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)
COUNSELING THE BILINGUAL STUDENT

Antonia Sanchez
COUNSELING THE BILINGUAL STUDENT

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 database 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
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

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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.
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.

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 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.

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
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 multicultural inservice at the school district level is also necessary, as well as bilingual training in master's level college counseling programs.

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
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.

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.
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.
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).

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
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
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).
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.

**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).
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 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).

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).

**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).

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-kindle 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.

**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.
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.

**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.
Additional Resources


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)
Preparation Culturally Effective Counselors,

Arredondo-Bowd, Patricia M.; Gonsalves, John


Reprint: UMI

Language: English

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

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

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)

This 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


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 bicognition 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

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 bicognitively, 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


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/WC)

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
The Importance of Bilingual Education

EJ156135 U5050605
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)

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)
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 counselees 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
EJO70322 CG505182
Counseling the Chicanito
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

EJO20085 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
Clearinghouse Accession Number
ERIC Document Number (ED#)
Title of Document
Sponsoring Agency (Organization responsible for the report)
Date Published
EDRS Price *
Descriptors (words which tell the contents of the document)
Abstract of Document

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.
Pennsylvania Research Coordinating Unit for Vocational Education.

Pub. Date: 30 Jun 74 *Note: 27p.
EDRS Price MF-$0.03 HC-$2.06 Plus Postage
Descriptors: *Career Education/ *Educational Programs/
*Elementary Secondary Education/ *Information Dissemination/
*Paraprofessional Personnel/ *Program Descriptions/ *Program Planning/
*Program Proposals/ *Resource Centers

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)

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)


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

Bureau No.: 444AH80419
Grant No.: GO07602077
EDRS Price - MF01/PC05 Plus Postage
Language: English

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 appendices, 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
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: (1) S.U.B.E. (Success Under Spanish Bilingual Education); (2) AVANTI (an approach to Italian bilingual education); and (3) 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 focus 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.

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)
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 1978 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, the 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.

Available from: Institute for Cultural Pluralism.

ED188674 JC800304
de la Rocha-Petris, Gilberto
San Mateo Community Coll. District, Calif.
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: 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.


ED185809 FLO11057
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 1978 112p
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)


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)
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 in 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 similar 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
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
(IS0)
Geographic Source: U.S./ Connecticut
Journal Announcement. RIEAUG80
1979.00
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, DC
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
1979.00
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 I, 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)

62
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) a description of program participants; (2) course descriptions and outlines; (3) inventory of materials produced by program participants; (4) a report on the jobs and job placement of participants; (5) evaluation forms and reports; (6) 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

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: RIFMAYBO 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 "real mandates. Appendices include: (1) a sample district skeletal plans for Title VI. (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) a sample district skeletal plan 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 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
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. On-the-job experience came from work in local offices and clinics. 

By 70% of students; (2) on-the-job training completion 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. The purpose of the reader is to help children grow to modes of thinking adaptable to the industrial society without losing the values implicit in the life and culture of their village. 

The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency. On-the-job experience came from work in local offices and clinics. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful 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
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 bilingual 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 bilingual 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 Department of Education, Sacramento Bureau of Community Services and Migrant Education

EDR5 Price - MF01/PC01 Plus Postage
Language: English

Document Type: PROJECT DESCRIPTION (141): NON CLASSROOM

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

P.A.S.S. Program (Portable Assisted Study Sequence).
Foshee, Jane E.
Parlier Unified School District, Calif.
1978 24p
Humanistic Counseling of Bilingual Students: A Continuous Process

Hernández, Leodoro; Carlquist-Hernández, Karen

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 bicognitive, bi-affective, 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.

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


Bottoms, Gene; And Others

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 Brackell. 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/ +Trend 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

EROS Price - MF01/PCO1 Plus Postage

Language English

Document Type: POSITION PAPER (120); GENERAL REPORT (140)

Geographic Source U.S./ Idaho

Journal Announcement: RINED/79

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 "aligual" 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 (SR).

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

FD173985 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)


EROS Price - MF01/PCO1 Plus Postage
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 (ESL), and in English as a Foreign Language (TOEFL), and courses and average number of times a one level course may be repeated in both ESL 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.

