SELECTED GRADUATE PROGRAMS OF PROFESSIONAL EDUCATION
IN THE SPANISH SOUTHWEST, WITH CURRICULAR EMPHASES
ON BLACKS, INDIANS, AND SPANISH AMERICANS

DISSERTATION

Presented to the Graduate Council of the
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Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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The purpose of this study was to describe graduate courses and programs of professional education at selected institutions which emphasized the preparation of educators to work with Blacks, Indians, and Spanish American (BISA). Information from a survey of college and university graduate catalogs and the review of literature was used to select three institutions for an in-depth study. The institutions selected for study were East Texas State University (ETSU) at Commerce, the University of Texas at Austin (UT/Austin), and the University of Texas at San Antonio (UTSA).

On-site visits were made to each selected institution in 1974 and in 1979. The historical development and essential components of the various programs were described. Information from interviews of instructors, students, administrators, and significant others was used for the history, as well as project reports, published and unpublished materials, promotional materials, personal observations, and other available materials.
The three institutions selected for in-depth study varied in scope, size, course offerings, projects, community make-up, and involvement in interethnic affairs. Each course, program, and instructor was individual, and was reported as such. The major similarity among the programs was the focus on Blacks and Mexican Americans, with limited emphasis on Indians. The scope and sequence of the curricular design, course content, methods of instruction, texts, assignments, student participation and evaluation, and course evaluation varied with each course. These courses were viewed as a necessary service to educators, but no plans were made to initiate additional courses relevant to the preparation of educators to work with RISA. Administrative support was visible for all of the course offerings and projects.

Although only three institutions were selected for in-depth study, there seems to be evidence to support the following conclusions: (1) there seem to be more courses and programs with emphases on preparing educators to work with RISAs when outside funding is available, (2) continuation of courses and programs to prepare educators to work with RISAs seems to be directly influenced by the interest and involvement of individual instructors, (3) the instructors who were the most interested in preparing educators to work with multicultural groups seem to have larger classes, (4) the ethnic background of the instructor also seems to
influence the effectiveness of a course, (5) a non-threatening learning atmosphere seems to influence open discussions of serious cultural issues, and (6) informal interaction of Anglo, Black, and Mexican American educators seems to be an effective and satisfying type of cultural exchange and development of a cultural awareness.
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CHAPTER I

INTRODUCTION

The Education Professions Act of 1967, the Elementary and Secondary Education Amendments of 1967, the Higher Education Amendments of 1968, the Elementary and Secondary Education Assistance Programs Extension, Public Law (P.L.) 91-230, which included the Environmental Education Act of 1970, and the Education Amendments of 1972 (P.L. 92-319) all shared one major element—an emphasis on the training of personnel to work with people of diverse cultures.

The Division of Equal Educational Opportunities administered a program authorized by Sections 403-405 of Title IV of the Civil Rights Act of 1964 (P.L. 88 352) which provided funding assistance for inservice training for all school personnel, pre-service teacher training, and efforts directed at solving problems related to school desegregation. An evaluation of the Title IV projects for 1965-67, however, revealed that those programs had minimal effect in meeting their objectives. At the beginning of Fiscal Year (FY) 1968, a shift of program emphasis was made; the major thrust of the Title IV Programs was focused on school districts and University Center-based institutes (30, p. 40).
In FY 1969, $4.7 million were allocated under Part E of the Education Professions Development Act (EPDA) in support of seventy-eight institutes, short-term training programs, and special projects for training higher education personnel. Some funds were specifically allocated for training educators to work with Mexican American and American Indian college students. In that same year, the Bureau of Education Personnel Development (EPD) designated one-third of its funds for projects which prepared education personnel to work with disadvantaged students. In FY 1970, this proportion of the fund was increased to 50 per cent, and in FY 1971, it was increased to 70 per cent. Many of the EPDA projects for FY 1969 were also under the Higher Education Act and the National Defense Education Act, and these projects were continued from the previous year. A total of forty-eight projects, training 4,300 education personnel to work with disadvantaged youth, was conducted in that year (30, pp. 48-49).

Federal educational projects reflect broad national policies, provide funds and guidelines for developing programs, and benefit selected individuals. However, the selected individuals represent only a small fraction of educators or any other group of people who work with culturally distinct people. On the other hand, any educator may enroll in a regional or area university and pursue studies
in the area of his choice. Any problem which occurs in a classroom that a teacher cannot solve alone may presumably be taken to the university for a solution. Such problems and issues may help determine the courses offered by a university. A major concern in the Spanish Southwest has been the education of large numbers of Blacks, Indians, and Spanish Americans.

Statement of the Problem

The problem of this study was to describe graduate courses and programs of professional education which emphasized the problems of education for Blacks, Indians, and Spanish Americans. A descriptive history and developmental presentation of the various programs and essential components provided a collective image of current programs in the selected state supported graduate programs of professional education to prepare educators to work with Blacks, Indians, and Spanish Americans.

Purposes of the Study

The following purposes were formulated for this study:

1. To ascertain the background and the philosophy for the initiation and the continuance of graduate courses in which problems of education for Blacks, Indians, and Spanish Americans are emphasized.
2. To ascertain the administrative policies and procedures related to the courses and programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans,

3. To ascertain the financial support of the pertinent courses and programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans,

4. To ascertain the curricular elements of the various courses and programs selected for study, and

5. To ascertain the responses and reaction of selected students, faculty, and significant others to the relative courses and programs.

Delimitation

This study was limited to descriptive information relative to recognized coursework acceptable for credit towards a graduate degree in professional education at state supported universities located in the Spanish Southwest.

Definition of Terms

The following definitions were formulated for this study.

Blacks. Blacks are members of an American group distinguished by African descent and identifiable physical features.
Culture. Culture binds individuals into a complex whole; such as, language, customs, foods, mores, family, skin coloring or any other distinctive characteristic or habit acquired as a member of a group. Blacks, Indians, and Spanish Americans are designated as belonging to mutually exclusive cultures for the purpose of this study.

Curricular Elements. Curricular Elements are the components which form the structure of courses of instruction; e.g., course objectives, course outline, method of instruction, textbooks, student assignments, and means of evaluation.

Indian. An Indian is a member, or a descendant of a member, of a tribe, band or other organized group of native Indians which is now, or was in the past, recognized as such by the federal or any state or territorial government; or any person who is considered by the Secretary of the Interior to be an Indian, who is of at least one-eighth Indian blood and who identifies himself as an Indian.

Mexican Americans. Mexican Americans are members of a sub-culture related to Spanish Americans and claim direct Mexican ancestry.

Spanish Americans. Spanish Americans are individuals who by surname, skin color, language and/or group membership identify with Spanish or Mexican ancestry.
Background and Significance of the Study

For this study, the Spanish Southwest included the states of Arizona, California, Colorado, Louisiana, New Mexico, Oklahoma, and Texas. According to the 1970 Census, there were 9,700,488 Blacks, Indians, and Spanish Americans (BISA) in the Spanish Southwest—this was almost one-fourth of the total population in the southwestern states, and more than one-fourth of all BISA in the United States.

It is generally accepted that BISA students have academic, psychological, cultural, and financial problems in educational situations. American Indian Education, A Selected Bibliography (2); Mexican American Education, A Selected Bibliography (20); and Sensitizing Teachers to Ethnic Groups (24) are examples of bibliographies (1, 3, 6, 14, 15, 16, 18, 31) which support the thesis that BISA have special educational needs.

Not only do BISA students have special educational needs, but social and economic problems are created when those needs are not met. Reports to the Select Committee on Equal Educational Opportunity of the United States Senate (19, 32, 33), and to the Commission on Civil Rights (34) provide evidence that the educational needs of various ethnic and cultural groups have not been met. Figures are included concerning the costs to the nation of inadequate
education through lost government revenues, welfare expenditures, and crime related to inadequate education.

Many facets are related to education for the culturally distinct and for the educator who works with these people. There are the social, psychological, and economic needs of the students in the elementary and secondary schools as well as in the colleges and universities, at both the undergraduate and graduate levels. These needs and concerns have been discussed in numerous articles (4, 5, 12, 13, 22). There are also the personal and professional concerns of the teachers, administrators, and other school officials. Then there is government—at the federal, state, and local levels—all concerned with education for the culturally distinct. There are also the colleges and universities which are concerned with preservice and inservice professional education and with coordinating educational services which may concern each of these groups individually or collectively so that the educational needs of the people can be met.

Calitri (5), Clark (6), Daniel (8, 9), Kaplan (17), Taba and Elkins (28), Yinger (35), and numerous others have discussed the various factors that affect teachers who teach students with values, mores, and goals different from their own and the impact these have on the teacher. Culture shock is one of the many conditions that may affect teachers who are placed in school situations for which they are not
prepared and often where they do not want to teach. Orstein (25, 26, 27), Noar (23), and others emphasize the fact that not all teachers should teach the culturally distinct, and those who do should understand the acculturation processes, cultural variations, the need for special knowledge and training, and the ability to communicate effectively with these students.

In the field of higher education, the literature has tended to emphasize the needs of culturally distinct students who are or will be participating as students in institutions of higher education and not how educators are trained to work with culturally distinct students. Currie (7) studied higher education as a discipline, and concluded with a generally accepted belief, that higher education as a discipline is relatively new; and as such, there is not the body of literature concerning it, as there is in other fields. One area that has been neglected in the literature is that of the curriculum content of programs in higher education, and more specifically, that of courses designed to prepare educators to work with culturally distinct people.

A thorough review of the literature failed to locate any research or report concerned with the curricular elements of graduate professional education courses or programs designed specifically to prepare educators to work with culturally distinct students. The purpose of this study was
to describe selected graduate professional courses and/or programs with curricular emphases on preparing educators to work with Blacks, Indians, and Spanish Americans.

Three institutions met the selection criteria formulated for this study. The historical development and essential components of the various programs are described in this study. The institutions investigated were East Texas State University at Commerce, The University of Texas at Austin, and The University of Texas at San Antonio.
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CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The decade of the nineteen-sixties brought an accelerated national interest in all educational problems and special attention was focused on education for students of diverse cultures. Teacher training programs during the nineteen-seventies tended to emphasize cultural awareness in professional education courses with titles including terms such as "Inner City," "Urban Education," "Minority Education," and "Education for the Disadvantaged." Little information was found in the literature concerning the re-education of teachers so that they would be able effectively to translate information on diverse cultural patterns into specific classroom strategies.

Rodriguez (12) developed, taught, and evaluated a course designed to expand teachers' working definition of culture and its variables. A basic premise of the course was that teachers restrict their treatment of culture to its most obvious aspects because they have not been exposed to the more implicit variables of culture through formal training. In the final stage of the course, teachers designed learning
environments to minimize potential conflicts for ethnic students and to effect positive cross-cultural classroom climates.

