (SK)

Descriptors: Biculturalism/ *Bilingual Education/
Bilingualism/ Cognitive Development/ *Content Analysis/
*Curriculum Design/ Educational Finance/ English/ Grouping
(Instructional Purposes)/ *Junior High School Students/
Learning Theories/ *Mexican Americans/ Program Costs/ Self
Esteem/ Sociolinguistics/ Spanish/ Tutoring

Identifiers: California/ Orange/ *Project BEST

ED074869 32 FLO04211

**A Title I ESEA Case Study: Spanish English Developmental
Program, Buffalo, New York**

Office of Education (DHEW), Washington, D.C. Div. of
Compensatory Education.

1972 34p.

Report No. OE-72-136

Available from: Superintendent of Documents, U S Government
Printing Office, Washington, D.C. 20402 (Stock Number
178C 1005, \$0.35)

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Journal Announcement: RIEAUG73

This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title I program begun in January, 1970, with funds from New York's Urban Education Act. The program seeks to provide bilingual instruction for nearly 1,600 students of Spanish origin. In August 1970, Title I ESEA funds were allocated to cover the

cost of the program, and the children involved received other Title I services as well. All staff members, including 112 teachers, 33 aides, a social worker, and a guidance counselor, are fluent in both English and Spanish. An orientation course in Puerto Rican culture and history is offered at all Title I schools by a floating teacher/aide team. The school system plans to implement a full-year course in Puerto Rican culture and history at the secondary level. The pamphlet contains information on planning, managing, and implementing the program. Also included are data concerning the budget, evaluation, and future plans. (Author/SK)

Descriptors: Biculturalism/ *Bilingual Education/
Bilingualism/ *Developmental Programs/ *English/ Ethnic Groups
/ Ethnic Studies/ Evaluation/ Minority Groups/ *Program
Descriptions/ Puerto Ricans/ *Spanish/ Spanish Speaking
Identifiers: New York (Buffalo)

ED071840# RC006751

A Survey of the Literature Relevant to Spanish-Surname Rural Youth in the Southwestern States. Final Report of Phase 1.

Belding, Nancye; And Others

North Star Research and Development Inst., Minneapolis, Minn

10 May 1972 73p.

Sponsoring Agency: Manpower Administration (DOL), Washington, D C.

Report No.: DOL-41-2-002-27

Available from: U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (\$3.00 paperback; \$0.95 microfilm)

Document Not Available from EORS.

Language: ENGLISH

Journal Announcement: RIEMAY73

The objective of this study is to optimize the benefits of youth projects for Spanish-surname rural youth in the Southwest. A search of the literature published between 1965 and 1970 which is relevant to the problems of Spanish-surname rural youth in the Southwest is included. The survey population consists of Spanish-surname youth living in rural areas of the Southwest in 1963-68. The changing environment of these youth is described in terms of population trends, mobility, social and cultural environment, economic environment, and outmigration. The educational system of the rural Southwest, job opportunities, and the characteristics of the rural Spanish-surname youth are also described. Major recommendations for revisions in the rural educational system include improved teacher preparation, the use of Spanish literature, smaller student-teacher ratios, expanded counseling services, more community involvement, and additional social services. (PS)

Descriptors: Bilingual Education/ Career Opportunities/ Cultural Context/ Economic Factors/ *Educational Programs/ *Hispanic American Literature/ *Mexican Americans/ Migration Patterns/ *Population Trends/ Rural Urban Differences/ *Rural Youth/ Social Environment

Identifiers: *United States (Southwest)

ED066075 FLO03344

Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language Is Not English.

Pennsylvania State Dept. of Education, Harrisburg

May 1972. 27p.

EDRS Price - MFO1/PC02 Plus Postage

Language: ENGLISH

Journal Announcement: RIEDEC72

The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Remarks describe the rationale for the problem and provide ideas on funding.

relevant educational legislation, classifications for varying language competence, and educational objectives. Several different kinds of programs, both bilingual education and English-as-a-second-language types, are discussed. One section describes pupil personnel services such as guidance, counseling, pupil assessment, pupil records, career and curriculum planning, referral services, psychological and health services, and social work services. Community and parental involvement are considered, and concluding remarks concern staffing for bilingual programs. (VM)

Descriptors: Administrator Role/ *Bilingual Education/ Children/ Community Involvement/ Definitions/ Educational Legislation/ *Educational Objectives/ *Educational Programs/ *English (Second Language)/ Guidance Programs/ *Guidelines/ Instructional Programs/ Linguistic Competence/ Non English Speaking/ Pupil Personnel Services/ School Funds/ Special Education/ Teacher Role/ Teaching Models/ Workshops

Identifiers: *Pennsylvania

EO059017 RE003985

Evaluation of State Urban Education Programs, District 10, New York City, Board of Education, 1970-1971 School Year.

Fordham Univ., Bronx, N Y Inst for Research and Evaluation

Jun 1971 199p

Report No.: Pub-71-40

EORS Price - MFO1/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY72

Seven New York City urban education programs were evaluated under the direction of the state urban education coordinator, and the evaluation reports on those programs are included here. The seven programs are: Strengthening Basic Skills in the Junior High School, Reading Diagnostic Centers, Multi-Sensory Stations, Guidance Interim Class, Bilingual Bicultural Program, Living Science Center, and Developmental Program in Personnel and Curriculum. Each report consists of sections on program objectives, evaluation objectives and procedures, program implementation, program effectiveness, and recommendations. Tables are included. (MS)

Descriptors: *Basic Skills/ Biculturalism/ *Bilingual Education/ Curriculum Development/ Curriculum Evaluation/ Multisensory Learning/ *Program Evaluation/ Reading Instruction/ *Reading Programs/ School Counseling/ Science Programs/ *Urban Education

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E0051906 PS004860

A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Program Reprint Series.

Cook, Patricia

Nov 1970 50p.

Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No. OE-20189

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Journal Announcement: RIE0CT71

The Springfield Day Nursery System in Springfield, Massachusetts is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. A bilingual program (English-Spanish) is one of the outstanding features of the day care center. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn. Each age-grouped classroom has both English- and Spanish-speaking teachers who work for the development of positive self-images in the children and for the acquiring of language skills through a flexible curriculum. Development Learning materials are used extensively for seriation and sensorimotor development. Counseling is available to parents at the center, with referrals to community social services if further help is needed. The history and organization of the system, staff, and expenditures are described. An appendix of additional illustrative materials is included. (NH)

Descriptors: *Bilingual Education/ *Day Care/ *Developmental Programs/ *Disadvantaged/ English (Second Language)/ Fees/ Grouping (Instructional Purposes)/ Language Skills/ Organization/ Parent Counseling/ Program Descriptions/ Puerto Ricans/ Self Concept/ *Spanish Speaking/ Urban Areas

Identifiers: *Springfield Day Nursery System MA

E0043693 U0010625

Urban Education in the 1970's.

Passow, A Harry

1970 69p; Paper presented at the Teachers College, Columbia University Urban Education Lecture Series, New York, N Y, 1970

Sponsoring Agency: New World Foundation, New York, N Y

EDRS Price - MF01 Plus Postage. PC Not Available from EORS

Language: ENGLISH

Journal Announcement: RIEFEB71

The reported failure of urban schools has been well documented by various government commissions. To remedy this situation, quality and equality of education must be insured. Research and development on disadvantaged population* has increased in an effort to reverse the effects of traditional pedagogical methods. Numerous programs for early intervention

that changes can be effected but that these effects have little long-term stability. But that does not mean that compensatory education is not a promising method; rather, that adequate methods and understanding are still to come. Various strategies and models for improving urban education are compensatory education, desegregation, model subsystems, parallel systems, total systems reform, and new systems development. In addition, some programs attempt to change the student himself, his family, and the schools in new ways. College programs for disadvantaged youth try to prepare students for advanced study. The greatest policy problem is desegregation. Increase in federal aid raises the hope that urban education will receive not only more funds but also more attention. This paper was prepared for a book entitled "Urban Education in the 1970's," edited by A. Harry Passow, to be published by Teachers College Press, Fall 1970. Not available in hard copy due to marginal legibility of the original document. (JW)

Descriptors: Bilingual Education/ Community Control/ Compensatory Education/ Decentralization/ *Disadvantaged Youth / *Educational Research/ Federal Aid/ Models/ Preschool Education/ Reading Instruction/ Relevance (Education)/ School Counseling/ *School Desegregation/ *Urban Education/ *Urban Schools

ED040245 U0010185

Cross-Cultural Approaches to Research on Minority Group Education.

Singleton, John

21 Nov 1969 18p.; Paper presented at the 68th Annual Meeting of American Anthropological Association, New Orleans, La., November 21, 1969

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement: RIEDCT70

Comparative studies of education, discrimination, and poverty in cross-cultural context are held as contributing towards a better understanding of the social nature of poverty and the complex processes of cultural transmission, continuity, and change. Seven strategies or models of research are suggested: (1) study of secondary and tertiary socialization in schools; (2) inquiry into the relationship of minority group language and conceptual styles to learning; (3) consideration of education's relationship to needs of the adolescent in societal initiation and personal identity; (4) study of patterns of minority group interaction with school; (5) systematic description of options and requirements for diversity offered through the schools, such as counseling, discipline, vocational-academic curricula, and bilingual and bicultural schooling; and, (7) study of education as a social problem, i.e. how the school fails, instead of how students fail (KG)

Descriptors: Adolescents/ Bilingual Education/ Black Students/ Conformity/ Counseling/ *Cross Cultural Studies/ Cultural Interrelationships/ Culture Conflict/ Disadvantaged Youth/ *Ethnology/ Group Dynamics/ Identification (Psychology) / Japanese Americans/ *Minority Groups/ Puerto Ricans/ Social Values/ *Sociocultural Patterns/ *Urban Education/ Vocational Education

ED038461 U0009926

Compensatory Education Programs; Activities in Nevada, 1969, ESEA Title I.