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) an 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)
A supplement to 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) and 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 Education)/Bibliographies/Bilingual Education/Citation Indexes/Cultural Background/Enrollment/Library Services/Mexican American Education/Mexican American History/Mexican Americans/Periodicals/Reading/Reference Materials/Self Esteem

Association of California School Administrators, Oregon
Univ., Eugene. ERIC Clearinghouse on Educational Management 1978 47p
Contract No. 400-78-0007
Available from: Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 non-members, $1.75 for ACSA members)
EDRS Price: MF01/PC02 Plus Postage
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./New Mexico
Journal Announcement: RIE MAY 79
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. Thus 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 Education/Delinquency/Delinquency Prevention/Educational Research/Elementary Secondary Education/Individual Development/Literature Reviews/Potential Dropouts/Program Descriptions/Self Actualization/Self Concept/Self Concept Measures/Students/Teacher Attitudes

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

1977 327 p.; 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

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./New Mexico

Journal Announcement: RIEAPR79

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. The second part is "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.


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/DE), Washington, D.C.

Grant No.: GD0750234

EDRS Price: MF01 Plus Postage

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, emphasis was 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 accompanying 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. (CS)


Identifiers: Arizona/ Education Amendments 1974/ Tucson School District No.1
This book addresses the question of what tests are measures of intelligence, achievement, and personality. The tests not based on empirical investigation have questionable validity. Some researchers now suspect that almost all tests given to students in IQ-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 in IQ and other educational tests (John W. Oiler, Jr.); (2) content similarities between intelligence, achievement, personality and language tests (Bjarni Gunnarsson); (3) close and dictation tasks as predictors of intelligence and achievement scores (Thomas & Stumpf); (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. Oiler, Jr. and Kyle Perkins). This book can be used as a basis for discussions 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.

Descriptors: Adult Education/ Adult Programs/ American Indian Reservations/ American Indians/ Annual Reports/ Bilingual Education/ Bilingualism/ Education/ Elementary Education/ Enrollment/ Educational Assessment/ Educational Testing/ Intelligence Quotient/ 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 RCOI0613
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 E0 086. 14p: General may not reproduce well due to small print size of original document.
EDRS Price MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
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 meeting, two projects were proposed for federal and state funding, and provisions were made to offer courses in the principles of vocational, technical, and adult education to bilingual/bicultural educators (ELG).

Descriptors: Bilingualism/ Bilingual Education/ Bilingualism/ Delivery Systems/ Educational Needs/ Educational Planning/ In-service Teacher Education/ Needs Assessment/ Preservice Teacher Education/ Program Development/ Statewide Planning/ Teacher Education/ Teacher Educators/ Vocational Education/ Vocational Education Teachers/ Workshops

Identifiers: Wisconsin


EDRS Price: MF01 Plus Postage PC Not Available from EDRS Language: English Document Type: PROJECT DESCRIPTION (141)

Journal Announcement RIESEP78

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

Kapfer, Sherry
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/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

Virginia State Dept. of Education, Richmond, Virginia

SEP 1977, 21p. For related documents, see FL009 179 1R5
EDRS Price: MF01/PC04 Plus Postage
Language: English
Document Type: CLASSROOM MATERIAL (OS0)
Journal Announcement RIESEP78

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, 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)/EFLs/High Schools/Language Enrollment/Language Instruction/Language Programs/Language Teachers/Modern Language Curriculum/Program Descriptions/Program Evaluation/School Supervision/Secondary Language Learning/State Curriculum Guides/Study Abroad/Teachers

Identifiers: Foreign Language Supervisors/Rationale for Foreign Language Study/Virginia

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/EA).


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-0-73-6419, DEG-075-6317

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, Hoona, 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.