Austin (1) investigated the intercultural attitudes and related classroom behaviors of teacher participants in legally mandated inservice preparation programs in California. The study revealed that teachers with greater numbers of hours in multicultural inservice preparation tend to implement multicultural classroom behaviors with greater frequency than teachers with fewer hours of inservice preparation. Austin recommended that the re-education of teachers of multiculturalism should be addressed as a long-range, developmental effort and that there should be greater collaboration between universities and school districts in the area of multicultural education for teachers.

*Human Relations in the Classroom*, an annotated bibliography, is updated each year and provides a source of information on inservice training for teachers (7). Inservice projects for teachers of minority groups have been conducted in almost every section of the United States. Mosley and Flaxman (9) conducted a survey of Elementary and Secondary Act—Title IV inservice desegregation workshops. Of the more than 300 workshops analyzed, it was found that most of the workshops were sponsored by universities and that the most popular areas of content were racial-cultural
understandings, interpersonal relationships, and racial-cultural curriculum innovation. Even though most of the workshops were sponsored by universities, the study reported no evidence that the workshops, institutes or related elements of the programs were incorporated into the curricula of the schools of graduate professional education.

March (8) found that the University of Southern California (USC) faculty members did not tend to assimilate or utilize innovations developed or facilitated by the USC Teacher Corps Project for Innovative Teacher Training for Multicultural Education. March concluded that teaching innovations were more easily institutionalized when generated within the School of Education directly and not from peripheral projects such as the Teacher Corps.

A 1971 report prepared for the Phi Delta Kappa Commission on Higher Education dealt with doctoral programs in education. Out of 145 institutions contacted, 136 responded and 21 reported that they did not have doctoral programs in Education. Two institutions declined to participate in the study. The report noted that, of 82 programs indicating expansions, only three of those programs focused on Urban Education, and only one program dealt with Afro-American Education. The programs identified as most needed were Educational Research, Urban Education, and Early Childhood Education, in that order (11, p. 62).
Several institutes were conducted throughout the United States to aid college teachers of Black Studies in developing their own programs of study. Most of those institutes (2, 4, 10) used the terms African Studies or Afro-American Studies rather than Black Studies. Teaching resources such as bibliographies, audio-visual materials and consultant services were provided, but content knowledge and attitudes were emphasized more than teaching skills. Literature concerning the development and continuance of ethnic studies and urban education seemed to peak in the mid-seventies. Smith (13) concluded that minority studies had been used by school administrators to defuse protests and to relieve racial pressures.

Bilingual education was emphasized during the late nineteen-seventies. However, bilingual education does not include teaching strategies for mono-lingual educators who teach students with a different native language.

The National Congress for Minority Education was organized in March 1975. This organization attempts to influence national policy-making regarding the extension of educational opportunities to "traditionally under-served segments of the public" (3).

Rivera (14) advocates "intellectual aggression" as the appropriate strategy for minority students and faculty in universities. He believes minorities will have an
increasingly important role in higher education because the size of the Hispanic and Black population is predicted to rise substantially and these groups will attend universities in increasing numbers.

Harvey (5) found that although minority students were enrolled in graduate education programs the programs were not perceived as being relevant to the students' interests and that conflicting emotions were created when students tried to retain their cultural backgrounds while attempting to prepare for a profession. He also found that the minority students resented being expected to assume the role of spokesman or super-representative of their respective racial groups.

A shift in funding occurred in the late nineteen-seventies for educational programs with emphases on the culturally diverse. Universities began paying for the programs rather than relying on federal and private research grants that had been available in the nineteen-sixties and early nineteen-seventies. These programs were more integral units of the universities by 1975 but educational priorities, budget appropriations, and changing national issues were indications of impending investigations for program justification and possible redefinition of course objectives. Numerous curricular and instructional reforms for educating minority students were implemented during the nineteen-sixties.
and nineteen-seventies but little information was reported in the literature concerning course contents, specific evaluations or benefits derived from the innovations. The major portion of the literature on graduate professional education for preparing educators to work with students of diverse cultures was concerned with federally funded programs.

Federally Funded Programs

Federal efforts for the development of educational personnel have a variety of forms—the formula grants for teacher training, inservice training projects provided under Titles I and III sections of the Elementary and Secondary Education Act of 1965, and major efforts such as The Teacher Corps, The Career Opportunities Program, and The Urban-Rural School Development Program. A brief summary of some federal programs relative to preparing educators to work with students of diverse cultures is given in the following section.

Training of Teacher Trainers and Training Complexes

Two programs, Training of Teacher Trainers (TTT) and Training Complexes were pilot programs in 1969-1970 and 1971-1972. A basic premise of TTT was that change begins at the top. Thus, TTT projects sought to recruit high level teacher trainers who were administrators or who could influence teacher-training programs. All TTT projects included practicum training and a high priority was the
retraining of teachers by providing released time for them to participate in training activities at the university or in the community (19, p. 70).

While the primary focus of TTT was on the graduate faculty, those responsible for undergraduate teacher training were also affected. The Training Complexes Program was directed toward improving the quality of both preservice education and inservice training for teachers. When the two programs were initiated it was expected that the concepts developed and implemented would become institutionalized as ongoing activities which would no longer require federal funding (19, p. 70).

As a result of TTT projects more than half of the TTT sponsoring institutions established training-oriented doctorates as alternatives to research-oriented doctorates. At Michigan State University graduate and undergraduate professors and doctoral students participating in TTT spent at least eighty per cent of their time in the public schools and in the community (19, p. 71).

**Teacher Training in Developing Institutions Program**

The Teacher Training in Developing Institutions Program (TTDI), formerly the Teacher Development for Desegregating Schools, focused on three major objectives through inservice training:
1. To increase the subject matter and professional competence of teachers, especially in such areas of critical need as early childhood education, reading, mathematics and Afro-American studies.

2. To prepare these teachers to work in inter-ethnic settings.

3. To enhance the capabilities of institutions providing preservice education (18, pp. 72-73).

Projects for TTDI included short-term institutes as well as longer-term graduate fellowship programs. Participants in the institutes were given team training and were expected to conduct training sessions for personnel in their own schools. In FY 1973, the focus on training personnel for desegregated settings was reduced, while the emphasis on initiating innovative reform in the teacher training programs of developing institutions was increased (18, p. 73).

The Teacher Corps

The Teacher Corps, a national project for undergraduate and graduate teacher education, was established by Congress in 1965 and began operating in 1966 under the direction of the U.S. Office of Education. From 1966 to 1975, more than 8,500 interns and team leaders were enrolled in its program (15, p. 2). The over-all purposes of this national project are:

1. To improve the educational opportunities for children of low income areas by providing teacher trainees and their cooperating teachers with special skills that will aid them in effectively teaching culturally and linguistically different children and
2. To encourage colleges and universities to broaden their teacher preparation programs (15, p. 1).

Teacher Corps unites a low income area school, its communities, and a nearby university in an effort to plan and to operate an innovative program for the training of teachers. Teacher Corps teams are composed of teacher-interns and experienced teachers. Each team serves as a unit with the interns spending about sixty per cent of their time in the classroom, twenty per cent in educational projects in the school neighborhood, and twenty per cent in professional study leading to a master's or a bachelor's degree and teacher certification, if the intern is not already certified. The team leaders usually have master's degrees, five or more years of teaching experience, and are generally recruited from the participating school districts. They generally pursue doctorates and administrative certificates (15, p. 10).

Federal funds provide up to ninety per cent of the monies for the salaries of the interns and the team leaders and pay for the cost of university training for interns, team leaders, and other personnel (15, p. 11).

The time period for the projects vary but training usually includes four phases. Preservice is an orientation to teaching, the schools, and the communities. Phase Two is the inservice or school year phase, beginning work in the
assigned school and obtaining basic skills in the instruction of students. This phase includes university training in educational theory and the development of skills necessary for interns to assume increasing teaching responsibilities as they demonstrate competency. During this phase inservice training is made available for regular teachers, supervisors, and administrators in order to enhance the effectiveness of the total project and to involve as many educational personnel as possible (15, p. 14).

During the intervening summer the interns continue their university training and work in the community. During the final phase the intern should demonstrate competency in teaching skills, instruction and motivation of poverty children, and should have developed a high level of understanding of the poverty areas, of the language and cultural differences, and of the needs of the children (15, pp. 13-14; 16, p. 4).

Programatic thrusts of the Teacher Corps are in bilingual education, Indian education, delinquency prevention, early childhood education, and competency-based teacher education. For bilingual projects interns must be fluent in the appropriate language or have the aptitude to learn it, if the project includes language training. Teacher Corps recognized a special need to prepare Spanish speaking teachers, to make specific endeavors to meet their
educational needs, and to increase the number of certified Spanish-speaking teachers in communities where they are the most needed.

In September, 1973, the American Association of Colleges for Teacher Education (AACTE) appointed an investigator for a Multicultural Performance-Based Teacher Education Project. The project was federally funded by the Teacher Corps through a subcontract with the University of Toledo. One of the prime objectives of the AACTE project was to provide sources of information on multicultural education and to coordinate and integrate information on problems and concerns of the project (6, p. 1).

Other Federal Projects

The Bureau of Education for the Handicapped (BEH) within the Office of Education has also administered programs to prepare educational personnel who were concerned with the needs of minority and low-income college students from educationally deprived backgrounds. These programs were at both the undergraduate and the graduate levels. Part E of the Education Professions Development Act and Title IV of the National Defense Education Act (NDEA) authorized programs aimed at improving college-level teaching. Limited funds were designated to prepare specialists and administrators to train teachers (18, p. 74). One of the projects was to train teachers for black colleges.
The Division of Equal Educational Opportunities administered another program which was authorized under Sections 403-405 of Title IV of the Civil Rights Act of 1964 (P.L. 88-353) to provide assistance with problems occasioned by school desegregation. Section 403 provided teacher institutes for special training and Section 405 provided grants to school boards for inservice training for school personnel. The evaluation of projects funded during the fiscal years 1965-1967 was not favorable and so a shift of emphasis was made so that University Centers were utilized, rather than short-term inservice training provided through local school boards and personnel (19, p. 40).

The Indian Education Act of 1971 allocated $20 million for FY 1972 and $30 million for each year from 1973 through 1976 for demonstration projects to improve educational opportunities for Indian children and related projects. Grants were available to institutions of higher education for training programs for teachers, teacher aides, social workers, and auxiliary education personnel. Indians were given preference for those programs. Monies were also available for the dissemination of information concerning the programs available to Indian people and organizations, and for the evaluation of those programs. The bill also designated five per cent of the funds under Title V of the Education Professions Development Act for the training
of teachers in schools operated by the Department of the Interior (20, p. 51).