Nevada State Dept. of Education, Carson City
1969 47p.

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Journal Announcement: RIEAUG70

This report is comprised of a series of descriptions of compensatory education programs. Programs included provision of health information, health examinations and follow-up treatment, individualized counseling, bilingual education, and remedial instruction. Special help programs for migrant, orphaned, emotionally disturbed, rural, and reservation Indian children, programs aimed at improving verbal and academic skills, and programs providing individualized instruction along with health services and nutritional services are described. Because the target population comprised many children from isolated areas with negative attitudes toward

school, behavior modification techniques were incorporated into many programs to help students adjust to the classroom situation. A heightened sense of self-esteem and increased potential were also emphasized throughout these programs (KG)

Descriptors: *American Indians/ Behavior Change/ *Bilingual Education/ *Compensatory Education/ Counseling Services/ Disadvantaged Youth/ Emotional Disturbances/ Federal Programs/ Handicapped Children/ Health Services/ Individualized Instruction/ Migrant Education/ Remedial Instruction/ *Rural Education/ Self Concept/ Spanish Speaking

Identifiers: *Elementary Secondary Education Act Title I/ Nevada

ED038078 24 F1001740

Bilingual Education: A Handbook for Educators. Interpretive Studies on Bilingual Education

Ulibarri, Horacio

New Mexico Univ., Albuquerque Coll. of Education

Mar 1970 151p

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research

Bureau No. BR-8-0609

Contract No. DEC-O-080-609-4531(010)

EDRS Price - MF01/PC07 Plus Postage

Language ENGLISH

Journal Announcement: RIEAUG70

This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation (RL)

Descriptors: *Annotated Bibliographies/ Biculturalism/ Bilingual Education/ *Bilingualism/ Bilingual Teachers/ Cultural Interrelationships/ Cultural Pluralism/ Educational Objectives/ *English (Second Language)/ Guidelines/ Instructional Materials/ *Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ *Second Language Learning/ Sociocultural Patterns

ED032966 RCO03697

A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.

Caskey, Owen L., Comp.; Hodges, Jimmy, Comp.
Texas Technological Coll., Lubbock. School of Education.

Mar 1968 48p.

Sponsoring Agency: Southwest Educational Development Lab,
Austin, Tex

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEFEB70

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document (D)

Descriptors: +American Indians/ +ographies/ +Bilingual Students/ Bilingual Teachers/ +Counseling/ Disadvantaged/ English (Second Language)/ Language Instruction/ +Mexican Americans/ Minority Group Children/ Resource Materials/ Spanish Speaking

ED031436 SP002897

Proceedings of the Conference on the Use and Role of Teacher Aides (February 0-11, 1969).

Southwestern Cooperative Educational Lab, Albuquerque, N Mex

Jun 1969 135p

Sponsoring Agency: Office of Education (DHEW), Washington.

D C Bureau of Research

Bureau No: BR-6-2827

Contract No: DEC-4-7-062827-3078

EDRS Price: MF01/PC06 Plus Postage

Language: ENGLISH

Journal Announcement: RIEDEC69

This document contains 24 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas. "Measuring Educational Progress"; "Teacher Aides--who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in

Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel To Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30 Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level" (JS)

Descriptors: Adult Basic Education/ American Indians/ Bilingual Teacher Aides/ Inservice Teacher Education/ +Paraprofessional School Personnel/ Programed Tutoring/ School Aides/ +Staff Utilization/ Teacher Aides/ +Teacher Role/ Team Teaching

Identifiers: Arizona/ Arkansas/ Colorado/ New Mexico/ Oklahoma/ Texas

ED031433 SP002875

New Jersey Bilingual Education Program. Formal Project Application.

Jersey City State Coll., N.J.; Vineland School District, N.J.

May 1969 77p

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPOA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education. (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting; budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)

Descriptors: *Bilingual Education/ College School Cooperation/ *Cooperative Programs/ Grade 1/ Inservice Teacher Education/ Instructional Materials/ Paraprofessional School Personnel/ Preservice Teacher Education/ Program Development/ School Community Relationship/ Spanish Americans/ State Programs

Identifiers: *New Jersey

ED011350 RC003568

Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California, May 15-17, 1969).

Franklin, Mayer J., Ed.; And Others

California State Coll., Long Beach

May 1969 67p

Sponsoring Agency: Office of Education (DHEW), Washington, O.C.

Available from: United Mexican American Students (UMAS), California State College, Long Beach, California 90801

EDRS Price - MF01/PC03 Plus Postage

Language: ENGLISH

Journal Announcement RIEDEC69

The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 Southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present: the keynote address given by Armando Rodriguez, Chief of Mexican American Affairs Unit in the U.S. Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report (CM)

Descriptors: Bilingualism/ College Admission/ *Conference Reports/ Counseling/ Cultural Awareness/ Disadvantaged Youth/ *Educational Opportunities/ Educational Problems/ Equal Education/ Federal Programs/ Financial Support/ *Higher Education/ *Mexican Americans/ *School Holding Power/ Sensitivity Training/ Testing/ Workshops

ED031348 RC003565

Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready?

Karr, Ken; McGuire, Esther

1969 30p

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language (RH)

Descriptors: *Academic Achievement/ Anglo Americans/ Biculturalism/ Bilingual Students/ Counseling/ Culture Conflict/ *Dropout Rate/ Education/ Emotional Problems/ English (Second Language)/ *Higher Education/ Language Handicaps/ Linguistics/ Low Income Groups/ Mexican American Education/ *Mexican Americans/ *Teacher Education/ Values

ED031323 RCO03433

The Needs of the Chicano on the College Campus.

Gomez, Anna Nieto; Vasquez, J. Anthony

California State Coll., Long Beach.

May 1969 26p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)

Sponsoring Agency Office of Education (DHEW), Washington, D.C.

Available from: Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801

EDRS Price - MF01/PCD2 Plus Postage.

Language. ENGLISH

Journal Announcement RIEDEC69

The problems of the Chicano (Mexican American) student on the college campus can be alleviated in the following ways: (1) summer institutes for incoming freshmen providing bilingual classes, bilingual teachers, and remedial English; (2) an orientation program to make the student aware of the bureaucratic procedures of a university; (3) a counseling system whereby upper division Chicanos would advise and help entering students; (4) free health facilities provided for the Chicano student to ease his financial burden; (5) less expensive housing on campus, or rent supplement programs subsidized by the Federal Government; (6) more extensive financial aid programs or expansion of existing programs, such as National Defense Education Act loans and Educational Opportunity Grants; and (7) changes in the Selective Service System because of discriminatory practices against Mexican American students. Related documents are RC 003 429, RC 003 431, RC 003 432 and RC 003 436 (RH)

Descriptors *Bilingual Students/ Bilingual Teachers/ College Freshmen/ College Housing/ Counseling/ *English (Second Language)/ Institutes (Training Programs)/ Language Handicaps/ *Mexican Americans/ Military Service/ Minority Group Teachers/ Post High School Guidance/ School Health Services/ Student Costs/ Student Loan Programs/ *Student Needs / Summer Programs/ *Universities

Identifiers *Chicanos

EDD29728 RCO03423

Teachers and Counselors for Mexican American Children.

Ainsworth, C L, Ed

Southwest Educational Development Lab, Austin, Tex; Texas Technological Coll, Lubbock

1969 137p

Sponsoring Agency Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC06 Plus Postage

Language ENGLISH

Journal Announcement RIEDCT69

The main problems confronting teachers of Mexican American children are the language and cultural barriers. Mexican American children are often limited in communication skills in

both Spanish and English and hold different values and life styles than the Anglo American teacher. The "live now" attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant ethic, frustrates many teachers. Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education. School counselors, should possess guidance skills to help solve Mexican American students' problems of role acceptance, self concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimilationist aims. Included is a 75-page bibliography. (RH)

Descriptors *Acculturation/ Anglo Americans/ Aspiration/ Bilingual Teachers/ Cultural Background/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Ethnic Groups/ Language Handicaps/ Linguistics/ *Mexican Americans/ Minority Group Children/ *Minority Group Teachers/ *School Counseling/ Spanish Speaking/ *Teacher Education/ Values

ED025801 CG003457

Los Angeles Unified School District ESEA Title I Components--Summer 1968. Evaluation Reports

Los Angeles City Schools, Calif. Research and Development Section

21 Oct 1968 333p.

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.

EDRS Price - MF02/PC14 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN69

This volume contains evaluation reports of programs implemented primarily during the summer of 1968. In the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act, elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides (Author/BP)

Descriptors: Administrator Qualifications/ Bilingual Students/ Cooperative Programs/ Curriculum Development/ Enrichment Activities/ Human Relations Programs/ Inservice Education/ Instructional Improvement/ Program Evaluation/ Student Motivation

ED023494 95 RC000788

The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.