Descriptors: Alaska, Native, 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

Identifiers: Vocational Education Amendments 1968
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: REJUL78

Demographic data were compiled on incoming fall 1977 freshman at Bronx Community College (BCC), including sex, ethnicity, 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. The median age was 19; 3.5% were older than 26. One out of every two males was a veteran, but 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; 98% in 1977 as opposed to 88% in 1976 came from families with less than $5,000 yearly income; and financial aid and career counseling continued to constitute the strongest areas of need. Forty-seven tables are included. (TR)

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

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) and a career counselor. Forty-seven tables are included. (TR)

Descriptors: Academic Aspiration/ Age/ Bilingual Students/ Demography/ Employment Patterns/ Ethnic Distribution/ Family Characteristics/ Income/ Males/ Parent Background/ School Surveys/ Student Characteristics/ Two Year Colleges/ Veterans
Innovations in Continuing Education Award-Winning New Programs

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 RIEMAY7R
This document is a compilation of manuscripts describing seven programs which received the 1976 American Coll Testing Program and the National University Extension Association innovative awards in Continuing Education for making innovative contributions to the improvement of continuing education and development of continuing education. Manuscripts for each of the following programs include: (1) National Media Course (provides colleges and universities with course materials of unparalleled 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 in the public and private educational system of Michigan), (4) Local Government Service Program (provides technical assistance to local governments in 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), (6) Bilingual Vocational Training of Dental Assistants (provides educational assistance to local governments in establishing programs to solve community problems), and (7) Guidelines for Special Projects (designed to develop a strategy for two-way communication between a student and his or her faculty advisor). (EW)

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

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.
Grant No. G007603736
EDRS Price - MF01/PC05 Plus Postage
Language ENGLISH
Document Type PROJECT DESCRIPTION (141)
Journal Announcement RIEMAY7R
Objectives of this second-year program conducted at a community college with a skill center were to recruit individuals of limited English background and provide them with vocational training in occupations using parallel courses in Spanish (e.g., English as a Second Language) to achieve this goal. Students recruited were offered career counseling and placement assistance. 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/ *Communication Skills/ Community Colleges/ English (Second Language)/ Employment/ *Job Placement/ Language Skills/ Program Descriptions/ Technical Education/ Technical Occupations/ Trade and Industrial Education/ Two-Year Colleges/ *Vocational Education

FD147517 OR CF013737
A Model for the Implementation of Bilingual Vocational Training Final Report
Shopack, Robert E.

G14 42

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

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

Grant No: 007500677

EDRS Price: MF01/PC03 Plus Postage

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAPR78

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the CDER (Comprehensive Occupation Education Research) Project model developed in New York City. The following guidelines are presented: 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, 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)


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

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

Document Not Available from FDRS

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; progress 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-cultural 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 disputes; 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 (UC)

Descriptors: Adult Education/ American Indians/ Bilingual Education/ Community Involvement/ Cooperative Programs/ Coordination/ Counseling Services/ Curriculum Development/ Elementary 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)
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.

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

EDRIS Price - MFOI/PC05 Plus Postage
Language ENGLISH
Document Type PROJECT DESCRIPTION (14)
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


Available from: National Education Association Order Dept, Academic Building, West Haven, 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)

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).

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)

ED142665 UD017183
Remediation for Auxiliary Service Students.
Petrillo, 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
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 UD017173
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 RENOV77

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)
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. (EVH)


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

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


Grant No. : MH25703 EDRS Price - MF01/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 alternative forms is related to a variety of social factors such as ethnic identity, age and sex, and degree of solidarity or confidentiality. (CFM)


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


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-67230418 EDRS Price - MF01/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 opinionnaires 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 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)

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 2,400 Hispanic children in grades K-8 were served by the program. Eight 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.

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 UD016846
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 EDRS 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 per 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/AM) 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)

EDR135923 UD016820
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
The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve students' 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 education assistants were employed.

It was found that the program produced significant gains in reading and mathematics for all groups of participants.

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 (K w York)
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 III 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 appendices offer: (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States; (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: Admission (School)/ Adult Education/ American Indians/ Bilingual Education/ Career Counseling/ Career Education/ College Libraries/ Community Colleges/ Community Services/ Counseling Services/ Educational Legislation/ Education /Education Legislation/ Federal Aid/ Federal Legislation/ Federal Programs/ Graduate Study/ Instructi onal Improvement/ Laws/ Lifelong Learning/ Postsecondary Education/ Research/ Statewide Planning/ Student Financial Aid/ Teacher Education/ Vocational Education

Identifiers: Bilingual Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

Journal Announcement RIEMAR77

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 III 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 appendices offer: (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States; (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)

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Identifiers: Bilingual Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

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Identifiers: Bilingual Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

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Identifiers: Bilingual Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

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

Identifiers: *Minority Counseling

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)


A Study of Factors Affecting Cuban Parent-Child Interaction.
Hogges, Ralph; Hogges, Lilia
Apr 1976 18p.