Northern Arizona University conducted an intensive five-week learning program for more than 220 Bureau of Indian Affairs education staff members from the Navajo reservation in 1970. An evaluation of the training program indicated that better and longer-term teacher education was needed. A similar workshop for language arts specialists and teachers was held in the summer of 1971 at the same institution (17, pp. 32-33).

Summary

The review of literature has presented a broad overview of university studies and federal projects concerned with graduate professional education programs to prepare educators to work with students of diverse cultures. Teacher training courses emphasizing multicultural awareness had become more integral units of university programs by 1975, rather than relying on federal and private research grants that had been available in the nineteen-sixties and early nineteen-seventies. Budget appropriations, educational priorities, and changing national issues indicated the need for program justification and possible redefinition of course objectives.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES FOR COLLECTION AND ANALYSIS OF THE DATA

The problem of this study was to describe selected graduate professional education programs which emphasized the preparation of educators to teach Blacks, Indians, and Spanish Americans.

Criteria for Selection

The following criteria were formulated to determine the institutions to be included in this study.

1. The institution must be located in the Spanish Southwest, be state supported and reflect public school needs, philosophy, goals, and roles in society.
2. The institution must offer professional education courses for both the master's and doctor's degrees.
3. The institution must list, in its graduate catalog, four or more professional education courses directly related to preparing educators to work with EISA.
4. The institution must have sponsored recent research or publications relative to the preparation of educators to work with EISA.

An in-depth study was made of three of the institutions which met the criteria and a descriptive analysis of their programs presented.
For the initial college catalog survey, *Patterson's American Education, 1972*, was used to identify institutions of higher education in the Southwest which offered professional graduate education courses and programs which prepare educators to work with BISA. Institutions listed under Teacher Education were cross-checked with other classifications, such as two-year or community colleges, to eliminate the latter institutions. Some private and church supported institutions were included as a countercheck for the survey. Requests were sent to 108 colleges and universities for catalogs or other information concerning their graduate schools of professional education.

Information was received from ninety institutions. This information was recorded and analyzed. Only nine institutions offered four or more courses relevant to the study, only eight of these were public institutions, and only seven universities offered the courses at the master's level or above. Four of the seven institutions were located in Texas.

The majority of institutions offered only one graduate professional education course relative to the topic. Most of these courses were general courses with titles such as "Education for Disadvantaged" or "Education for the Culturally Disadvantaged." Some of the titles of the courses included terms such as bilingual or bicultural, urban or inner-city, and a few titles included terms as "Mexican
American," "Black American," or "Afro-American." Almost every institution with graduate professional education offered at least one course designated as "Sociology of Education" or a course with a similar title. For this research study such courses were not designated as specifically related to the topic, although it can be assumed that a course in educational sociology would contribute to an educator's understanding of the challenge of educating BISA.

Seven institutions met the first three criteria formulated for the selection of institutions to be studied. The graduate catalog from the University of Northern Colorado described five professional education courses which seemed relevant to this study. However, one of the courses was a fifteen hour practicum with a final grade of "satisfactory" or "unsatisfactory." Arizona State University was unique in that it had a Department of Indian Education. The University of Arizona, The University of Houston, East Texas State University, and The University of Texas at Austin met the first three criteria formulated for the selection of institutions for an in-depth study.

The review of literature provided information concerning two of the institutions which met the first three selection criteria. Both of the institutions were located in Texas. The two institutions were East Texas State University (ETSU) in Commerce and The University of Texas at Austin. A
training institute had been conducted at ETSU in 1969. It was sponsored by the university under a federal grant. The final report on the institute and three doctoral dissertations generated from the institute were completed in the early seventies. The purpose of the institute was to train Anglo, Black, and Mexican American teachers who would be working in multicultural situations. In addition to the institute and the doctoral studies, ETSU had been approved in 1973 to establish an Ethnic Studies Program. ETSU met all of the criteria formulated for selection and it was therefore designated as an institution for in-depth study of its courses and programs to prepare educators to work with BISA.

The University of Texas at Austin (UT/Austin) has long been recognized for its research and development in the behavioral sciences. It is located in an area heavily populated with Spanish speaking people and Blacks. A number of theses and dissertations related to the educational problems of Blacks and Spanish speaking people were completed at UT/Austin during the early seventies. Several professors on the staff had completed recent publications related to the topic of this study. In addition, the university had established a Department of Bilingual Education and the university was the sponsor of the Teacher Corps in Austin and in San Antonio. UT/Austin was selected as the second institution to be included in this study.
The University of Texas at San Antonio (UTSA) was opened for graduate students in the summer of 1973. The university was designed to meet the needs of the multicultural community in the San Antonio area. Although no publications or research studies had been completed at this institution in 1973-74, advance state and national publicity concerning the intended role and scope of the university as well as the unique design of its professional education curriculum, made this institution pertinent to this research study.

In the spring of 1979, a second survey of college and university catalogs was conducted. Microfiche copies of catalogs of all colleges and universities in the Spanish Southwest were reviewed to determine if any institution had implemented professional education courses or programs relevant to this study since 1974. As a result of the second survey no additional institutions were identified which met the criteria other than the institutions previously selected for the study.

Procedures

In the spring of 1974, administrative officials of the institutions selected for the study were contacted by letter and/or by telephone for permission to review their graduate education programs relative to the selected topics. Arrangements were made for on-site visits and personal
interviews with persons involved with the designated courses or programs.

Prior to each interview, a list of topics was given to the interviewee so he could select the topics which concerned him personally. The interviews were tape-recorded if the interviewee gave his permission. Information was obtained from instructors of the relevant courses, administrators or assistants in the division in which the courses were taught, and students who had taken the courses. Because this study was concerned with descriptive material, students and significant others recommended by the instructors were utilized since it seemed that their responses might be more helpful than those selected by a random sample.

Information was gathered from each institution regarding the background and expressed educational philosophy, administrative policies, department involvement, student involvement, curriculum scope and sequence, tests, study and written assignments, evaluations of students, course evaluations, financial considerations, and regarding the responses and reactions of selected students, faculty, and significant others to the coursework emphasizing education relative to EISA.

In the spring of 1979, follow-up visits were made to each institution which had been investigated in 1974. In addition, an updated review of the literature was completed,
including a computer search of the appropriate ERIC Data Base. Data from the interviews, materials supplied by the interviewees and others, and personal observations were organized by institutions and presented in the following chapters:

Chapter IV—East Texas State University, Chapter V—The University of Texas at Austin, and Chapter VI—The University of Texas at San Antonio.
CHAPTER IV
EAST TEXAS STATE UNIVERSITY

Introduction

East Texas State University was established in 1889 in Commerce, Texas, as a private institution, but it became a state institution in 1917. The 1972-73 regular term enrollment was approximately 8,961 students, with 430 faculty members. The 1972 summer term enrollment was 10,433 students (17, p. 568). The 1976-77 enrollment was approximately 9,827 students with 643 faculty members. The 1978 summer enrollment was only 6,035 students, a decrease of more than 4,000 students from the 1972 summer term (18, p. 566). The 1978-79 enrollment decreased to 9,282 students, with 379 faculty members (19, p. 177).

The University Community

East Texas State University (ETSU) is located in the city of Commerce, in Hunt County, Texas. Hunt County is in North Texas, near the northern and eastern state lines. In 1970, the city had a population of approximately 9,725 (17, p. 316). By 1975, the estimated population had decreased to 8,910 (18, p. 310). ETSU is the major economic factor in Commerce. Commerce is an hour's drive from the Dallas metropolitan area and thirty minutes from Lake Tawakoni, the
largest water conservation lake within the state. The county seat of Hunt County, Greenville, is located approximately fourteen miles west of the university. In 1970, Greenville had a population of 22,000 (17, p. 316). By 1975, the estimated population had decreased to 10,907 residents (18, p. 310). Greenville is the major shopping center for the area. Many residents of the county are employed in the Dallas metropolitan area.

The large number of university students (9,827) in proportion to the Commerce population (9,752) has created some problems within the community. For example, a change in the state voter residency laws allowed the college students to vote in their college communities. In Commerce, the ETSU students had sufficient votes to change the local liquor law.

Also, the number of non-white students attending the university has changed the ethnic composition of the community. At one time, Blacks lived only in Meylandville, a small community seven miles from Commerce, which remained primarily populated by Blacks in 1975. The increasing numbers of foreign and non-white students, as well as the changes which occurred in East Texas following the 1964 Civil Rights Act, have made the community and the university much more aware of the educational needs of students outside the mainstream of American education.
The Graduate School

On June 15, 1935, the Board of Regents for ETSU authorized graduate work leading to the master's degree to begin in the summer session of 1936. The program was limited to the departments in which a demand existed for graduate work and which met established standards for graduate work in faculty, library facilities, and appropriate equipment. The departments of Education, English, and History were approved as meeting these standards, and courses were offered leading to the Master of Arts and the Master of Science degrees in 1936 (9, p. 4).

Since 1936, graduate work in the university has expanded and grown steadily. The 1978-79 graduate catalog identified thirty-two academic departments which offered majors in fifty areas leading to masters' degrees. Nine departments offer doctoral degrees and eleven additional doctoral degrees are available through the Federation of North Texas Area Universities. The Federation is an organization of the faculties, facilities, and resource materials of ETSU, North Texas State University, and Texas Woman's University.

Graduate students at ETSU are expected to show increased maturity in scholarship, seriousness of purpose, and ability
to do independent thinking (9, p. 13). The master's degree programs are intended to provide for

(1) school and college teachers, administrators and others working toward professional and administrative certificates and degrees; (2) those seeking professional employment, research activities, advanced degrees, or personal satisfaction in increasing the depth of knowledge in their fields of specialization (9, p. 13).

The doctoral programs are designed for the purposes stated below:

The doctoral programs are distinct in purpose and more selective in admitting candidates than the master's programs. The purpose of the doctoral program is to produce a scholar who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigation.

From his association with scholars the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and development of ability to conduct original research and to think clearly and independently. He must also develop the professional competencies necessary for giving application of his knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study (9, p. 14).