Segel, David; Ruble, Ronald A

Albuquerque Public Schools, N Mex

1962 44p

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR69

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included

intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (JH)

Descriptors: Bilingual Students/ Career Counseling/ Curriculum/ Economically Disadvantaged/ Grade 9/ Motivation/ Remedial Programs/ School Counseling/ Service Occupations/ Spanish Speaking/ Student Evaluation

Identifiers: Albuquerque Public Schools NM

ED021670 RC002538

Focus on Innovation.

Hughes, John F; And Others

California State Dept of Education, Sacramento Office of Compensatory Education.

Jan 1968 24p

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN69

Summer educational programs held in 7 California school districts and funded by Title I, ESEA, are described in this issue of Focus on Innovation. Programs of remedial instruction and enrichment were developed to assist the educationally disadvantaged, primarily in the area of communication skills. Selection of students, framework of the programs, and evaluation processes are discussed. An extract from an interview with John F. Hughes, Director of the Division of Compensatory Education, U.S. Office of Education, is presented relative to federal funding of summer programs. (JEH)

Descriptors: Bilingual Students/ Communication Skills/ Compensatory Education/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Enrichment Activities/ Individual Counseling/ Individual Instruction/ Instructional Innovation/ Integrated Activities/ Migrant Children/ Outdoor Education/ Remedial Instruction/ Spanish Speaking/ Summer Programs

Identifiers: Elementary Secondary Education Act/ Elementary Secondary Education Act Title I/ Office of Economic Opportunity

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E0018286 RCO02332

BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR.

GAAROER, BRUCE ; AND OTHERS

04NOV1966 18P.

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement: CUMREPT

BILINGUAL SCHOOLING CAN BE DEFINED AS THE TEACHING OF ALL OR A FEW SUBJECTS (OVER AND ABOVE ENGLISH AND SPANISH THEMSELVES) THROUGH BOTH TONGUES, WHICH IS DISTINCTLY DIFFERENT THAN THE TEACHING OF A SECOND LANGUAGE AS AN ISOLATED SUBJECT. THE BILINGUAL SCHOOLS AT LAREDO, TEXAS, HAVE SUCCEEDED IN CREATING AN EFFECTIVE, "TWO-WAY," MIXED BILINGUAL SCHOOL SYSTEM, GIVING EQUAL TIME TO SPANISH AND ENGLISH. THE CORAL WAY SCHOOL, ANOTHER BILINGUAL SCHOOL LOCATED IN MIAMI, FLORIDA, IS ALSO "TWO-WAY," PROVIDING ABOUT EQUAL TIME FOR THE 2 LANGUAGES. HOWEVER, FROM GRADE 1 THROUGH GRADE 3, THERE IS CONSIDERABLY LESS MIXING OF THE 2 CULTURAL GROUPS. THE MOST DIFFICULT PROBLEM IN BILINGUALISM IS THAT OF GAINING FAVORABLE ADMINISTRATIVE ATTITUDE AND POLICY. BILINGUAL SCHOOLING IS PROFITABLE BECAUSE IT MAKES FOR SUPERIOR EDUCATIONAL ACHIEVEMENT AND STUDENTS CAN BEST LEARN THROUGH THEIR MOTHER TONGUE THROUGH THIS APPROACH, BICULTURALISM CAN BE ACHIEVED, RATHER THAN THE CUTTING OF TIES FROM THE ORIGINAL CULTURE. A SUPPORTING BIBLIOGRAPHY IS INCLUDED, AND AN APPENDIX WHICH DESCRIBES A NUMBER OF BILINGUAL PROJECTS IN VARIOUS SCHOOLS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

Descriptors Achievement/ Anglo Americans/ Bibliographies/ *Bilingualism/ Bilingual Students/ Counselors/ Culture/ Education/ English (Second Language)/ Language/ Learning/ Mexican American Education/ Mexican Americans/ Projects/ Schools/ *Second Language Learning/ Spanish/ *Spanish Americans/ Teaching

E0017387 RCO02395

BILINGUAL EDUCATION IN NEVADA.

ANDERSON, MERLIN O

10NOV1967 2P

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement: CUMREPT

PROGRAMS OF BILINGUAL EDUCATION, SUPPORTED BY FEDERAL GRANTS, ARE PRESENTLY ATTEMPTING TO ALLEVIATE LANGUAGE AND CULTURAL EXPERIENCE DEPRIVATION IN THE MINORITY ETHNIC GROUPS OF NEVADA, INCLUDING MIGRANTS, INDIANS, AND IMMIGRANTS FROM CUBA, MEXICO, AND PUERTO RICO. MOST OF THESE FAMILIES ARE ECONOMICALLY DEPRIVED AND LACK AMERICAN CULTURAL EXPERIENCE. JOINT PARENT AND CHILD SESSIONS ARE CONDUCTED WITH DEMONSTRATIONS OF FINE ARTS, FILM DOCUMENTARIES, ORGANIZED RECREATIONAL ACTIVITIES, AND GROUP COUNSELING. NO EVALUATION OF THE PROGRAMS IS AVAILABLE AT THIS TIME. THIS REPORT WAS

DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967 (WN)

Descriptors *Bilingualism/ *Cultural Education/ Disadvantaged/ Economically Disadvantaged/ English (Second Language)/ *Ethnic Groups/ *Federal Aid/ *Migrants/ Parent Student Relationship

Identifiers Nevada State Department of Education

E0016435 FLO00719

BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.

STUBING, CHARLES, ED

Southwest Council of Foreign Language Teachers

1966 64P.

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Journal Announcement: CUMREPT

INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED (AF)

Descriptors Administrative Policy/ Bibliographies/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ *Conference Reports/ Counselors/ Culture Conflict/ Curriculum Design/ Disadvantaged/ English (Second Language)/ Instructional Materials/ *Intercultural Programs/ *Language Instruction/ Language Programs/ Language Skills/ Language Teachers/ *Second Language Learning/ Student Teaching/ Teacher Education/ Teacher Recruitment/ Teaching Methods

E0002650

THE SCHOOL AND THE MIGRANT CHILD--A SURVEY INTERPRETED.

National Committee on the Education of Migrant Children,
Washington, D C

OCT1963 6P.

EORS Price - MFOI/PCOI Plus Postage.

Language ENGLISH

Journal Announcement: OH6667

A SURVEY CONDUCTED TO SECURE INFORMATION ON CONDITIONS AFFECTING MIGRANT CHILDREN IS PRESENTED. A FIVE-PART QUESTIONNAIRE DELINEATES THE NUMBER OF MIGRANT CHILDREN IN A GIVEN STATE, THEIR PARTICIPATION IN REGULAR AND SUMMER TERMS, AND NEEDS AND PROBLEMS CONNECTED WITH THEIR CLASSROOM ATTENDANCE. THE QUESTIONNAIRE HAS BEEN SENT TO DEPARTMENTS OF EDUCATION IN 48 STATES, AND TO CHURCH AGENCIES, GOVERNORS' COMMITTEES AND CITIZENS' COMMITTEES IN 10 STATES. FEW AGENCIES KNOW HOW MANY CHILDREN ENTER OR LEAVE THE STATE, AND FEW KEEP STATISTICS ON SCHOOL PROGRESS. MOST RESPONDENTS RECOGNIZE THAT MIGRANT CHILDREN ARE RETARDED, BUT ARE UNSURE OF, OR INDIFFERENT TO, THE MEANS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THIS DISADVANTAGED GROUP. THE MIGRANT CHILD IS DISADVANTAGED IN MANY WAYS MOVING FROM DISTRICT TO DISTRICT. HE IS FREQUENTLY UNTOUCHED BY ATTENDANCE LAWS, UNWELCOMED IN THE CLASSROOM WHERE HIS PRESENCE CREATES MANY AND DIFFICULT PROBLEMS FOR THE TEACHER, AND IGNORED BY HIS CLASSMATES BECAUSE OF HIS LACK OF SOCIAL AWARENESS COMPARABLE TO THEIR OWN. OFTEN SPANISH-SPEAKING, HE FINDS FEW BILINGUAL TEACHERS WHEN HE TRAVELS AND SELDOM ENCOUNTERS A COUNSELOR TO ENCOURAGE OR MOTIVATE HIM TOWARD AN EDUCATION. RETARDED IN GRADE FROM 2 TO 3 YEARS, A RETARDATION INCREASING WITH HIS AGE, THE MIGRANT CHILD BECOMES AN EARLY SCHOOL DROPOUT. UNPROTECTED BY CHILD LABOR LAWS, HE TAKES HIS PLACE BESIDE HIS PARENTS, WORKING TO ADD TO THE FAMILY INCOME AND BECOMING IN TIME ANOTHER CIPHER IN HEALTH AND WELFARE STATISTICS BECAUSE OF THE ESCALATING SOCIAL, ECONOMIC, AND HUMAN COSTS REPRESENTED BY THE UNEDUCATED MIGRANT CHILD. WAYS NEED TO BE FOUND QUICKLY TO PROVIDE HIM WITH THE BASIC EDUCATIONAL SKILLS NECESSARY IN A RAPIDLY CHANGING NATION.

Descriptors Bilingual Students/ *Child Labor/
*Disadvantaged/ *Handicapped Children/ Labor Legislation/
*Mental Retardation/ *Migrant Education/ *Spanish Speaking
Identifiers New York (New York)

E0002513

CONFERENCE ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH.

EIOE, CARLA : NANCE, AFTON O.

Decoto Elementary School District, Union City, Calif

APR1963 1p

EORS Price - MFOI Plus Postage PC Not Available from EORS

Language ENGLISH

Journal Announcement: OH6667

REPORTS INCLUDE--PROVIDING A KINDERGARTEN PROGRAM THAT IS
FLEXIBLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS.