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. RIE OCT 76
Document Not Available from EDRS
Available from: Shiraishi, Reyko Ruth
Effects of a Bilingual/Bicultural Career Guidance Project on 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. The instruments were again given to both groups four weeks later. 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/WM)
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 ($100) -- limited quantity
EDRS Price - MF01 Plus Postage PC Not Available from EDRS
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement RIESE76
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 facing 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 roles, and decision-making positions, and improve counseling and testing programs (NO)
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
Education of Immigrant Students: Issues and Answers.

Symposium Series, 5.

Wolfgang, Aaron, Ed.

Ontario Inst. for Studies in Education. Toronto.


Available from Ontario Institute for Studies in Education; 252 Minor Street West, Toronto, Ontario M5S 1V6 ($6.00, paper). Document Not Available from EDSS.

Language: ENGLISH

Document Type: BOOK (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 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 multiculturalism. 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)


Identifiers: *Canada


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: RIEAUG76

Written in both English and Spanish, this directory presents brief descriptions of the services provided by 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. (NO)

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


Identifiers: *Canada
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 $.40 postage and handling)

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

The Education of Puerto Ricans on the Mainland: An Annotated Bibliography
Bobson, Sarah, Comp
Columbia Univ., New York, N Y. ERIC Clearinghouse on Urban Disadvantaged
Jul 1975 90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975
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 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/ TESOL, 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
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 biculturalism Spanish-American culture was emphasized to replace negative self-image with ethnic pride (Author/BUG).

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

ED10263 RCO08712
New York State Education Dept., Albany
 Jul 1975 9p
Report No.: PP-22
EDRS Price - MF01/PC01 Plus Postage
Language ENGLISH
Document Type MISCELLANEOUS (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 curricular 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
EDRS Price MFO2/PC20 Plus Postage
Language ENGLISH
Document Type: RESEARCH REPORT (143)

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/VM)

Descriptors: Administrators/ Biculturalism/ Bilingual Education/ Curriculum Development/ Disadvantaged Youth/ Inservice Teacher Education/ Instructional Materials/ Language Program to the more comprehensive bilingual programs.

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

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 r c charge; $0.25 postage per copy)
EDRS Price MFO1/PC20 Plus Postage
Language ENGLISH
Document Type PROJECT DESCRIPTION (141)
Materials en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).
San Diego City Schools, Calif
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 (OBO)
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)
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

Materials en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).
San Diego City Schools, Calif
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 (OBO)
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. Wierzoll, which are in Spanish, review language textbooks, materials for teaching elementary science, and several Spanish dictionaries. R. Garcia 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
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 : CCK-47
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.

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)

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: RICMAY75

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 in-depth coverage of urban problems and their relationship to 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
Emerging Role of the Teacher Aide in Navajo Education. A Guide Book.

Bureau of Indian Affairs (Dept of Interior), Window Rock, Az.

1974 179p
EDRS Price - MFO1/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.

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.

Identifiers: *Michigan
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.

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

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.

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<th>Staff Development:</th>
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<td>Oyama, Henry</td>
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<td>1974 9p;</td>
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<td>For related documents, see RC 008 067-070; RC 008 072</td>
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<tr>
<td>Bilingual programs funded through the Bilingual Education Act, Title VII, are presently serving 129,000 students.</td>
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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-12 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


Exotech Systems, Inc., Falls Church, Va.
25 Jan 1974 250p.: Volume II of 4 volumes. RC007980

Sponsoring Agency: Office of Education (DHEW), Washington, DC
Office of Planning, Budgeting, and Evaluation
Contract No. DDC-0-73-068
EDRS Price - MF01/PC10 Plus Postage.
Language ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

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 vocational 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/ Dropout/ *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
Their Language and Cultural Needs.

Underachievement

the Educational Needs of Pupils Who are Asian With Emphasis on

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, D.C.
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, Ohio

EDR5136 RC007479

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

Identifiers: Ohio/ Toledo

Cultural Identity: An Approach to Preventing Delinquency Among Chicanos.

Lee, David Lopez

Special Services for Groups, Inc., Los Angeles, Calif.