Each applicant must file an Application for Admission to the Graduate School and Declaration of Intention, a general admission application, a medical report, and one official transcript of college or university credits. Specific departments may have additional requirements. For full admission to the Graduate School with degree program status, a graduate student must hold a bachelor's degree from
an accredited institution, have an over-all grade point average of 2.5 on a 4-point scale or 2.7 on the junior and senior levels, and a satisfactory score on the Aptitude Test of the Graduate Record Examinations. The student must also obtain approval from the department offering the desired degree. Students may be admitted provisionally, on probation, or with non-degree status. Admission to the Graduate School does not necessarily imply admission to a program leading to a master's or a doctoral degree. Specific prerequisites, requirements, and regulations are stated for admission to both the master's and doctoral degree programs. Grades of scholarship, time limitations, residency requirements, and other general and specific requirements are identified for each degree in the ETSU Graduate Catalog (9, pp. 32-33).

The College of Education

"The College of Education of East Texas State University is an upper division and graduate professional school dedicated to the preparation of personnel for public schools and colleges" (9, p. 45). Departments in the College of Education include Educational Administration, Educational Media and Technology, Elementary Education, Health and Physical Education, Psychology, Secondary and Higher Education (which includes Adult-Continuing Education and Vocational-Technical Education), Special Education, and
Student Personnel and Guidance (10, pp. 43-116). Specific objectives, facilities, requirements, regulations, and programs for degrees and certification are stated for each department. They are similar to those described in most of the graduate catalogs surveyed for this study.

Selected Course Offerings

Seven courses directly related to training educators to work with Blacks, Indians, and Spanish Americans (BISA) are listed in the 1973-74 and the 1978-79 ETSU Graduate Catalogs. The courses are

Educ. 624 Children of Minority Cultures
Educ. 625 Teaching Children of Minority Cultures—Nursery Through Primary
Educ. 641 The Urban School Environment
Educ. 642 The Urban School Curriculum
Educ. 643 Instruction in the Urban School
Educ. 644 Seminar in the Problems of Urban Education
Educ. 649 Teaching the Bilingual-Bicultural Child

Some of these courses are listed in both the Elementary Education Department and in the Secondary and Higher Education Department.

One other course, Educ. 551, Techniques of Teaching Developmental Education in College, could be related to the topic of this research study. The course is described in the catalog as pertaining to curriculum content, materials, and methods of instruction for the low-achieving and under-prepared college student (9, p. 89).
The 1973-74 ETSU Graduate Catalog did not have information concerning a master's degree program with an emphasis in bilingual education. However, this program was identified in succeeding catalogs and the 1978-79 catalog identified several options. Information concerning bilingual education activities at ETSU is discussed later in this chapter.

Urban Education

Of the four courses listed in Urban Education in the 1973-74 ETSU Graduate Catalog, only Educ. 644, Seminar in the Problems of Urban Education, has been taught. The other courses have not been scheduled because of lack of demand, lack of qualified faculty, and lack of opportunity to develop the specific curricula for the courses. Educ. 641, The Urban School Environment, was originally intended to be the basic foundation course. The two courses, Educ. 642, The Urban School Curriculum, and Educ. 643, Instruction in the Urban School were intended to focus on the curriculum and methods of instruction. Educ. 644, Seminar in the Problems of Urban Education, was originally intended as the capstone of the series of courses, but since it was the only course offered, there has been no sequential development (6).

The program in urban education was developed on the basis of two rationales. The first was a general theoretical rationale incorporating the national concern for the educational problems grouped under the term "urban education,"
Because ETSU was concerned with undergraduate and graduate education and with preservice and inservice education, the faculty realized a need to develop a program to meet the needs of teachers in urban educational situations. The second rationale was that most of the students at ETSU were from the Anglo majority, many of whom would be teaching in urban area schools or in schools with predominately minority populations (6).

The urban education courses were developed by one professor, with the strong support of the Dean of the College of Education and the Chairman of the Department of Secondary and Higher Education. The professor had been involved with programs for the disadvantaged in another region, prior to joining the ETSU faculty. The professor has directed the seminar each time it has been offered.

The seminar was designed with minimal predetermination of structure so that the nature of the enrollees would determine the direction of the course in any one term. The first time the course was offered, most of the enrollees were teaching or preparing to teach in community colleges. Thus, the course tended to focus on community college issues rather than on issues in the elementary and secondary public schools (6).

At the beginning of a term, three or four books were assigned to be read. These books served as a focal point
and helped initiate discussions. Reaction papers were required for each of the assigned readings. During the first few weeks most of the students discussed very little except for the objective reporting of facts and information from their readings. After the students became acquainted they began to discuss issues more openly. The instructor felt that these interchanges helped to create a positive feeling in the class members and helped the class members to develop a greater awareness of individual problems (6).

The seminar varied in size each time it was offered, ranging from sixteen to twenty-two students. The instructor felt that the larger class did not permit as free an interchange of ideas as did the smaller classes. The first two times the class was taught the cultural mix was about one-half black and one-half white, with a few students of Mexican American heritage. In the spring of 1974, minority students consisted of only four black students and no Mexican American students. In that class the Blacks were more hesitant to articulate their ideas and feelings and so the class did not seem to progress as well as some of the previous classes (6).

Resource speakers were used and they often served as catalysts in opening some areas for discussion. At times feelings of hostility were evident and it took time for class members to realize the significance of what had happened and the reasons for the hostile reactions. Each student was
encouraged to discuss the frustrations, anxieties, and difficulties he or she had encountered in multicultural situations.

Grades were assigned on the basis of the reactions to the assigned readings and on individual projects. The first reaction paper served as a learning experience and was given less weight than the succeeding papers which carried equal weight with the term projects. The independent projects were selected and a contractual agreement was made between the student and the instructor. Almost every student earned an A on his project if he fulfilled his contract. Projects were usually some type of instructional aid or learning module. If a term paper was selected, the topic had to deal with some aspect of urban education (6).

No credit was given for class participation. The student had to attend class or be penalized, but the instructor felt that students had the privilege just to listen and to contemplate what was being said. If some students misused that privilege, they were allowed to do so in order that the rights of all students would be preserved. The instructor did not make any judgments about the participation of any student (6).

At the end of the term two types of class evaluations were used. The university required a student evaluation of instruction. This evaluation consisted of twenty
multiple-choice questions, using a six-point continuum for answers. After students completed the forms in class, they were placed in a sealed envelope and given to the chairman of the department. In order that the instructor would have some feedback relative to the class, he usually had students write a brief evaluation of the class. Various aspects were suggested for comment, such as, the resource speakers, specific class meetings, or the processes and procedures of the class. Also, near the end of the term, one class session was utilized for comments from class members on the value of the course. Even though students were somewhat hesitant to speak, they had made some constructive comments (6).

Ed. 644, Seminar in Urban Education, was scheduled for seven o'clock on Saturday morning. As the students arrived, they had refreshments and had time to visit with one another. After the students had relaxed and conversed the class began informally. No attempt was made to begin the class on time. Gradually the black, white, and brown students began to ask each other about their personal feelings and opinions. This was the type of exchange that the instructor felt was the most beneficial, but it was not possible until the students respected and knew each other in a free and informal atmosphere (6).

Each term ended with a breakfast at the home of the instructor. That was often the first time that many Blacks,
Anglos, and Mexican Americans had ever met in a private home and shared a meal. The instructor did not feel that this one event would change the world but he did feel that this was the kind of interaction which was the most effective (6).

No special funding was allocated for Educ. 644. The course was part of the instructor's regular teaching load. The students contributed to the refreshment fund and the breakfast was provided by the instructor and his family. Special funds were allocated for a planned drive-in conference on urban education but it had to be cancelled and it was not rescheduled (6).

In considering the future of urban education courses, this instructor felt that the flood of literature on urban education and related issues was probably peaking but that the real educational advances and activities were just beginning. As monies for special programs were withdrawn, peripheral projects and programs would be institutionalized and become part of the long-range goals and plans of the universities across the nation (6).

Other Multicultural Education Courses

A workshop was proposed in 1970 that would focus on training educators to work with bilingual-bicultural children. The objective was that the participants would spend part of each day in intensive study of Spanish and that the remainder of the day would be spent developing educational methods and
materials for working with Mexican Americans. The workshop did not materialize because of the lack of funds, the lack of students, and related problems. The proposed workshop was a cooperative effort by two faculty members, one in the Foreign Language Department and one in the Elementary Education Department (1).

Although the workshop did not materialize, several courses were developed for inclusion in the Graduate Catalog. Educ. 624, Children of Minority Cultures; Educ. 625, Teaching Children of Minority Cultures--Nursery Through Primary; and Educ. 649, Teaching the Bilingual-Bicultural Child, were developed and included as part of the official offerings listed in the Catalog.

When the two courses, Educ. 624 and Educ. 625 were first offered, they were taught by two different instructors. Educ. 625 was taught by a specialist in kindergarten who was of Mexican American ancestry. Educ. 624 was taught by a new faculty member who had experience with various cultures, had an undergraduate degree in Anthropology, and had his doctoral minor and his dissertation in the area of cultural education. When the Mexican American kindergarten specialist resigned from ETSU, the other professor was assigned to teach both courses. The professor considered this a weakness because his own philosophy would be evident in both courses and
students enrolling in both courses would find a great deal of duplication (1).

Each of the two courses had been taught several times by the summer of 1974. The enrollments had averaged between fifteen and twenty students. No special funds were allocated for these courses and each course was part of the instructor's regular teaching assignment. The major focus of the following information concerns Educ. 624 which was taught at the time of the first interview, in the summer of 1974, and which the instructor had taught more often than Educ. 625. Information concerning the classes taught after 1974 is discussed later in this section.

The cultural mix of the Educ. 624 and Educ. 625 classes had been predominantly Anglo with three or four Blacks and one or two Mexican Americans in each class. The instructor felt that this mix enhanced the classroom activities. One of the major goals of the instructor was the exchange of real situations and experiences as well as the exchange of information. He believed that the non-whites had more impact in describing actual educational situations involving multicultural encounters than readings or any information he could provide as an Anglo (1).

The classes were informal with the students seated in a circle for face-to-face contact. The terms began with an overview of culture and its various definitions. The
instructor would announce that there was no such thing as "cultural disadvantaged" and that one of the purposes of the class was to compare cultures, not "cultural disadvantages."

Primarily, three cultures were discussed in the class—Indians, Blacks, and Mexican Americans. A limited time was spent discussing Indians since they did not represent the major area of concern for the teachers enrolled in the classes. Approximately three to five days out of twenty-five teaching days in a summer session were devoted to the Indian cultures. The Indian cultures were usually discussed at the beginning of the term. No Indians had been enrolled in the classes so this culture was considered as the least emotionally involved for students in the classes. Most students did not consider the nearness to Oklahoma and the numerous Indians there to be significant to their purposes. The professor had worked with Papago, Pima, Hopi, Navajo, and Apache Indians in Arizona; therefore more emphasis was placed on those tribes than on the Choctaw, Cherokee, Creek, Seminole, and Chickasaw tribes which are located less than one hundred miles from the ETSU campus (1).