GUIDING SPANISH-SPEAKING CHILDREN AND YOUTH THROUGH ACHIEVING BETTER UNDERSTANDING, USING STANDARDIZED TESTS OF INTELLIGENCE AND ACHIEVEMENT WITH SPANISH-SPEAKING PUPILS TO OBTAIN THE MOST VALUABLE RESULTS, HELPING CHILDREN TO READ BY ARRANGING SPECIAL CLASSES TO PROVIDE MANY EXPERIENCES AND MOTIVATIONAL ACTIVITIES, TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIOLINGUAL METHOD AND FOLLOWING THE SEQUENCE OF UNDERSTANDING, SPEAKING, READING, AND WRITING, USING THE AUDIOLINGUAL METHOD OF LISTEN AND RESPOND TO TEACH ENGLISH AS A SECOND LANGUAGE, REPORTING PUPIL PROGRESS TO PARENTS BY MEANS OF REPORT CARDS, ACHIEVEMENT GRADING, AND ABILITY GRADING, GAINING THE CONFIDENCE OF PARENTS AND PUPILS THROUGH AN UNDERSTANDING OF SUCH PROBLEMS AS ECONOMIC NEEDS, SOCIAL AND CULTURAL DIFFICULTIES, AND DIFFERENCES AMONG MEXICAN-AMERICAN FAMILIES, PROVIDING FOR HEALTH NEEDS THROUGH THE ESTABLISHMENT OF GOOD RAPPORT WITH MEMBERS OF THE MEXICAN-AMERICAN COMMUNITY, IN ORDER TO BREAK DOWN BARRIERS TO THE EFFICIENT PERFORMANCE OF FUNCTIONS, BUILDING GOOD CITIZENSHIP BY REALISTICALLY TEACHING CHILDREN THE VALUES AND EXPECTATIONS OF THEIR NEW CULTURE AS IT RELATES TO EMPLOYMENT, HELPING SPANISH-SPEAKING YOUTH TAKE ADVANTAGE OF OPPORTUNITIES FOR HIGHER EDUCATION THROUGH EARLY IDENTIFICATION OF DROPOUTS, SMALL CLASSES, TO PROVIDE A SUCCESSFUL EDUCATIONAL EXPERIENCE THROUGH WHICH SPANISH-SPEAKING CHILDREN COULD TAKE ADVANTAGE OF THEIR OWN ABILITIES

Descriptors Audiolingual Methods/ Bilingual Students/
Career Opportunities/ *Community Relations/ Cultural
Differences/ Cultural Enrichment/ *Disadvantaged/ Dropout
Characteristics/ English/ Health Services/ *Kindergarten/
*Mexican Americans/ School Counseling/ Spanish

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E0001503

STATEMENT OF PHILOSOPHY AND POLICY AS THEY PERTAIN TO THE ACCULTURATION AND EDUCATION OF THE MEXICAN-AMERICAN.

LEON, MARCOS DE

1964 14P.

EDRS Price - MFD1/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

A STATEMENT OF PRINCIPLES PERTAINING TO THE EDUCATION AND ACCULTURATION OF MEXICAN-AMERICANS WAS PRESENTED INCLUDED WAS ACCEPTANCE OF THE REALITY OF THE ANGLD-SAXON AND HISPANIC ETHIC IN THE SOUTHWEST, USE OF THIS CULTURAL BUFFER AREA AS A FRAMEWORK FOR ACCULTURATION OF THE TWO GROUPS, AND RECOGNITION OF A FUNCTIONAL THEORY OF CULTURE AS IT RELATES TO THE GROWTH OF HUMAN PERSONALITY. RECOMMENDATIONS TO FURTHER THESE PRINCIPLES INCLUDED THE IMPLEMENTATION OF A COUNSELING PROGRAM. COUNSELORS WERE TO SERVE AS LIAISONS BETWEEN THE SCHOOL AND COMMUNITY, TO STRENGTHEN A STUDENT'S CULTURAL AWARENESS AND SELF-IMAGE, AND TO ESTABLISH A DEFINITE AND SPECIFIC PROGRAM FOR COMPENSATORY EDUCATION. ORGANIZATION OF AN ADULT EDUCATION PROGRAM IS RECOMMENDED. ALSO RECOMMENDED WERE ORGANIZATION OF--AN ADULT EDUCATION PROGRAM, GUIDANCE AND TESTING SERVICES, AN EXPANDED VOCATIONAL PROGRAM IN THE HIGH SCHOOL.

Descriptors *Acculturation/ Adult Education/ Bilingualism/ *Compensatory Education/ *Counseling Services/ Cultural Awareness/ Educationally Disadvantaged/ *Educational Philosophy/ Educational Principles/ Ethnic Groups/ *Mexican Americans/ School Community Relationship/ Self Concept/ Vocational Education

E0001497

MEXICAN-AMERICAN EDUCATION COMMITTEE OF METROPOLITAN LOS ANGELES.

1963 5P

EDRS Price - MFD1/PCD1 Plus Postage

Language ENGLISH

Journal Announcement: DH6667

THE STATEMENTS OF PHILOSOPHY AND POLICY OF THE MEXICAN-AMERICAN EDUCATION COMMITTEE INCLUDED (1) ACCEPTING THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY AS DEFINED BY THE EDUCATIONAL POLICIES COMMISSION AS BASIC PRINCIPLES, (2) RECOGNIZING THE "CULTURE WITHIN A CULTURE" CONCEPT, AND (3) RECOGNIZING THAT THE FUNCTION OF THE SCHOOL IS TO PERPETUATE THE CORE OF VALUES AND INSTITUTIONS OF THE PARTICULAR CULTURE TO HELP THE ACCULTURATION PROCESS, THE "SCHOOL-COMMUNITY IDEA" SHOULD BE CONSIDERED IN GREATER DEPTH AND CULTURAL AWARENESS AND SELF-IMAGE SHOULD BE STRENGTHENED. SPANISH SHOULD BE TAUGHT AS EARLY AS POSSIBLE ON THE ELEMENTARY SCHOOL LEVEL. A PROGRAM OF COMPENSATORY EDUCATION SHOULD BE INSTITUTED, AND BILINGUAL TEACHERS, COUNSELORS, AND ADMINISTRATORS SHOULD BE HIRED

Descriptors Bilingual Students/ *Compensatory Education/ Cultural Background/ *Cultural Differences/ Cultural

Influences/ Elementary Education/ *Language Instruction/ *Mexican American Education/ Mexican Americans/ *School Community Programs/ *School Personnel/ Spanish Identifiers CALIFORNIA/ California (Los Angeles)

E0001493

BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION A HANDBOOK OF SUGGESTIONS, PRIMARY TO ADULT, FOR THE CLASSROOM TEACHER, THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.

LEIGHTON, E. ROBY

1964 65P

EDRS Price - MFD1/PC03 Plus Postage

Language: ENGLISH

Journal Announcement: DH6667

A SUMMER WORKSHOP CONCERNED WITH THE EDUCATION OF THE SPANISH- AND INDIAN-SPEAKING STUDENTS OF NEW MEXICO AND ARIZONA MET IN TUCSON, ARIZONA, TO ESTABLISH OBJECTIVES REGARDING THESE CHILDREN AND THEIR SPEAKING PROBLEMS. THE STUDENTS WERE DROPPING OUT OF SCHOOL AS A RESULT OF ACADEMIC AND SOCIAL FAILURE AND FRUSTRATION. BICULTURAL GUIDANCE, AN APPROACH INVOLVING BOTH THE TEACHER AND THE COUNSELOR, WAS SUGGESTED. THE BROAD DIFFERENCES IN THE CULTURAL PATTERNS OF VALUE ORIENTATION WERE RECOGNIZED. SOMETIMES THE TEACHER MAY MISJUDGE A STUDENT'S MOTIVATION. THE TEACHER SHOULD REALIZE THAT MANY CULTURALLY DIFFERENT STUDENTS HAVE A HOPELESS ATTITUDE BECAUSE OF A DEEP-SEATED SENSE OF INFERIORITY GROWING FROM THEIR COMPETITION WITH ANGLD-AMERICAN STUDENTS IN THE AREA OF ORAL COMMUNICATION. THE TEACHER SHOULD EMPHASIZE INTONATION-PITCH, JUNCTURE, AND RHYTHM. HE SHOULD HELP STUDENTS MASTER THE SKILLS OF GRAMMAR, IDIOMS, AND IDIOMATIC USAGE ENRICHMENT ACTIVITIES, SUCH AS CARDS AND FILMS, SHOULD BE UTILIZED. THE USE OF ART AND DRAMA FOR LANGUAGE LEARNING HAS PROVEN BENEFICIAL IN THE TRANSFERENCE OF SELF-DEVELOPED DRAWINGS TO VERBALIZATION WITH THE USE OF DRAMATIZATION. A PLOT ONCE ESTABLISHED, COULD MODIFY AND CORRECT POOR SENTENCE PATTERNS. IN ART AND DRAMA, CULTURAL VALUES (DIFFERENCES AND SIMILIARITIES) COULD BE EXPLAINED, DISCUSSED AND EVALUATED. SOME OF THE REASONS THAT SPANISH AND INDIAN STUDENTS HAVE DIFFICULTY WITH LANGUAGE IS THAT THEY EXPERIENCE BASIC CONFUSION ABOUT SPEECH SOUNDS. REMEDIAL PROGRAMS SHOULD BE AIMED AT THE NEEDS OF THESE STUDENTS.