1977 45p

Sponsoring Agency California Council on Criminal Justice, Sacramento

EDR5136 RC006909

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/ Student Teacher Relationship

Identifiers: Ohio/ Toledo
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.

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

This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title I program beginning 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.

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

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
($3.00 paperback; $0.95 microfilm)

Document Not Available from EORS.

Language: ENGLISH

Journal Announcement: RIE19734

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.

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)

Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language Is Not English.
May 1972. 27p.

EDRS Price - MFO1/PC02 Plus Postage

Language: ENGLISH

Journal Announcement: RIE720772

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.
A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Program Reprint Series.
Cook, Patricia
(Report No.: OE-20189)
EDRS Price - MF01/PC02 Plus Postage
Language: ENGLISH
Journal Announcement: RIE OCT 1971
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 barriers. 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. (AM)
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

Urban Education in the 1970's.
Passow, A Harry
Sponsoring Agency: New World Foundation. New York, N.Y.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Language ENGLISH
Journal Announcement: RIE FEB 1971
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 populations has increased in an effort to reverse the effects of traditional pedagogical methods. Numerous programs for early intervention...
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).


Identifiers: *Elementary Secondary Education Act Title I/

Nevada
ED032966 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.
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. (R)

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.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research
Bureau No.: BR-4-2827
Contract No.: DEC-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"; "Programmed 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..."
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 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.

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

ED031433 SP002875


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

ED0031348 RC003546

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

Karr, Ken; McGuire, Esther

1969. 30p

EDRS Price: MF01/PC03 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, 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.

Descriptors: Academic Achievement/Anglo Americans/Biculturalism/Bilingualism/Cooperative Programs/Counseling/Cultural 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


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

EDRS Price: MF01/PC03 Plus Postage.

Language: ENGLISH
ED031323  RC003433
The Needs of the Chicano on the College Campus.
Gomez, Anna Nieto; Vasquez, J. Anthony
California State Coll., Long Beach.
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 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

EDD29728  RC003423
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  RIEDC69
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 CG000457
Los Angeles Unified School District ESEA Title I Components--Summer 1968. Evaluation Reports
Los Angeles City Schools. Calif. Research and Development Section
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 service components 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/JP)
Descriptors: Administrator Qualifications/ Bilingual Students/ Cooperative Programs/ Curriculum Development/ Enrichment Activities/ Human Relations Programs/ Inservice Education/ Instructional Improvement/ Program Evaluation/ Student Motivation

ED023494 95 RC00788
Segel, David; Ruble, Ronald A
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement RIEJAN69
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.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement RIEJUN69
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. (JH)
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
E0018286 RC002332
BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR
GARDER, BRUCE ; AND OTHERS
04NOV1966 1BP
EDRS Price - MF01/PC01 Plus Postage
Language ENGLISH
Journal Announcement: CUMREP


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 RC002395
BILINGUAL EDUCATION IN NEVADA
ANDERSON, MERLIN O
10NOV1967 2P
EDRS Price - MF01/PC01 Plus Postage
Language ENGLISH
Journal Announcement: CUMREP

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 FLO0719
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: CUMREP

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 SCHOOLLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLLING, 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
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

CONFERENCE ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH

EIDE, CARLA; NANCE, AFTON D.
Decoto Elementary School District, Union City, Calif
APR1963
Price: MF01/PC01 Plus Postage
Language: ENGLISH
Journal Announcement: OH6667

REPORT INCLUDES PROVIDING A KINDERGARTEN PROGRAM THAT IS PLANNABLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS.
ED001503

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

LEON, MARCOS OE

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 Policies/ Ethnic Groups/ Hispanic Americans/ Mexican Americans/ Mexican Education/ School Community Relationship/ Self Concept/ Vocational Education.

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


Identifiers: ARIZONA/ California (Los Angeles)
Profiles of Youthliners and Issues Relating to a Tele-
Counseling Service in a New Zealand City.
Drummond, 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

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 initial and ongoing training of peer counselors, and the range of tasks assigned to peer counselors (PG)
Descriptors: Junior High Schools/ Middle Schools/ Peer Counseling/ Program Descriptions
Identifiers: Laredo Middle School CO

Using High School Peer Counselors to Work with College Representatives
Austin, Dolores Kable
Journal of the National Association of College Admission 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
Identifiers: Illinois (Norridge)
Discusses findings and implications and major objective of facilitating an Oct-Dec Education.