In a summer term, approximately ten days were devoted to the study of Blacks and ten days to the Mexican American culture. Other subgroups were included at times. One such subgroup was the "Cajun" culture found along the western Louisiana and Texas border (1).
A bibliography was given to each student. It included approximately sixty to eighty entries, plus a list of approximately one hundred and fifty authors who had written in the field. The bibliography included novels and journals as well as documented research and historical studies. Students selected their readings and a designated number of reaction papers were assigned. In this class, the students were evaluated on their participation and contributions to the class. Each student also selected a topic for a written and oral report.

A number of films and other audio-visual materials were utilized in the class. Short films which showed the development of a realistic situation but offered no solutions were shown to the class. After viewing each film, students offered various solutions to the problem which had been presented in the film. One student mentioned how amazed he was at the answers given by what he termed "educated teachers." However, he did feel that some responses given by non-whites did lead to some universal concepts that he had not previously considered (11).

Several students, who had taken Educ. 624, commented on the informality of the class and how comfortable they felt with the instructor. Students felt free to share their experiences and became more confident of their own worth as teachers when they realized that others had experienced
unpleasant, frustrating, and sometimes frightening situations. The shared experiences seemed to relieve feelings of inadequacies and internal pressures (11).

One student who had completed Educ. 624 commented that after the class he was more able to identify minority groups, including such groups as poor readers, children unable to count, or boys uninterested in sports. Each group became as a "set" to him, with identifiable characteristics, problems, and assets. This student felt he would continue his interest in many of the topics that had been presented in class.

Students who were interviewed did not feel that they had gained any methods to use in their classrooms, but they did feel that they had gained confidence in themselves and in their ability to cope with interethnic confrontations. One student stated that the most important aspect of the course was the amount of prejudice he had discovered in himself.

Since 1975, Educ. 624, Children of Minority Cultures; Educ. 625, Teaching Children of Minority Cultures--Nursery Through Primary; and Educ. 649, Teaching the Bilingual-Bicultural Child have been taught by several instructors. These courses were offered more frequently because of the increased awareness of bilingual and bicultural issues and because they were included in the Bilingual Education Program. Bilingual education is discussed in the next section of this chapter.
The following information concerns only one instructor and the information applies mainly to Educ. 624 and Educ. 625. This professor was a former student at ETSU and returned in 1977 as an Assistant Professor in Elementary Education. He was assigned to teach the multicultural courses and was appointed the Assistant Director of the Title VII Graduate Training Program in Bilingual Education, 1977-78 and 1978-79.

Although this professor is of Mexican American ancestry and is bilingual, he feels that the monolingual teacher can gain a great deal from taking Educ. 624, Educ. 625, or Educ. 649. He indicated that most of the graduate students who take the courses at the ETSU main campus are Anglos, and that many of them take Educ. 649 prior to enrolling for either Educ. 624 or Educ. 625. The latter two courses are separate, but in the past few students have elected to take both courses. Twenty to twenty-five students are usually enrolled in the multicultural courses offered at the main campus. The courses offered at the ETSU Dallas Center as part of the Title VII Bilingual Education Training Program may have different emphases.

A textbook has been used at the beginning of the courses so that students may obtain a broad overview of culture and its relationship to education. Four major cultures have been studied—Blacks, Mexican Americans, Indians, and
Orientals (usually Chinese Americans, Japanese Americans, and Vietnamese). An equal amount of time is spent on each of the four main cultures. Readings are required on each culture, and students participate in a group presentation on one of the four cultures. Many resource persons have been used in the presentations and in the classes.

This professor schedules Educ. 624 or Educ. 625 classes in the afternoons between 4:30 p.m. and 7:30 p.m. once a week. As each culture is studied, students prepare foods of that culture and these are served as a meal to the students in the class.

An independent project is also required from each student. These projects usually consist of a mini-research paper or a teaching unit. Students are graded on their class participation, reports of their readings, their class presentations, and their independent projects.

Bilingual Education

In April of 1974, the Texas State Board of Education approved a Bilingual Certification Program. Prior to 1974, a master's degree with a bilingual composite was available at ETSU through the Foreign Language Department in the College of Liberal and Fine Arts. In 1974, a Director of Bilingual Education was appointed at ETSU. Since then, new programs in bilingual education have been designed at both the undergraduate and graduate levels.
At the graduate level a Master of Science in Elementary Education with a comprehensive minor in Bilingual Education was designed utilizing existing courses included in the graduate offerings. During the 1977-78 and 1978-79 school years a Title VII Bilingual Education Program was conducted by ETSU in cooperation with the Dallas Independent School District (DISD). Bilingual teachers in the DISD, the Ennis Independent School District, and the McKinney Independent School District had the opportunity to obtain master's-level training through the program. Students in the program met classes at the Dallas Area Bilingual Curriculum Center at the Travis School and at the ETSU main campus.

The ETSU bilingual program is structured so that it can be completed in two calendar years. Students usually take two courses each fall and spring and two courses during the first terms of the summer sessions. Thirty-six hours of coursework are required, with limited selections within some of the component areas. The components are language development, socio-culture, bilingual teaching methodology, and research and evaluation. Additional courses are required if a student does not hold a bilingual certificate upon entry into the program.

Courses in the program are taught in both English and Spanish. One of the objectives of the program is that students will have the vocabulary and the confidence to present school materials in both languages.
During the spring semester of 1979, approximately sixty-six students were at various stages in the Title VII Bilingual Education Program (2). This program utilized regular courses and faculty of ETSU. Regardless of whether special funding is available or not, the courses and the degree program are an ongoing part of the university's graduate program.

Other Findings

During the first six weeks summer session at ETSU in 1969, three ethnic groups representing eighteen colleges in the state of Texas participated in a multicultural training institute for preservice teachers. Fifty-five students—twenty-three Anglos, twenty-one Blacks, and eleven Mexican Americans—were exposed to special treatment which consisted of information about minority groups, cooperative living, and sensitivity training. The institute was funded under the provisions of Title IV, Section 405 of P.L. 88-352. The full report (15) is available from the U.S. Office of Education. Three doctoral studies were generated from the institute.

Moore's study (13) was to determine attitudinal change of the teacher trainees, their respective ethnic groups, and the total group while participating in the institute. Pre- and post-test scores and content analysis of personal written records of participants revealed positive changes in
affective levels for participants, for ethnic groups, and for the total groups. The permanancy of these changes was not determined.

Tallant's companion study (16) was to determine the effect of the formal presentation (a cognitive program), sensitivity training (an affective program), planned social activities, and a cooperative living arrangement on the attitudes of the preservice teachers toward themselves, toward others, and toward teaching. The conclusions of the study were

1. The total group and the three ethnic groups made significant changes in attitudes toward self.
2. The total group and the Mexican-American group made significant change in attitude toward teaching.
3. The three ethnic groups scored at significantly different levels on 35 of the 50 pre-test scales.
4. The three ethnic groups made parallel changes on 39 of the 40 post-test scales.
5. Attitudes toward others, as measured by the Prejudice Scale of the Minnesota Multiphasic Personality Inventory, did not change.
6. Selected attitudes and concepts of preservice teachers from ethnic groups were modified by exposure to this program.

Provost (14) did a follow-up study of the participants after four months in their new positions, with a control group of fifty new teachers from the same schools. The findings indicated that the training institute produced some significant changes in attitudes about self and teaching; and that there is a hierarchy of attitudes and change is
evolutionary in that one must, first of all, be aware of self and change attitudes about self before one can expect change in attitudes about teaching and attitudes about others.

Summary

ETSU is a relatively small university located in a community with fewer residents than the university enrollment. Both the university and the community have been affected by the enrollment of non-white students at ETSU, and the changes which occurred in all of East Texas following the 1964 Civil Rights Act.

Individual instructors were responsible for the initiation of an urban education series of courses, courses on teaching the bilingual-bicultural child, and courses on teaching other multicultural students. These courses enrolled Anglos, Blacks, and Mexican Americans, most of whom were teachers in the Dallas metropolitan area or in small school districts near Commerce. The classes were informal, directed by student needs, and flexible in structure.

Since the spring of 1974, when a Director of Bilingual Education was appointed at ETSU, the university implemented new programs for bilingual education at both the undergraduate and the graduate levels, and ETSU cooperated with the Dallas Independent School District in conducting a Title VII Bilingual Education Training Program.
A multicultural training institute for preservice teachers was conducted at ETSU in 1969. It utilized formal presentations, cooperative living, and sensitivity training to determine the attitudes and attitude changes of Anglo, Black, and Mexican American participants toward themselves, toward ethnic groups, and toward teaching.
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11. Graduate Student from East Texas State University, Commerce, Interview, July 18, 1974, in Dallas, Texas.


CHAPTER V
THE UNIVERSITY OF TEXAS AT AUSTIN

Introduction

In 1839, the Congress of the Republic of Texas appropriated fifty leagues of land for the purpose of university education, and passed another measure anticipating the founding of a public university. In 1858, the state legislature attempted to found a university, but nothing came of it except the dedication of one million acres of public land for that purpose. The Constitution of 1876 included a mandate:

The Legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of this state and styled "The University of Texas" for the promotion of literature, and the arts and sciences, including an agricultural and mechanical department (Article VII, Section 10).

The same Constitution relocated the one million acres which had been allocated as the endowment and substituted lands further west. The legislature of 1883 added another one million acres, and although it has been almost impossible to evaluate these lands precisely, they give the University of Texas, unquestionably, the largest endowment of any state university in the nation.
The University of Texas is the largest university in the South, with approximately 1,900 faculty members and 43,095 students during the 1978-79 regular school term (19, p. 181).

The University Community

The University of Texas is located in Austin, Texas, the county seat of Travis County, as well as the State Capitol. The city has a historic and picturesque background in a thriving, cosmopolitan atmosphere. Austin had a population of 273,933 in 1970 (18, p. 363), but the estimated population in 1977 was 313,009 residents (19, p. 374). The University is the largest educational institution in Austin. Other institutions of higher education in the city are St. Edward's University, Maryhill College, Concordia College, and Huston-Tillotson College. Bergstrom Air Force Base is located near the city, as are many research and science-oriented industries. Hospitals, state institutions, a popular retirement area, and other state and federal activities are located in Austin. The area is also a major tourist center.