Descriptors American Indians/ *Bilingual Students/ Cultural Differences/ *Dropout Attitudes/ Language Skills/ Spanish/ *Speech Communication/ Speech Skills/ Student Attitudes/ *Teaching Guides/ *Teaching Methods Identifiers ARIZONA/ Arizona (Tucson)

Identifiers: *Illinois (Norridge)

EJ228492 PS509720

Profiles of Youthliners and Issues Relating to a Tele Counseling Service in a New Zealand City.

Orummond, Wilhelmina J.
Adolescence, v15 n57 159-70 Spr 1980
Reprint UMI

Language English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Describes the results of a survey on characteristics of youthliners, adolescent peer counselors who staff a hotline service in New Zealand. (SS)

Descriptors: *Adolescents/ *Adults/ Attitudes/ *Crisis Intervention/ Foreign Countries/ *Hotlines (Public)/ Individual Characteristics/ *Peer Counseling/ Program Descriptions/ Surveys

Identifiers: New Zealand

EJ225475 EA512998

Peer Counseling in the Middle School: A Model Program

Grady, Joan Butterworth
Phi Delta Kappan, v61 n10 p710 Jun 1980
Reprint UMI

Language English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the successful implementation of the Models at Prevention program in peer counseling in Colorado's Laredo Middle School, including: the initial and ongoing training of peer counselors, and the range of tasks assigned to peer counselors (PGO)

Descriptors: Junior High Schools/ Middle Schools/ *Peer Counseling/ Program Descriptions

Identifiers: Laredo Middle School CO

EJ223408 CG518589

Using High School Peer Counselors to Work with College Representatives

Austin, Dolores Kable
Journal of the National Association of College Admissions Counselors, v24 n3 p40 May 1980

Language English

Document Type: JOURNAL ARTICLE (080)

Norridge High School counselors developed a program using peer counselors to obtain and share information from college representatives. After initial training sessions they interviewed the representatives, posted descriptions of the colleges, and answered students' questions. (JAC)

Descriptors: *Admissions Officers/ *College Admission/ College Bound Students/ College Choice/ College Preparation/ *College School Cooperation/ *Interpersonal Relationship/ *Peer Counseling/ School Counselors/ Secondary Education

EJ223344 CG518525

A Humanistic Peer Counseling Model For Use in the Upper Elementary or Secondary Schools

Raiche, Bernard M
Humanist Educator, v18 n2 p88-96 Dec 1979
Reprint UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Discusses value of peer counseling for children and adolescent and provides model for development of peer counseling programs. Includes selection and training of peer counselors, counselor-client needs, evaluation, documentation and institutionalization of peer counseling programs. Emphasizes special relationship obtainable between peer counselors and clients (NRB)

Descriptors: *Counselor Client Relationship/ Counselor Selection/ *Counselor Training/ Elementary Secondary Education / *Helping Relationship/ Interpersonal Relationship/ *Peer Counseling/ *Program Development/ Program Evaluation/ Students

EJ223123 CG518304

Longitudinal Evaluation of Service Demand at a University Peer Counseling Center.

Hinrichsen, James J ; Zwielman, Barry B
Journal of Counseling Psychology, v2 n2 p159-63 Mar 1979

Reprint UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Examines changes in user service demand at a college-based peer counseling center. More detailed analyses describe changes in both absolute and relative frequency of demand for services, mode of access (telephone or walk-in) to services, and types of problems presented by males and females. (Author)

Descriptors: College Students/ *Guidance Centers/ *Higher Education/ *Needs Assessment/ *Peer Counseling/ *Program Evaluation/ Sex Differences/ Student Problems/ *Use Studies

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EJ219909 JC502061

Counseling for Development

Eisele, G Richard

New Directions for Community Colleges, v8 n1 p31-38 Spr 1980

Reprint UMI

Language English

Document Type JOURNAL ARTICLE (080); PDSITION PAPER (120)

Recommends that counseling services for lifelong learners at community colleges focus on developmental needs and be integrated with other programs of the college. Discusses the personal characteristics of the counselor/educator and proposes a peer group counseling model (JM)

Descriptors: *Adult Counseling/ Adult Education/ Adult Learning/ Adult Programs/ Community Colleges/ Counselor Characteristics/ *Educational Counseling/ Educational Responsibility/ *Group Counseling/ *Guidance/ Individual Development/ Lifelong Learning/ *Peer Counseling

Identifiers: Community College of Vermont

EJ216951 SP509275

"Angel Dust": An Overview of Abuse Patterns and Prevention Strategies.

Petsonk, Carol A ; McAllister, Alfred L.

Journal of School Health, v49 n10 p565-68 Dec 1979

Reprint UMI

Language ENGLISH

Document Type JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

The use of peer guidance to prevent misuse of the drug phenylcyclidine is suggested (LH)

Descriptors: Adolescents/ Behavior Patterns/ *Drug Abuse/ *Drug Education/ *Intervention/ *Peer Counseling/ Prevention/ *Role Models

EJ216545 JC502038

An Application of Formative Research in Psychological Education.

Exum, Herbert A

Community/Junior College Research Quarterly, v4 n1 p9-19 Oct-Dec 1979

Reprint UMI

Language ENGLISH

Document Type JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Reports on a study to: (1) design, implement, and evaluate an undergraduate peer-helping program curriculum with the major objective of facilitating cognitive/affective maturity and (2) test the effectiveness and practicality of using formative research in designing and evaluating the program. Discusses findings and implications (AYC)

Descriptors: *Educational Programs/ *Formative Evaluation/

Individual Development/ Maturation/ *Peer Counseling/ *Peer Teaching/ Program Descriptions/ Program Design/ Program Evaluation/ Psychology/ Tutoring/ *Tutors/ *Two Year Colleges/ Two Year College Students

EJ213899 CG517156

Peer and Professional Counselors: Prisoners' Preferences and Evaluations.

Cahill, Thomas J ; And Others

Criminal Justice and Behavior, v6 n4 p400-15 Dec 1979

Language ENGLISH

Document Type JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Inquired into prisoners' preference for and evaluation of peer counselor inmates trained in counseling or professional counselors, through use of videotaped, simulated counseling vignettes. Barron's Ego Strength Scale was not a useful predictor of inmates' preference. Several subjects preferred professional counselors; however, this did not lead to more favorable evaluations (Author/BEF)

Descriptors: Correctional Education/ *Correctional Rehabilitation/ *Counselor Evaluation/ Counselors/ *Peer Counseling/ Peer Evaluation/ *Prisoners/ *Rehabilitation Counseling

Identifiers: *Barrons Ego Strength Scale

EJ213826 CG517083

The Tutor Counselor: A New Role Model.

Blustein, David L ; Burton, Yvonne

College Student Journal, v13 n4 p360-62 Win 1979

Reprint UMI

Language ENGLISH

Document Type JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Successful disadvantaged college students were used as peer tutor-counselors in a program designed to meet the needs of incoming disadvantaged freshmen. Retention rates were compared to a group of disadvantaged students without peer tutor-counselors. The higher rate of retention by the group utilizing tutor-counselors is discussed along with implications (Author/BEF)

Descriptors: College Students/ *Disadvantaged Youth/ Higher Education/ Intervention/ *Peer Counseling/ Peer Relationship/ Retention (Psychology)/ *Role Models/ Tutorial Programs/ *Tutors

ED040245 UDD:0185

Cross-Cultural Approaches to Research on Minority Group Education

Singleton, John

21 Nov 1969 18p.; Paper presented at the 68th Annual Meeting of American Anthropological Association, New Orleans, La., November 21, 1969

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement RIEOCT70

Comparative studies of education, discrimination, and poverty in cross-cultural context are held as contributing towards a better understanding of the social nature of poverty and the complex processes of cultural transmission, continuity, and change. Seven strategies or models of research are suggested: (1) study of secondary and tertiary socialization in schools; (2) inquiry into the relationship of minority group language and conceptual styles to learning; (3) consideration of education's relationship to needs of the adolescent in societal initiation and personal identity; (4) study of patterns of minority group interaction with school; (5) systematic description of options and requirements for diversity offered through the schools, such as counseling, discipline, vocational-academic curricula, and bilingual and bicultural schooling; and, (7) study of education as a social problem, i.e. how the school fails, instead of how students fail (KG)

Descriptors: Adolescents/ Bilingual Education/ Black Students/ Conformity/ Counseling/ *Cross Cultural Studies/ Cultural Interrelationships/ Culture Conflict/ Disadvantaged Youth/ *Ethnology/ Group Dynamics/ Identification (Psychology) / Japanese Americans/ *Minority Groups/ Puerto Ricans/ Social Values/ *Sociocultural Patterns/ *Urban Education/ Vocational Education

ED038461 UDD09926

Compensatory Education Programs; Activities in Nevada, 1969. ESEA Title I.