Phencyclidine is suggested strategies. Development/ Lifelong Learning/ Peer Counseling Responsibility/ Characteristics/ proposes a peer group counseling model personal community colleges.

Formative research in designing and evaluating (141): EVALUATIVE REPORT (142) Role Models Drug Education/ Intervention/ Peer Counseling/成人/Adult Education/ Adult Programs/ Community Colleges/ Counselor Characteristics/ *Educational Counseling/ Educational Responsibility/ *Group Counseling/ *Guidance/ Individual Development/ Lifelong Learning/ *Peer Counseling Identifiers: Community College of Vermont

"Angel Dust": An Overview of Abuse Patterns and Prevention Strategies. Petsonk, Carol A; McAlister, Alfred L. Journal of School Health, v49 n10 p565-68 Dec 1979

The use of peer guidance to prevent misuse of the drug phenycyclidine is suggested (141). Descriptors: Adolescents/ Behavior Patterns/ *Drug Abuse/ *Drug Education/ *Intervention/ *Peer Counseling/ Prevention/ *Role Models


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 (141). Descriptors: *Educational Programs/ *Formative Evaluation/ Individual Development/ Maturation/ *Peer Counseling/ *Peer Teaching/ Program Descriptions/ Program Design/ Program Evaluation/ Psychology/ Tutoring/ *Tutors/ Two Year College Students

Peer and Professional Counselors: Prisoners' Preferences and Evaluations. Cahill, Thomas J; And Others Criminal Justice and Behavior, v6 n4 p400-15 Dec 1979

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


Successful disadvantaged college students were used as peer tutors/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-tutors. 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
Cross-Cultural Approaches to Research on Minority Group Education  
Singleton, John  
EDRS Price MF01/PC01 Plus Postage  
Language ENGLISH  
Journal Announcement RIEAUG70  
Comparative studies of education, discrimination, and poverty in a 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 cultural 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 multicultural 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/ Ethnicity/ Group Dynamics/ Identification (Psychology)/ Japanese Americans/ Minority Groups/ Puerto Ricans/ Social Values/ Sociocultural Patterns/ Urban Education/ Vocational Education

Compensatory Education Programs: Activities in Nevada, 1989  
ESEA Title I  
Nevada State Dept of Education, Carson City 1969  4p  
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 provide health information, health examinations and follow-up treatment, individually 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 individually 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/ Educational Objectives/ English (Second Language)/ Educational Guidelines/ Instructional Materials/ Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ Social Values/ Sociocultural Patterns/ Urban Education/ Vocational Education/ Bilingual Education/ Health Services/ Handicapped Children/ Remedial Instruction/ Social Studies/ Spanish Speaking

Bilingual Education: A Handbook for Educators  
Hullarri, Horacio  
New Mexico Univ., Albuquerque Coll. of Education, Mar 1970  15p  
Sponsoring Agency: Office of Education (OHEW), Washington, D.C., Bureau of Research  
Bureau No. BR 8-0609  
Contract No. DE-0-080-609-4531(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 multicultural education. The book stresses social, cultural, and psychological concepts in sections treating (1) objectives of bilingual education programs, (2) programs 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)/ Educational Guidelines/ Instructional Materials/ Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ Social Values/ Sociocultural Patterns/ Urban Education/ Vocational Education/ Bilingual Education/ Health Services/ Handicapped Children/ Remedial Instruction/ Social Studies/ Spanish Speaking
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 RIEEB70

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.

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

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.

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


Journal Announcement RIEDEC69

ED0031433 SP002875
New Jersey Bilingual Education Program. Formal Project Application.

New 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 an initial 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. (Includes 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 I/ Inservice Teacher Education/ Instructional Materials/ Paraprofessional School Personnel/ Preservice Teacher Education/ Program Development/ School Community Relationship/ Spanish Americans/ State Programs

Identifiers: New Jersey

ED0031434 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 the study of instructional materials and courses on how to teach English as a second language (RH)

Descriptors: Academic Achievement/ Anglo Americans/ Biculturalism/ Bilingual Students/ Counseling/ Cultural 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

ED0031435 RC003568

Franklin, Mayer J.; Ed.; And Others
California State Coll., Long Beach, California 90801
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

171

82
American children are often limited in communication skills in

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.