The economy of Austin is diversified. In 1972, minerals yielded $5.5 million, agriculture produced $11.6 million, and business income was $552.5 million, plus the state and federal activities and the economic contributions of the colleges (18, pp. 363-364). In 1977, there was $17 million average yearly production of lime, stone, gravel, oil, and
and gas. Agriculture for that year was over $18 million. The urbanized area had $1,610 million in United States expenditures in 1978 (19, p. 211).

The city is basically tri-ethnic: Anglos, Spanish Americans, and Blacks. The Austin Independent School District (AISD) served 58,332 students in 1972, about thirty-six per cent Black and twenty-one per cent with Spanish as the native language (12, p. 5). In 1975, the AISD implemented a court ordered desegregation plan. The plan called for busing sixth-grade children to various specified learning centers in different parts of the city on given days of the week.

Austin shares the same social and educational problems as other cities in the Southwest. Economically deprived neighborhoods with numerous school dropouts, broken families, substandard housing, overcrowding, drug addiction, alcoholism, unemployment, underemployment, and other unsatisfactory conditions are found in Austin. The city government has tried to alleviate these conditions by various means, such as the Model Cities Program, Community Action Programs, social welfare services, child and family counseling services, and other general rehabilitation programs. The Teacher Corps Project was proposed for the city of Austin because it seeks to involve the entire family and the community in meeting the needs of the children it serves (12, p. 5)
The Graduate School

The objective of the doctoral program at the University of Texas at Austin (UT/Austin) is "to produce research scholars and scholarly teachers." The master's program may lead toward that goal, "or as an end in itself, it may provide the knowledge and training for a career in teaching or another profession" (5, pp. 9-10). Graduate work at UT/Austin is divided into areas that may be broad in scope and involve courses and research in several departments. The three designated components of graduate study are "Course work, independent study, and independent scholarly research leading to a report, thesis, or dissertation" (5, pp. 9-10).

The five basic requirements for admission to the Graduate School at UT/Austin are

(1) a bachelor's degree from an accredited institution in the United States or proof of equivalent training at a foreign institution; (2) a satisfactory grade-point average in upper division (junior and senior level) work, and in any graduate work already completed; (3) a satisfactory score on the Graduate Record Examinations Aptitude Test; (4) adequate subject preparation for the proposed graduate major; and (5) acceptance by the Committee on Graduate Studies of the proposed major area (5, p. 13).

All applications must be approved by the Graduate Dean. In some fields of study it is necessary to limit the number of students who can be admitted.

A student may be admitted to the Graduate School on a non-degree status, conditionally, or as a special student.
who will not usually receive credit toward a graduate degree. A degree candidate is required to have an overall average of B by the end of his program, and some courses are not counted in the average grade (5, p. 15).

The College of Education

The College of Education is a professional school established to train teachers. It includes six departments: (1) Cultural Foundations of Education, (2) Curriculum and Instruction, (3) Educational Administration, (4) Educational Psychology, (5) Physical and Health Education, and (6) Special Education (5, p. 5). Three undergraduate degrees are granted in this college, and it also provides the sequence of professional courses which must be taken by students registered in other divisions of the University who wish to qualify for teachers' certificates. The college undergraduate programs provide the foundation necessary for graduate training for professional certificates and for specialties other than teaching. The UT/Austin College of Education is a center for research and experimentation. Its faculty members provide inservice training for educators and offer consultant services for systems all over the state of Texas (7, p. 4).

The University has many special courses, programs, and a wide variety of degrees. However, the programs which are relevant to this study are discussed in the following sections: the Teacher Corps Project, the Rilingual
Education Program, and a section devoted to other projects which contribute to preparing educators to work with people from diverse cultures.

The Teacher Corps

In July, 1970, the Fifth Cycle of the National Teacher Corps was initiated at the University of Texas at Austin. In cooperation with the San Antonio Independent School District, the program was funded for two years, from July, 1970, to May, 1972. The project was refunded for the Seventh Cycle, from June, 1972, to May, 1974. In May, 1974, funding was granted for a Ninth Cycle Teacher Corps Project as a cooperative program between UT/Austin and the AISD. Funding was also awarded for the Eleventh Cycle which continued the joint program between UT/Austin and the AISD. That cycle was completed in May, 1978. Funding was not awarded for Cycle Twelve or for a five-year Program '79 Proposal.

The initial program at UT/Austin, the Fifth Cycle, had only one on-site block. All initial courses were taught through the Department of Curriculum and Instruction with a professional sequence that required corps members to spend at least one and one-half days per week in their assigned schools. For the Seventh Cycle, all instruction for elementary education majors was conducted on-site. A multicultural block was included in the instruction and the project became a cooperative endeavor of the Department of Curriculum and
Instruction, the Texas Education Agency, various teacher groups, and the local school district.

The Ninth Cycle, which began in July, 1974, was designed to incorporate management procedures developed in Cycle Five and Cycle Seven. Corpsmembers of the Ninth Cycle were assigned to work in one of four Austin elementary schools in which populations were predominantly Spanish speaking or Black. The program was funded for twenty-four corpsmembers and an equal number of cooperating teachers, plus team leaders, the professional staff, a local school coordinator, a program development specialist (University Program Coordinator), a Community Coordinator, on-site workers, and the implementation of research studies during the cycle.

The program of studies for the Ninth Cycle included a preservice component during the summer of 1974, coursework at UT/Austin during the fall and spring semesters of the 1974-75 and 1975-76 academic years, class and field work during the cycle, and on-site coursework and credit for internships in the school and in the community.

Emphasis was placed on the kindergarten endorsement during the Ninth Cycle because of the rapid growth of preschool and kindergarten programs in Texas and in the nation, and the need for high quality care and teaching of young children. In keeping with the maxi-course concept, an integrated one-semester experience in early childhood
was conducted. Courses in the public-school centers were combined with intensive service to young children. The objectives of these courses were to combine both oral language assessment and special training with competencies to work with young children from low income areas.

Cycle Nine also included a Special Education component to acquaint interns with the many facets of this field. Eleven four-hour "workshops" were conducted during the block and three hours credit was earned by the participants upon completion of the eleven sessions. In addition, corps-members were required to attend a series of workshops and seminars in Special Education during the first year of inservice.

The Teacher Corps at UT/Austin was based on a teacher training model developed by Dr. Reyes Mazon, Director of the Institute of Cultural Pluralism, San Diego State University. The model, "The Community, Home, Cultural Awareness and Language Training Model (CHCALT)," was a synthesis of extensive work done with the Teacher Corps projects throughout the Southwest. At the end of the two-year cycles, using the CHCALT training process, corpsmembers and their cooperating teachers were expected to

...be able to diagnose student needs in the area of oral language in order to be able to prescribe individual instructional programs, and facilitate classroom activities which will help the child to succeed at his own level of cognitive, emotional, social and physical development.
They will be able to apply contingency classroom management approaches such as behavior modification and individualized instruction. Intergroup education (Falcomares Magic Circle) and other strategies for personalizing instruction will be utilized as vehicles for corpsmember development in classroom implementation with the CHCALT teacher preparation model. Teacher Corps personnel will facilitate school activities which will be geared towards enhancing children’s creativity in areas of particular cultural concern through the utilization of music, art, dancing, crafts and other aesthetics. The CHCALT model training process will enable corpsmembers and cooperating teachers to diagnose and prescribe various learning strategies. Such strategies will include small group instruction, peer teaching, individualization, team teaching, and contract teaching (12, p. 6).

The nature of language and language learning were two areas in which corpsmembers were expected to develop specific competencies. Formal training was given in each phase of the program, and university courses included "Oral Language Assessment" and "Early Childhood Language Acquisition."

During the initial project, Cycle Five in San Antonio, a massive oral language assessment effort was undertaken. The Gloria and David Tests, which consisted of an English version and a bilingual version (Spanish/English), were administered to 216 children in two predominantly Black schools and to 352 children in three predominantly Mexican American schools. The tests were administered in September of 1970, and again in May of 1971. That research project was the basis for numerous papers, position statements, dissertations, theses, and publications regarding the effectiveness, reliability,
and feasibility of the instruments, as well as the effectiveness of the Teacher Corps program.

The primary goal of the university component of Cycle Eleven at UT/Austin was to design and implement a Competency-Based Teacher Education (CBTE) program. One of the initial steps was to encourage the individual professors to modify their approach to the traditional courses. Of the eight courses offered as part of the formal coursework of Corpsmembers during the first year, four courses were offered at the field site and three courses included practicum experiences. Corpsmembers perceived only two of their first year courses as being within a CBTE framework. The majority of second year courses were offered at the field site.

Another objective of Cycle Eleven was to designate a clinical professorship whose main responsibility would be that of supervising the internship of the trainees relative to the maxi-course blocks and to the major generic teaching competencies. The clinical professor was appointed; however, because the generic teaching competencies had not been identified, the clinical supervision was based on "exiting competencies" which had been identified during Cycle Nine. The continuous clinical supervision during the two-year cycle constituted the basic difference as compared to the traditional teacher training program.
A special amendment was funded for the second year of Cycle Eleven. The amendment pertained to the implementation of an inter-institutional information gathering process, "A Developmental Profiling System." The purpose of the project was to assist in further strengthening ongoing collaborative efforts between selected educational institutions in Austin. The completed project included fifty-five program profiles describing teacher education activities in the AISD, the College of Education at UT/Austin, and the Region XIII Education Service Center.

Numerous changes have been made in the National Teacher Corps program since its inception in 1965. A reorganization and other changes were made in 1978. The United States was divided into twelve regions or Networks. The Texas Network included seven projects—two Cycle Twelve projects, whose funding will end in 1979, and five new five-year Projects '78. The Austin Teacher Corps was not Funded for Cycle Twelve nor for a five-year Project '78 program. However, UT/Austin was the recipient of a U.S. Office of Education grant to establish and operate the Texas Teacher Corps Network. The former head of the Austin Teacher Corps Project was appointed Director of the Texas Network.

UT/Austin cooperated in sponsoring four Teacher Corps Cycles. One hundred Blacks and Mexican Americans were graduated from these programs (14).
A number of major efforts in documentation and demonstration were undertaken to disseminate information regarding processes and outcomes derived from the many components of the UT/Austin Teacher Corps Project. A bimonthly newspaper was published, several handbooks were issued, articles appeared in Teacher Corps and other professional publications, monographs were published. Reports were made of studies and endeavors of individuals and project reports were submitted to local, state, and federal authorities. These reports were in addition to the reports, theses, and dissertations submitted to the College of Education to fulfill degree requirements.