Nevada State Dept of Education, Carson City
1969 47p

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Journal Announcement RIEAUG70

This report is comprised of a series of descriptions of compensatory education programs. Programs included provision of health information, health examinations and follow-up treatment, individualized counseling, bilingual education, and remedial instruction. Special help programs for migrant, orphaned, emotionally disturbed, rural, and reservation Indian children, programs aimed at improving verbal and academic skills, and programs providing individualized instruction along with health services and nutritional services are described. Because the target population comprised many children from isolated areas with negative attitudes toward

school, behavior modification techniques were incorporated into many programs to help students adjust to the classroom situation. A heightened sense of self-esteem and increased potential were also emphasized throughout these programs (KG)

Descriptors: *American Indians/ Behavior Change/ *Bilingual Education/ *Compensatory Education/ Counseling Services/ Disadvantaged Youth/ Emotional Disturbances/ Federal Programs/ Handicapped Children/ Health Services/ Individualized Instruction/ Migrant Education/ Remedial Instruction/ *Rural Education/ Self Concept/ Spanish Speaking

Identifiers: *Elementary Secondary Education Act Title I/ Nevada

ED038078 24 FLO01740

Bilingual Education: A Handbook for Educators Interpretive Studies on Bilingual Education

Ulbarri, Horacio

New Mexico Univ., Albuquerque Coll of Education
Mar 1970 151p

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research

Bureau No. BR 8-0609

Contract No. OEC-O-080-609-4531(010)

EDRS Price - MF01/PC07 Plus Postage

Language ENGLISH

Journal Announcement RIEAUG70

This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation (RL)

Descriptors: *Annotated Bibliographies/ Biculturalism/ Bilingual Education/ *Bilingualism/ Bilingual Teachers/ Cultural Interrelationships/ Cultural Pluralism/ Educational Objectives/ *English (Second Language)/ Guidelines/ Instructional Materials/ *Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ *Second Language Learning/ Sociocultural Patterns

16c

E0032966 RC003697

A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student

Caskey, Owen L., Comp; Hodges, Jimmy, Comp
Texas Technological Coll., Lubbock School of Education
Mar 1968 48p
Sponsoring Agency Southwest Educational Development Lab.,
Austin, Tex

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Language ENGLISH

Journal Announcement RIEFEB70

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document (OB)

Descriptors *American Indians/ *Bibliographies/ *Bilingual Students/ Bilingual Teachers/ *Counseling/ Disadvantaged/ English (Second Language)/ Language Instruction/ *Mexican Americans/ Minority Group Children/ Resource Materials/ Spanish Speaking

EDJ31436 SP002897

Proceedings of the Conference on the Use and Role of Teacher Aides (February 10-11, 1969)

Southwestern Cooperative Educational Lab., Albuquerque, N
Mex

Jun 1969 135p
Sponsoring Agency Office of Education (DHEW), Washington,
D C. Bureau of Research
Bureau No BR-6-2827
Contract No OEC-4-7-062827-3078
EDRS Price - MF01/PC06 Plus Postage
Language ENGLISH
Journal Announcement RIEDEC69

This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas. "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in

Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level" (JS)

Descriptors Adult Basic Education/ American Indians/ Bilingual Teacher Aides/ *Inservice Teacher Education/ *Paraprofessional School Personnel/ Programed Tutoring/ School Aides/ *Staff Utilization/ Teacher Aides/ *Teacher Role/ Team Teaching

Identifiers Arizona/ Arkansas/ Colorado/ New Mexico/ Oklahoma/ Texas

ED031433 SP002875

New Jersey Bilingual Education Program. Formal Project Application.

Jersey City State Coll., N J, Vineland School District, N J

May 1969 77p

EDRS Price - MF01/PC04 Plus Postage

Language ENGLISH

Journal Announcement RIEDEC69

Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPDA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting; budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)

Descriptors *Bilingual Education/ College School Cooperation/ *Cooperative Programs/ Grade 1/ Inservice Teacher Education/ Instructional Materials/ Paraprofessional School Personnel/ Preservice Teacher Education/ Program Development/ School Community Relationship/ Spanish Americans/ State Programs

Identifiers *New Jersey

FD031350 RC003568

Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California, May 15-17, 1969).

Franklin, Mayer J., Ed.; And Others

California State Coll., Long Beach

May 1969 67p.

Sponsoring Agency Office of Education (DHEW), Washington, D C

Available from United Mexican American Students (UMAS), California State College, Long Beach, California 90801

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Journal Announcement RIEDEC69

The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 Southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present the keynote address given by Armando Rodriguez, Chief of Mexican American Affairs Unit in the U S Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report (CM)

Descriptors Bilingualism/ College Admission/ *Conference Reports/ Counseling/ Cultural Awareness/ Disadvantaged Youth/ *Educational Opportunities/ Educational Problems/ Equal Education/ Federal Programs/ Financial Support/ *Higher Education/ *Mexican Americans/ *School Holding Power/ Sensitivity Training/ Testing/ Workshops

ED031348 RC003565

Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready?

Karr, Ken; McGuire, Esther

1969 30p.

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Journal Announcement RIEDEC69

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo, (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language (RH)

Descriptors *Academic Achievement/ Anglo Americans/ Biculturalism/ Bilingual Students/ Counseling/ Culture Conflict/ *Dropout Rate/ Education/ Emotional Problems/ English (Second Language)/ *Higher Education/ Language Handicaps/ Linguistics/ Low Income Groups/ Mexican American Education/ *Mexican Americans/ *Teacher Education/ Values

ED031323 RCO03433

The Needs of the Chicano on the College Campus.

Gomez, Anna Nieto; Vasquez, J Anthony

California State Coll , Long Beach.

May 1969 26p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)

Sponsoring Agency Office of Education (DHEW), Washington,

D C

Available from: Dr Mayer J Franklin, School of Education, California State College, Long Beach, California 90801

EDRS Price - MF01/PC02 Plus Postage.

Language. ENGLISH

Journal Announcement RIEDEC69

The problems of the Chicano (Mexican American) student on the college campus can be alleviated in the following ways

(1) summer institutes for incoming freshmen providing bilingual classes, bilingual teachers, and remedial English; (2) an orientation program to make the student aware of the bureaucratic procedures of a university; (3) a counseling system whereby upper division Chicanos would advise and help entering students; (4) free health facilities provided for the Chicano student to ease his financial burden; (5) less expensive housing on campus, or rent supplement programs subsidized by the Federal Government, (6) more extensive financial aid programs or expansion of existing programs, such as National Defense Education Act loans and Educational Opportunity Grants; and (7) changes in the Selective Service System because of discriminatory practices against Mexican American students Related documents are RC 003 429, RC 003 431, RC 003 432 and RC 003 436 (RH)

Descriptors *Bilingual Students/ Bilingual Teachers/ College Freshmen/ College Housing/ Counseling/ *English (Second Language)/ Institutes (Training Programs)/ Language Handicaps/ *Mexican Americans/ Military Service/ Minority Group Teachers/ Post High School Guidance/ School Health Services/ Student Costs/ Student Loan Programs/ *Student Needs / Summer Programs/ *Universities

Identifiers *Chicanos

ED029728 RCO03423

Teachers and Counselors for Mexican American Children.

Ainsworth, C L , Ed

Southwest Educational Development Lab , Austin, Tex , Texas Technological Coll , Lubbock.

1969 137p

Sponsoring Agency Office of Education (DHEW), Washington,

D C

EDRS Price - MF01/PC06 Plus Postage

Language ENGLISH

Journal Announcement RIEOCT69

The main problems confronting teachers of Mexican American children are the language and cultural barriers Mexican American children are often limited in communication skills in

both Spanish and English and hold different values and life styles than the Anglo American teacher The "live now" attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant ethic, frustrates many teachers Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education School counselors, should possess guidance skills to help solve Mexican American students' problems of role acceptance, self-concept, and social values Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimilationist aims Included is a 75-page bibliography (RH)

Descriptors *Acculturation/ Anglo Americans/ Aspiration/ Bilingual Teachers/ Cultural Background/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Ethnic Groups/ language Handicaps/ Linguistics/ *Mexican Americans/ Minority Group Children/ *Minority Group Teachers/ *School Counseling/ Spanish Speaking/ *Teacher Education/ Values

ED025801 CG003457

Los Angeles Unified School District ESEA Title I
Components--Summer 1968. Evaluation Reports.

Los Angeles City Schools, Calif Research and Development
Section

21 Oct 1968 333p

Sponsoring Agency Office of Education (DHEW), Washington,
D C

EDRS Price - MF02/PC14 Plus Postage

Language ENGLISH

Journal Announcement RIEJUN69

This volume contains evaluation reports of programs implemented primarily during the summer of 1968, in the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides (Author/BP)

Descriptors Administrator Qualifications/ Bilingual Students/ Cooperative Programs/ Curriculum Development/ Enrichment Activities/ *Human Relations Programs/ Inservice Education/ *Instructional Improvement/ *Program Evaluation/ Student Motivation

ED023494 95 RC000788

The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.

Segel, David; Ruble, Ronald A

Albuquerque Public Schools, N Mex

1962 44p

Sponsoring Agency: Office of Education (DHEW), Washington,
D C

EDRS Price - MF01/PC02 Plus Postage

Language ENGLISH

Journal Announcement RIEMAR69

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included

intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level. In addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices (JH)

Descriptors *Bilingual Students/ *Career Counseling/ *Curriculum/ Economically Disadvantaged/ *Grade 9/ Motivation/ Remedial Programs/ School Counseling/ *Service Occupations/ Spanish Speaking/ Student Evaluation

Identifiers *Albuquerque Public Schools NM

ED021670 RC002538

Focus on Innovation.