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

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
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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/
Economically Disadvantaged/ English (Second Language)/ Ethnic
Groups/ Language Handicaps/ Linguistics/ *Mexican Americans/
Minority Group Children/ Minority Group Teachers/ *School
Counseling/ Spanish Speaking/ *Teacher Education/ Values

Teachers and Counselors for Mexican American Children.

Ainsworth, C L
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 RIEDEC69

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
Los Angeles Unified School District - ESEA Title I Components: Summer 1988, Evaluation Reports.

Los Angeles City Schools, Calif. Research and Development Section
21 Oct 1988 33p
Sponsoring Agency Office of Education (DHEW), Washington, D.C.

EDRS Price MF02/PC01 Plus Postage
Language: English
Journal Announcement RIEJUN69
This volume contains evaluation reports of programs implemented primarily during the summer of 1988. In the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs focused primarily 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, and 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/AB)

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

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/ Educationally Disadvantaged/ Grade 9/ Motivation/ Remedial Programs/ School Counseling/ Service Occupations/ Spanish Speaking/ Student Evaluation

Identifiers: Albuquerque Public Schools NM

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
BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR

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 LANG UAGES 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 PROFILED 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)

STUBING, CHARLES, ED
Southwest Council of Foreign Language Teachers
1966 64P
EDRS Price MF01/P003 Plus Postage
Language ENGLISH
Journal Announcement CUMBRE

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 CURA, 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)

STUBING, CHARLES, ED
Southwest Council of Foreign Language Teachers
1966 64P
EDRS Price MF01/P003 Plus Postage
Language ENGLISH
Journal Announcement CUMBRE

BILINGUAL EDUCATION IN NEVADA

ANDE RO N, MARLIN D
10NOV1967 2P
EDRS Price MF01/P001 Plus Postage
Language ENGLISH
Journal Announcement CUMBRE

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/P003 Plus Postage
Language ENGLISH
Journal Announcement CUMBRE


AnD ERS, ADMINISTRATIVE POLICY/ BIBLIOGRAPHIES/ BILINGUALISM/ BILINGUAL SCHOOLS/ BILINGUAL STUDENTS/ COUNSELORS/ CURRICULUM DESIGN/ DISADVANTAGED/ ENGLISH (SECOND LANGUAGE)/ INSTRUCTIONAL MATERIALS/ INTERCULTURAL PROGRAMS/ LANGUAGE PROGRAMS/ LANGUAGE SKILLS/ LANGUAGE TEACHERS/ SECOND LANGUAGE LEARNING/ STUDENT TEACHING/ TEACHER EVALUATION/ TEACHER RECRUITMENT/ TEACHING METHODS
GUIDING SPANISH-SPEAKING CHILDREN AND YOUTH THROUGH ACQUIRING 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 CLASSROOMS TO PROVIDE MANY EXPERIENCES AND MOTIVATIONAL ACTIVITIES, TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIODLINGUAL METHOD AND FOLLOWING THE SEQUENCE OF UNDERSTANDING, READING, WRITING, USING THE AUDIODLINGUAL 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
APR/963 1p
EDRS Price: MF01/PC01 Plus Postage PC Not Available from EDRS Language: ENGLISH
Journal Announcement: DH6667
Reports include--PROVIDING A KINDERGARTEN PROGRAM THAT IS FLEXIBLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS.
ED001503

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

LEON, MARCOS DE
1964 1P.
EDRS Price - MF01/PC01 Plus Postage.
Language ENGLISH
Journal Announcement DH6667


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

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


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)

ED001497

MEXICAN-AMERICAN EDUCATION COMMITTEE OF METROPOLITAN LOS ANGELES

1963 5P
EDRS Price - MF01/PC01 Plus Postage
Language ENGLISH
Journal Announcement DH6667


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

Identifiers CALIFORNIA/ California (Los Angeles)

ED001498

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

LEON, MARCOS DE
1964 1P.
EDRS Price - MF01/PC01 Plus Postage.
Language ENGLISH
Journal Announcement DH6667


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

ED001499

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