**Bilingual Education**

One of the primary goals of bilingual education in Texas is for all students to acquire a thorough mastery of English. "Bilingual education is the use of two languages for all or part of the curriculum," (1) and allows a child who traditionally was unable to achieve on a level with regular classes because of language limitations to succeed because he has the opportunity to

---Learn subject matter in his first language while he is learning to understand and speak English.
---Expand his knowledge of his first language in understanding, speaking, reading, and writing.
 --Learn to read and write English after he learns to understand and speak it.
 --Improve his self-image by accepting his home culture (1).

In 1973, there were forty Spanish-English bilingual education programs in Texas public schools funded by Title VII, Elementary and Secondary Education Act (1). During the 1977-78 school year, sixty-five bilingual education programs in Texas were funded by Title VII (22). On the national level, approximately 91,138 students were in Spanish-English bilingual programs funded by Title VII in 1972-73 (1). During the 1977-78 school year approximately 259,364 students were participating in Title VII Spanish-English bilingual programs across the nation (22, p. 2).

In the summer of 1973, the Governor of Texas signed into law Texas Senate Bill No. 121, which provided state funds for operation of bilingual education programs, beginning in the 1974-75 school year, in school districts which enrolled twenty or more children of limited English-speaking ability in the same grade level (1). As a result of that legislation and Texas House Bill 1126, 245 Texas school districts operated bilingual education programs during the 1977-78 school year (22, p. 2).

In 1974, UT/Austin offered only two degrees with a subject concentration in Bilingual Education. One degree was a Bachelor of Science in Elementary Education, and the other was a Master of Arts in Foreign Language Education. By
1978, UT/Austin also offered a Master of Arts and a Master of Education in Bilingual Education through the Department of Curriculum and Instruction and doctoral programs in Bilingual Education were offered through both the Department of Curriculum and Instruction and the Foreign Language Education Center. UT/Austin has excellent facilities for Spanish studies and Mexican American studies, although other languages may be selected for the major with prior approval and special advisement (2). The Office of Bilingual Education (OBE) directs and coordinates all phases of academic programs, student counseling, and other related activities in bilingual education.

Students wishing to concentrate in bilingual education must be proficient in the target language as shown by a satisfactory score on the MSA Foreign Language Proficiency Examination or other evidence acceptable to the Foreign Language Education Center. Neither the bachelor's nor the master's degree program allows for the development of fundamental skill in the target language. Student observations and student teaching must be done in a bilingual education project.

Information regarding the undergraduate Bilingual Education Program is reported in this study because it forms the foundation for the master's program and both programs
were established in the 1972-73 school year. Some courses were not scheduled until 1974 or thereafter.

**Undergraduate Bilingual Education Program**

The requirements for the undergraduate specialization in Bilingual Education leading to the Bachelor of Science degree and teacher certification consists of five major areas. The student must have forty-eight hours from the academic foundation, to include twelve hours of English, six hours of ethnic studies, Psychology, Geography, American History, six hours of Government (for Texas Certification, three hours must be Texas State Government), Mathematics, and six hours of one natural science (1, p. 3).

For an academic concentration in Bilingual Education in 1972-74, a total of twenty-four semester hours was required from thirty-six selected course hours. These courses were:

**Linguistic Component (six hours required)**
- Lin. 320K Introduction to Linguistic Science
- Lin. 344K Phonetics and Phonology
- Lin. 372K Phonological Analysis

**English Component (six hours required)**
- Eng. 325L Folklore Areas: Selected Topics
- Eng. 342 Life and Literature of the Southwest
- Eng. 360K Grammar of Written English

**Spanish Component (six hours required)**
- Span. 346 Practical Phonetics
- Span. 364L Applied Linguistics: Spanish
Cultural Component (six hours required)
- Soc. 348K Mexican-Americans in the Southwest
- His. 377L Mexico and Spanish North America Since 1810
- AmS. 370 Chicano in American Culture: 1910 to Present (1, p. 4)

By 1978 twenty-seven credit hours were required for the Bilingual Concentration. The four components of the program had been modified and some courses had been reassigned to different components. Several courses had been added since 1972. The Spanish Component remained the same. Other 1978 components and courses were:

Professional Component (six hours required)
- Ed.C. 371.1 Seminar: Topic 6, Bilingual Education
- Ed.C. 371.1 Seminar: Topic 16, Early Childhood Language Acquisition
- Ed.C. 371.1 Seminar: Topic 16.3, Spanish for Bilingual Teachers
- Ed.C. 371.4 Seminar: Topic 2, Applied Linguistics

English Component (six hours required)
- Eng. 321L American English
- Eng. 323L English as a World Language
- Eng. 360K Grammar of Written English

Cultural Component (six hours required)
- Soc. 348K Mexican Americans in the Southwest
- His. 377L Mexico and Spanish North America Since 1810
- Am.S. 370 Chicano in American Culture: 1910 to Present
- Eng. 342 Life and Literature of the Southwest--Mexican American
- Spn. 341K Spanish Language and Literature of the Southwest
- Eng. 325L Folkslore Areas: Selected Topics
- ETS 310 Chicanos and American Society
- ETS 318 Chicanos and Their Culture (22, p. 4)

A Composite Specialization requires eighteen semester hours and is to be selected from Speech, Health, Physical
A unique feature of the bilingual program is found in the Professional Education Component. At the junior level, students in Bilingual Academic Concentration take a Multicultural Block (eighteen semester hours) which is scheduled in a local elementary school. Students have the opportunity to work with teachers and students in a bilingual environment. The methods course within the block is conducted in Spanish and it is designed to acquaint students with various theoretical and practical aspects of bilingual teaching. At the senior level, students take Student Teaching and are again in contact with local school teachers and students.

The Graduate Degree in Bilingual Education

The prerequisites for candidacy for the Master of Arts Degree in Foreign Language Education with a concentration in Spanish-English Bilingual Education include admission to the Graduate School, twelve semester hours of undergraduate education courses or its equivalent, or an undergraduate major in Spanish plus six hours of advanced education courses, and proficiency in the language as shown by a five-minute recording and a two-page composition on assigned topics, or other evidence acceptable to the Graduate Studies Committee in Foreign Language Education (9, pp. 1-2).

The program requires thirty semester hours with a thesis or thirty-three hours with a report. The program
consists of two concentrations. The Professional Concentration includes curriculum courses related to bilingualism, bilingual education, curriculum design in early childhood, English as a second language, language teaching, and linguistics. The Academic Concentration includes courses in linguistics, psychology, foreign language skills, cultures, or a combination of these areas (9, 12).

Students proficient in a second language and interested in the English components of bilingual education may obtain a Master of Arts Degree in Foreign Language Education in English as a Second Language or Applied Linguistics. All coursework is selected in cooperation with the student's program adviser and graduate adviser, and must be approved by the Dean of the Graduate School (9, p. 1).

Courses for possible selection, with Spanish as the target language and Mexican Americans as the target group, are divided into two concentrations and further divided into components. The 1978 degree plan for a bilingual specialization remains as it was developed in 1972 (8, pp. 2-3), except for two courses which were added to the Linguistic Component of the Academic Concentration. The 1978 degree plan for a Master of Arts Degree in Foreign Language Education with a Concentration in Spanish-English Bilingual Education is as follows:
Professional Concentration (twelve semester hours minimum, and a practicum may be required for individuals who have no classroom experience)

Bilingual Component (six semester hours required)
EDC 385G Seminar (Program Development and Research): Bilingual Education
EDC 382E Teaching Elementary School Subjects: Bilingual Education
EDC 381H Curriculum Design in Bilingual Education
EDC 371 All-Level Mexican American Studies
EDC 371 Early Childhood Language Acquisition

Linguistic Component
EDC 385G Psycholinguistics
EDC 371 Applied Linguistics

Language Teaching Component
EDC 385C English for the Disadvantaged
EDC 382 Teaching Elementary and Secondary School Subjects: Teaching English as a Second Language, Foreign Language
EDP 362 Tests and Measurements

Academic Concentration (twelve semester hours required, at least one course from three of the four components)

Linguistic Component (LIN 320K, 344K, and 360K may be prerequisites)
LIN 396 Topics in Sociolinguistics: Bilingualism
LIN 394 First and Second Language Acquisition
ANT 393 Topics in Linguistic Anthropology: Ethnography of Speaking; Language Acquisition; Sociolinguistics; Introduction to Graduate Linguistics Anthropology; Languages in Contact
LIN 387 Linguistics and Language Teaching
LIN 373, ANT 320L Sociolinguistics

Psychology Component
PSY 376K Language Acquisition
PSY 337 Psychology of Language

Spanish Language Component
SPN 383M Studies in Spanish Linguistics: Linguistics and Language Teaching; Spanish Dialectology; Phonology; Morphosyntax; Historical Linguistics
SPN 367K Syntax and Stylistics
During the 1977-78 school year, the Department of Curriculum and Instruction offered three master's degree programs in bilingual education. The Master of Arts and the Master of Education degrees were offered with the option of eighteen hours in the major, six hours of supporting courses, and six hours for a thesis. The same degrees were offered with the option of twenty-four hours in the major, six hours of supporting courses, and three hours for a report. The Master of Education Degree was also offered with the option of thirty-six hours with no report or thesis required.

Student Teaching was a prerequisite for the Master of Education candidates. A graduate internship was required for all candidates who had not had bilingual teaching experience (10).

The master's degree programs in bilingual education through the Department of Curriculum and Instruction were designed to meet Texas Education Agency requirements for its
Bilingual Endorsement based on the Elementary Provisional Certificate. However, the masters' programs in Curriculum and Instruction allowed for some selection of required courses and equivalent courses could be substituted according to a candidate's educational goals. Each candidate was responsible for ascertaining certification requirements prior to submitting the degree plan for approval by the Dean of the College of Education (10, p. 1).

The Doctor of Philosophy, with a Specialization in Bilingual Education, was offered by both the Department of Curriculum and Instruction and the Foreign Language Education Center. Both programs were designed to meet individual student needs. Each program required sixty hours of selected coursework, including scholarly research and a dissertation.

Because bilingual education programs at UT/Austin were multidisciplinary in design, The Office of Bilingual Education served as the central administrative and coordinating unit for all academic programs, student advising, and related activities in bilingual education. During the 1979 Spring Semester, approximately forty-four undergraduate students and sixty-one graduate students were enrolled in various bilingual programs at UT/Austin. Approximately twelve masters' degree candidates and thirty-eight doctoral candidates were enrolled in the Department of Curriculum and
Instruction. The Foreign Language Education Center had approximately three master's degree candidates and eight doctoral candidates (13).

The courses, programs, and degree plans for the UT/Austin Bilingual Education Specialization were developed to prepare Spanish-speaking educators to work effectively with Spanish-speaking students. The program was believed to be the first of its kind, although bilingual education programs were being developed at almost the same time at other institutions with large Spanish-speaking populations (2).