Hughes, John F ; And Others

California State Dept of Education, Sacramento Office of
Compensatory Education

Jan 1968 24p

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement RIEJAN69

Summer educational programs held in 7 California school districts and funded by Title I, FSEA, are described in this issue of Focus on Innovation. Programs of remedial instruction and enrichment were developed to assist the educationally disadvantaged, primarily in the area of communication skills. Selection of students, framework of the programs, and evaluation processes are discussed. An extract from an interview with John F. Hughes, Director of the Division of Compensatory Education, U S Office of Education, is presented relative to federal funding of summer programs (JEH)

Descriptors Bilingual Students/ *Communication Skills/ *Compensatory Education/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Enrichment Activities/ Individual Counseling/ Individual Instruction/ Instructional Innovation/ Integrated Activities/ *Migrant Children/ Outdoor Education/ Remedial Instruction/ *Spanish Speaking/ *Summer Programs

Identifiers Elementary Secondary Education Act/ Elementary Secondary Education Act Title I/ Office of Economic Opportunity

176

ED018286 RCO02332

BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR

GAARDER, BRUCE . AND OTHERS

04NOV1966 18P

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement CUMREPT

BILINGUAL SCHOOLING CAN BE DEFINED AS THE TEACHING OF ALL OR A FEW SUBJECTS (OVER AND ABOVE ENGLISH AND SPANISH THEMSELVES) THROUGH BOTH TONGUES, WHICH IS DISTINCTLY DIFFERENT THAN THE TEACHING OF A SECOND LANGUAGE AS AN ISOLATED SUBJECT. THE BILINGUAL SCHOOLS AT LAREDO, TEXAS, HAVE SUCCEEDED IN CREATING AN EFFECTIVE, "TWO-WAY," MIXED BILINGUAL SCHOOL SYSTEM, GIVING EQUAL TIME TO SPANISH AND ENGLISH. THE CORAL WAY SCHOOL, ANOTHER BILINGUAL SCHOOL LOCATED IN MIAMI, FLORIDA, IS ALSO "TWO WAY," PROVIDING ABOUT EQUAL TIME FOR THE 2 LANGUAGES. HOWEVER, FROM GRADE 1 THROUGH GRADE 3, THERE IS CONSIDERABLY LESS MIXING OF THE 2 CULTURAL GROUPS. THE MOST DIFFICULT PROBLEM IN BILINGUALISM IS THAT OF GAINING FAVORABLE ADMINISTRATIVE ATTITUDE AND POLICY. BILINGUAL SCHOOLING IS PROFITABLE BECAUSE IT MAKES FOR SUPERIOR EDUCATIONAL ACHIEVEMENT AND STUDENTS CAN BEST LEARN THROUGH THEIR MOTHER TONGUE THROUGH THIS APPROACH. BICULTURALISM CAN BE ACHIEVED, RATHER THAN THE CUTTING OF TIES FROM THE ORIGINAL CULTURE. A SUPPORTING BIBLIOGRAPHY IS INCLUDED, AND AN APPENDIX WHICH DESCRIBES A NUMBER OF BILINGUAL PROJECTS IN VARIOUS SCHOOLS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

Descriptors Achievement/ Anglo Americans/ Bibliographies/ *Bilingualism/ Bilingual Students/ Counselors/ Culture/ Education/ English (Second Language)/ Language/ Learning/ Mexican American Education/ Mexican Americans/ Projects/ Schools/ *Second Language Learning/ Spanish/ *Spanish Americans/ Teaching

ED017387 RCO02395

BILINGUAL EDUCATION IN NEVADA

ANDERSON, MERLIN D

10NOV1967 2P

EDRS Price MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement CUMREPT

PROGRAMS OF BILINGUAL EDUCATION, SUPPORTED BY FEDERAL GRANTS, ARE PRESENTLY ATTEMPTING TO ALLEVIATE LANGUAGE AND CULTURAL EXPERIENCE DEPRIVATION IN THE MINORITY ETHNIC GROUPS OF NEVADA, INCLUDING MIGRANTS, INDIANS, AND IMMIGRANTS FROM CUBA, MEXICO, AND PUERTO RICO. MOST OF THESE FAMILIES ARE ECONOMICALLY DEPRIVED AND LACK AMERICAN CULTURAL EXPERIENCE. JOINT PARENT AND CHILD SESSIONS ARE CONDUCTED WITH DEMONSTRATIONS OF FINE ARTS, FILM DOCUMENTARIES, ORGANIZED RECREATIONAL ACTIVITIES, AND GROUP COUNSELING. NO EVALUATION OF THE PROGRAMS IS AVAILABLE AT THIS TIME. THIS REPORT WAS

DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967 (WN)

Descriptors *Bilingualism/ *Cultural Education/ Disadvantaged/ Economically Disadvantaged/ English (Second Language)/ *Ethnic Groups/ *Federal Aid/ *Migrants/ Parent Student Relationship

Identifiers Nevada State Department of Education

ED016435 FLO00719

BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966) REPORTS

STUBING, CHARLES, ED

Southwest Council of Foreign Language Teachers

1966 64P

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Journal Announcement CUMREPT

INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED (A7)

Descriptors Administrative Policy/ Bibliographies/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ *Conference Reports/ Counselors/ Culture Conflict/ Curriculum Design/ Disadvantaged/ English (Second Language)/ Instructional Materials/ *Intercultural Programs/ *Language Instruction/ Language Programs/ Language Skills/ Language Teachers/ *Second Language Learning/ Student Teaching/ Teacher Education/ Teacher Recruitment/ Teaching Methods

ED002650

THE SCHOOL AND THE MIGRANT CHILD--A SURVEY INTERPRETED

National Committee on the Education of Migrant Children,
Washington, D.C.

OCT1963 6P

EDRS Price - MF01/PC01 Plus Postage

Language ENGLISH

Journal Announcement: DH6667

A SURVEY CONDUCTED TO SECURE INFORMATION ON CONDITIONS AFFECTING MIGRANT CHILDREN IS PRESENTED. A FIVE-PART QUESTIONNAIRE DELINEATES THE NUMBER OF MIGRANT CHILDREN IN A GIVEN STATE, THEIR PARTICIPATION IN REGULAR AND SUMMER TERMS, AND NEEDS AND PROBLEMS CONNECTED WITH THEIR CLASSROOM ATTENDANCE. THE QUESTIONNAIRE HAS BEEN SENT TO DEPARTMENTS OF EDUCATION IN 48 STATES, AND TO CHURCH AGENCIES, GOVERNORS' COMMITTEES AND CITIZENS' COMMITTEES IN 10 STATES. FEW AGENCIES KNOW HOW MANY CHILDREN ENTER OR LEAVE THE STATE, AND FEW KEEP STATISTICS ON SCHOOL PROGRESS. MOST RESPONDENTS RECOGNIZE THAT MIGRANT CHILDREN ARE RETARDED, BUT ARE UNSURE OF, OR INDIFFERENT TO, THE MEANS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THIS DISADVANTAGED GROUP. THE MIGRANT CHILD IS DISADVANTAGED IN MANY WAYS. MOVING FROM DISTRICT TO DISTRICT, HE IS FREQUENTLY UNTOUCHED BY ATTENDANCE LAWS, UNWELCOMED IN THE CLASSROOM WHERE HIS PRESENCE CREATES MANY AND DIFFICULT PROBLEMS FOR THE TEACHER, AND IGNORED BY HIS CLASSMATES BECAUSE OF HIS LACK OF SOCIAL AWARENESS COMPARABLE TO THEIR OWN. OFTEN SPANISH-SPEAKING, HE FINDS FEW BILINGUAL TEACHERS WHEN HE TRAVELS AND SELDOM ENCOUNTERS A COUNSELOR TO ENCOURAGE OR MOTIVATE HIM TOWARD AN EDUCATION. RETARDED IN GRADE FROM 2 TO 3 YEARS, A RETARDATION INCREASING WITH HIS AGE, THE MIGRANT CHILD BECOMES AN EARLY SCHOOL DROPOUT. UNPROTECTED BY CHILD LABOR LAWS, HE TAKES HIS PLACE BESIDE HIS PARENTS, WORKING TO ADD TO THE FAMILY INCOME AND BECOMING IN TIME ANOTHER CIPHER IN HEALTH AND WELFARE STATISTICS BECAUSE OF THE ESCALATING SOCIAL, ECONOMIC, AND HUMAN COSTS REPRESENTED BY THE UNEDUCATED MIGRANT CHILD. WAYS NEED TO BE FOUND QUICKLY TO PROVIDE HIM WITH THE BASIC EDUCATIONAL SKILLS NECESSARY IN A RAPIDLY CHANGING NATION.

Descriptors Bilingual Students/ *Child Labor/
*Disadvantaged/ *Handicapped Children/ Labor Legislation/
*Mental Retardation/ *Migrant Education/ *Spanish Speaking
Identifiers New York (New York)

GUIDING SPANISH-SPEAKING CHILDREN AND YOUTH THROUGH ACHIEVING BETTER UNDERSTANDING, USING STANDARDIZED TESTS OF INTELLIGENCE AND ACHIEVEMENT WITH SPANISH-SPEAKING PUPILS TO OBTAIN THE MOST VALID RESULTS, HELPING CHILDREN TO READ BY ARRANGING SPECIAL CLASSES TO PROVIDE MANY EXPERIENCES AND MOTIVATIONAL ACTIVITIES, TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIOLINGUAL METHOD AND FOLLOWING THE SEQUENCE OF UNDERSTANDING, SPEAKING, READING, AND WRITING, USING THE AUDIOLINGUAL METHOD OF LISTEN AND RESPOND TO TEACH ENGLISH AS A SECOND LANGUAGE, REPORTING PUPIL PROGRESS TO PARENTS BY MEANS OF REPORT CARDS, ACHIEVEMENT GRADING, AND ABILITY GRADING, GAINING THE CONFIDENCE OF PARENTS AND PUPILS THROUGH AN UNDERSTANDING OF SUCH PROBLEMS AS ECONOMIC NEEDS, SOCIAL AND CULTURAL DIFFICULTIES, AND DIFFERENCES AMONG MEXICAN-AMERICAN FAMILIES, PROVIDING FOR HEALTH NEEDS THROUGH THE ESTABLISHMENT OF GOOD RAPPORT WITH MEMBERS OF THE MEXICAN-AMERICAN COMMUNITY, IN ORDER TO BREAK DOWN BARRIERS TO THE EFFICIENT PERFORMANCE OF FUNCTIONS, BUILDING GOOD CITIZENSHIP BY REALISTICALLY TEACHING CHILDREN THE VALUES AND EXPECTATIONS OF THEIR NEW CULTURE AS IT RELATES TO EMPLOYMENT, HELPING SPANISH-SPEAKING YOUTH TAKE ADVANTAGE OF OPPORTUNITIES FOR HIGHER EDUCATION THROUGH EARLY IDENTIFICATION OF DROPOUTS, SMALL CLASSES, TO PROVIDE A SUCCESSFUL EDUCATIONAL EXPERIENCE THROUGH WHICH SPANISH-SPEAKING CHILDREN COULD TAKE ADVANTAGE OF THEIR OWN ABILITIES

Descriptors Audiolingual Methods/ Bilingual Students/
Career Opportunities/ *Community Relations/ Cultural
Differences/ Cultural Enrichment/ *Disadvantaged/ Dropout
Characteristics/ English/ Health Services/ *Kindergarten/
*Mexican Americans/ School Counseling/ Spanish

ED002513

CONFERENCE ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH.

EDIF, CARLA ; NANCE, AFTON D.

Decoto Elementary School District, Union City, Calif

APR1963 1p

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

Language ENGLISH

Journal Announcement: DH6657

REPORTS INCLUDE--PROVIDING A KINDERGARTEN PROGRAM THAT IS FLEXIBLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS.

1311

ED001503

STATEMENT OF PHILOSOPHY AND POLICY AS THEY PERTAIN TO THE ACCULTURATION AND EDUCATION OF THE MEXICAN-AMERICAN.

LEON, MARCOS DE
1964 14P.

EDRS Price - MF01/PC01 Plus Postage.
Language ENGLISH

Journal Announcement DH6667

A STATEMENT OF PRINCIPLES PERTAINING TO THE EDUCATION AND ACCULTURATION OF MEXICAN-AMERICANS WAS PRESENTED INCLUDED WAS ACCEPTANCE OF THE REALITY OF THE ANGLO-SAXON AND HISPANIC ETHIC IN THE SOUTHWEST, USE OF THIS CULTURAL BUFFER AREA AS A FRAMEWORK FOR ACCULTURATION OF THE TWO GROUPS, AND RECOGNITION OF A FUNCTIONAL THEORY OF CULTURE AS IT RELATES TO THE GROWTH OF HUMAN PERSONALITY. RECOMMENDATIONS TO FURTHER THESE PRINCIPLES INCLUDED THE IMPLEMENTATION OF A COUNSELING PROGRAM. COUNSELORS WERE TO SERVE AS LIAISONS BETWEEN THE SCHOOL AND COMMUNITY, TO STRENGTHEN A STUDENT'S CULTURAL AWARENESS AND SELF-IMAGE, AND TO ESTABLISH A DEFINITE AND SPECIFIC PROGRAM FOR COMPENSATORY EDUCATION. ORGANIZATION OF AN ADULT EDUCATION PROGRAM IS RECOMMENDED ALSO RECOMMENDED WERE ORGANIZATION OF AN ADULT EDUCATION PROGRAM, GUIDANCE AND TESTING SERVICES, AN EXPANDED VOCATIONAL PROGRAM IN THE HIGH SCHOOL.

Descriptors *Acculturation/ Adult Education/ Bilingualism/
*Compensatory Education/ *Counseling Services/ Cultural Awareness/
Educationally Disadvantaged/ *Educational Philosophy/
Educational Principles/ Ethnic Groups/ *Mexican Americans/
School Community Relationship/ Self Concept/
Vocational Education

ED001497

MEXICAN-AMERICAN EDUCATION COMMITTEE OF METROPOLITAN LOS ANGELES

1963 5P

EDRS Price - MF01/PC01 Plus Postage
Language ENGLISH

Journal Announcement DH6667

THE STATEMENTS OF PHILOSOPHY AND POLICY OF THE MEXICAN AMERICAN EDUCATION COMMITTEE INCLUDED (1) ACCEPTING THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY AS DEFINED BY THE EDUCATIONAL POLICIES COMMISSION AS BASIC PRINCIPLES, (2) RECOGNIZING THE "CULTURE WITHIN A CULTURE" CONCEPT, AND (3) RECOGNIZING THAT THE FUNCTION OF THE SCHOOL IS TO PERPETUATE THE CORE OF VALUES AND INSTITUTIONS OF THE PARTICULAR CULTURE. TO HELP THE ACCULTURATION PROCESS, THE "SCHOOL-COMMUNITY IDEA" SHOULD BE CONSIDERED IN GREATER DEPTH AND CULTURAL AWARENESS AND SELF-IMAGE SHOULD BE STRENGTHENED. SPANISH SHOULD BE TAUGHT AS EARLY AS POSSIBLE ON THE ELEMENTARY SCHOOL LEVEL. A PROGRAM OF COMPENSATORY EDUCATION SHOULD BE INSTITUTED, AND BILINGUAL TEACHERS, COUNSELORS, AND ADMINISTRATORS SHOULD BE HIRED.

Descriptors Bilingual Students/ *Compensatory Education/
Cultural Background/ *Cultural Differences/ Cultural

Influences/ Elementary Education/ *Language Instruction/
*Mexican American Education/ Mexican Americans/ *School Community Programs/
*School Personnel/ Spanish Identifiers CALIFORNIA/ California (Los Angeles)

ED001493

BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION A HANDBOOK OF SUGGESTIONS, PRIMARY TO ADULT, FOR THE CLASSROOM TEACHER. THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.

LEIGHTON, E ROBY

1964 65P

EDRS Price - MF01/PC03 Plus Postage

Language ENGLISH

Journal Announcement DH6667

A SUMMER WORKSHOP CONCERNED WITH THE EDUCATION OF THE SPANISH- AND INDIAN SPEAKING STUDENTS OF NEW MEXICO AND ARIZONA MET IN TUCSON, ARIZONA, TO ESTABLISH OBJECTIVES REGARDING THESE CHILDREN AND THEIR SPEAKING PROBLEMS. THE STUDENTS WERE DROPPING OUT OF SCHOOL AS A RESULT OF ACADEMIC AND SOCIAL FAILURE AND FRUSTRATION. BICULTURAL GUIDANCE, AN APPROACH INVOLVING BOTH THE TEACHER AND THE COUNSELOR, WAS SUGGESTED. THE BROAD DIFFERENCES IN THE CULTURAL PATTERNS OF VALUE ORIENTATION WERE RECOGNIZED. SOMETIMES THE TEACHER MAY MISJUDGE A STUDENT'S MOTIVATION. THE TEACHER SHOULD REALIZE THAT MANY CULTURALLY DIFFERENT STUDENTS HAVE A HOPELESS ATTITUDE BECAUSE OF A DEEP-SEATED SENSE OF INFERIORITY GROWING FROM THEIR COMPETITION WITH ANGLO-AMERICAN STUDENTS. IN THE AREA OF ORAL COMMUNICATION, THE TEACHER SHOULD EMPHASIZE INTONATION-PITCH, JUNCTURE, AND RHYTHM. HE SHOULD HELP STUDENTS MASTER THE SKILLS OF GRAMMAR, IDIOMS, AND IDIOMATIC USAGE. ENRICHMENT ACTIVITIES, SUCH AS CARDS AND FILMS, SHOULD BE UTILIZED. THE USE OF ART AND DRAMA FOR LANGUAGE LEARNING HAS PROVEN BENEFICIAL IN THE TRANSFERENCE OF SELF-DEVELOPED DRAWINGS TO VERBALIZATION. WITH THE USE OF DRAMATIZATION, A PLOT ONCE ESTABLISHED, COULD MODIFY AND CORRECT POOR SENTENCE PATTERNS IN ART AND DRAMA. CULTURAL VALUES (DIFFERENCES AND SIMILARITIES) COULD BE EXPLAINED, DISCUSSED AND EVALUATED. SOME OF THE REASONS THAT SPANISH AND INDIAN STUDENTS HAVE DIFFICULTY WITH LANGUAGE IS THAT THEY EXPERIENCE BASIC CONFUSION ABOUT SPEECH SOUNDS. REMEDIAL PROGRAMS SHOULD BE AIMED AT THE NEEDS OF THESE STUDENTS.

Descriptors American Indians/ *Bilingual Students/ Cultural Differences/ *Dropout Attitudes/ Language Skills/ Spanish/
*Speech Communication/ Speech Skills/ Student Attitudes/
*Teaching Guides/ *Teaching Methods

Identifiers ARIZONA/ Arizona (Tucson)

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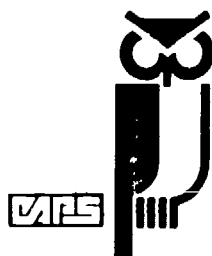
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