Other Developments

A number of changes have occurred in the College of Education at UT/Austin since 1972. Many of the changes were precipitated because of the interest of individual faculty members in various departments of the university, the expressed interest of the AISD in increasing the number of minority teachers and in improving the quality of teachers of minority groups, and the efforts of Teacher Corps personnel at UT/Austin.

In the fall of 1973, all initial instruction for elementary education majors was conducted at on-site centers. A multicultural block and a six-hour course at the School of the Deaf were included. The Department of Curriculum and Instruction coordinated the program with the cooperation of
the Texas Education Agency, the AISD, and other professional organizations (12, p. 116).

On a college-wide basis, a Teacher Education Institute was established, along with a new position—Associate Dean for Teacher Education. The Office of Bilingual Education was established and a director appointed. The Director and a faculty member from the Department of Curriculum and Instruction cooperated in team teaching the multicultural block in the fall of 1974 (2).

Additional funding was made available in the 1973-74 school year for an additional staff member to serve jointly in the Department of Curriculum and Instruction and in the Institute of Latin American Studies. That staff member offered a course in Children's Spanish Literature in the fall of 1973, which was a first in the United States as far as it was known (12, p. 117).

Beginning in 1974, all teacher education majors at UT/Austin were required to take six semester hours of ethnic studies. This requirement was one of the most important developments in the College of Education at UT/Austin relative to preparing educators to work with multicultural groups.

Since 1975, the deanship of the College of Education has changed and a reorganization of the structure of the college has been in progress. Also, as new federal and state programs were implemented in the public schools of Texas, the
College of Education at UT/Austin had to become actively involved in numerous programs if it was to maintain its traditional role of educational leadership. Some of the programs emphasized Bilingual Education, Multicultural Education, Migrant Education, Special Education, Career Education, Crime and Drug Education, and Compensatory Education (11, p. 8).

Austin is the site of many educational institutions which have directly affected the preparation of educators to work with Blacks, Indians, and Spanish Americans. Many of the institutions were implemented, evolved, or matured during the seventies. The institutions provided services for the College of Education at UT/Austin and also utilized the services of the college, as well as cooperating with each other. Many of the endeavors of these institutions were so integrated that there was difficulty in distinguishing the specific contributions of each institution.

Austin is the site for the Texas Region Thirteen Education Service Center which also operates the Bilingual Resource Center, serving the five states in Region Six of the United States Office of Education (USOE).

The Southwest Educational Development Laboratory, a federally sponsored member of the National Institute of Education (NIE), is located in Austin. It has concentrated on improving the educational climate for children, youth, and adults in the black and Mexican American minority
groups in the Southwest. Another local component of the NIE is the Research and Development Center for Teacher Education which is located at UT/Austin.

The Texas Diffusion System, a division of the State Department of Education in the Texas Education Agency in Austin, is designed to link Texas into the National Diffusion Network of the USOE and the Research and Development Exchange of NIE.

The Department of Curriculum and Instruction (both elementary and secondary) of the College of Education at UT/Austin has worked cooperatively with the Research and Development Center for Teacher Education (NIE) and the AISD to conduct a study of teacher effectiveness based on observations of many teachers during the first week of school.

In another project, the College of Education at UT/Austin worked cooperatively with the AISD and the Region Thirteen Education Center on a process titled "Developmental Monitoring." This project included profiling the teacher education program, establishing basic assumptions concerning the structure and processes required in teacher education in Texas, analyzing program profiles in light of the assumptions, identifying developmental problem areas, and planning a developmental course of action (11, pp. 8-9).
Another project implemented since 1975 is Project PREM—Preparing Regular Educators for Mainstreaming. This was a cooperative endeavor by the College of Education, the Texas Education Agency, and the AISD. The purpose was to design and test new methods of preparing regular teachers using a variety of individualized teaching techniques. Learning modules allowed students to progress at their own rate through activities such as readings, structured observations, and films (3, p. 16; 11, p. 8). The Teacher Corps utilized the two-semester, competency-based learning sequence during the first year of Cycle Eleven.

During the seventies, strong state-wide efforts were made to establish competency-based teacher education programs and certification requirements in Texas. The College of Education at UT/Austin was strongly affected by these efforts. The Teacher Corps implemented some CBTE procedures during Cycle Nine and Cycle Eleven, but acceptance of CBTE procedures was resisted by many of the professional educational staff.

Only a few of the programs, projects, and changes in the College of Education have been described in this study. The programs which have been described indicate that the college has attempted to fulfill its role as a leader in higher education and has accepted some responsibility for
preparing educators to work with Blacks, Indians, and Spanish Americans.

Summary

UT/Austin is a large university located in the state capitol. The city is basically tri-ethnic with populations of Anglos, Blacks, and Mexican Americans. The city government, the AISD, and UT/Austin have established various programs to meet the needs of the community, especially in education.

UT/Austin offers many courses, programs, and degrees relative to preparing educators to work with Blacks, Indians, and Spanish Americans. In July 1970, the Teacher Corps was initiated at UT/Austin and The Bilingual Education Department was established in 1971-72. By 1974 an on-site multicultural block was offered, a Teacher Education Institute had been established, and all education majors were required to take six hours in ethnic studies.

Since 1975, a reorganization of the structure of the college has been in progress. Numerous educational institutions located in Austin have cooperated with UT/Austin in various education endeavors, including projects which help prepare educators to work with multicultural groups.
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CHAPTER VI
THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Introduction

The University of Texas at San Antonio (UTSA) is a semi-autonomous component institution of the University of Texas System. The law authorizing the creation of this institution was signed into effect on June 5, 1969. This was the first time in more than forty years that the State of Texas had authorized the creation of a completely new institution of higher education which would offer both undergraduate and graduate level work. Two other University of Texas components were authorized by that same law, the University of Texas at Dallas and the University of Texas of the Permian Basin.

The University of San Antonio had 671 graduate students when it opened in the summer of 1973 at its temporary location in the Kroger Executive Center. Upper-division students were accepted in September of 1975, when the university occupied its permanent campus of 600 acres of wooded land, sixteen miles northwest from the center of San Antonio. Lower-division students were first enrolled in June of 1976. In September of 1978, 8,885 undergraduate and graduate students were enrolled at UTSA. The university had awarded
1,137 bachelor's degrees and 1,305 master's degrees as of May, 1978. At that time, there were approximately 350 faculty members (9, pp. 2-3).

The University Community

San Antonio is the third largest city in Texas. It is located in the south central part of the state, in Bexar County. The city is one of the nation's largest military centers, with seven military installations located near San Antonio: Camp Bullis, Fort Sam Houston, Randolph Air Force Base, Lackland Air Force Base, Kelley Air Force Base, and Brooks Air Force Base. Federal expenditure in the San Antonio area exceeds $2 billion annually (10, p. 248).

Tourism is also a basic economic factor in San Antonio, with such attractions as the Alamo, the Spanish missions, the Governor's Palace, Brackenridge Park, La Villita, numerous museums, HemisFair Plaza, and the Institute of Texas Cultures. In 1976, annual income from minerals was more than $50 million. Farm income in that year was more than $28 million (10, p. 263).

San Antonio is also the site of several colleges—San Antonio College, St. Philips, Incarnate Word College, Our Lady of the Lake College, St. Mary's University, Trinity University, and the University of Texas Mexical School at San Antonio.
The estimated population of the San Antonio metropolitan area was 981,566 (10, p. 248) in 1975.

The Graduate School

The University of Texas at San Antonio was planned as a multidisciplinary program. Five colleges were organized—the College of Business, the College of Fine and Applied Arts, the College of Humanities and Social Sciences, the College of Multidisciplinary Studies, and the College of Sciences and Mathematics. Six master's degrees were offered in twenty-nine areas of study by 1978 (9, pp. 9-10).

Admission to the Graduate School and the Graduate School programs was primarily through the same processes and procedures as in other state-supported institutions, as discussed in previous chapters in this study. One noticeable difference was the requirements for a teacher certification program. The literature of UTSA states that applicants for a teacher certificate must "be a U.S. citizen, or have evidence of having made application for citizenship" (8, p. 45; 9, p. 29). Citizenship is a state requirement for obtaining teaching certificates but few institutions include this information in their catalogs and brochures.
College of Multidisciplinary Studies

The College of Multidisciplinary Studies was designed to offer blends of several disciplines at the graduate level. It was anticipated that many innovative and experimental programs would be implemented in this college. In 1978, the College of Multidisciplinary Studies contained the Division of Bicultural-Bilingual Studies, the Division of Education, and the Division of Environmental Studies. The Division of Bicultural-Bilingual Studies offered three concentrations—Bicultural-Bilingual Teacher Education, Bicultural Studies, and English as a Second Language. The Division of Education originally offered five areas of concentration—Cultural Foundations of Education, Curriculum and Instruction, Early Childhood and Elementary Education, Educational Management, and Institutions of Higher Education. Two concentrations were added—Educational Psychology/Counseling and Guidance and Educational Psychology/Special Education. Several new courses were added to support these concentrations.

Since the 1974-75 Graduate Catalog was published, a complete revision of the course offerings in the Division of Education has been made. The 1978-80 Graduate Catalog utilizes a revised numbering system for all courses in the institution. The Division of Education has added several new courses, restructured some courses, retitled some courses, and reassigned courses to other concentrations.
The 1978-80 Graduate Catalog also reflects a different style, which is discussed in this chapter.

The Division of Education lists only one general course on education for multicultural groups, "Education, Cultural Differences and Acculturations." The title seems more explanatory and specific than did the titles for such general courses at other institutions. This course has not changed from an earlier one listed in the 1974-75 Graduate Catalog. This course is discussed in the next section. Following, the Division of Bicultural-Bilingual Studies is described and then comments on other aspects of UTSA relevant to this study are made.

Education, Cultural Differences and Acculturation

The course, "Education, Cultural Differences and Acculturations," was originally assigned the numerical designation of Education 585 (Educ. 585). Educ. 585 is used in discussing information relative to the course prior to the fall of 1974. The course will be identified as Education 5403 (Educ. 5403) for information concerning the course as it was taught during the 1978-79 school year.

The instructor of Educ. 585 expected students to analyze the role of the school in America as it related to culture, to the economy, to technology, and to the changing society. A number of specific objectives had been identified for the course. One of the objectives was that the
students examine the attitudes of Anglos, Blacks, Indians, and Chicanos in the schools and in the communities. These attitudes were to be further examined as they related to values, motivations, changes in social mobility, and academic achievement (2, p. 1).

The instructor of Educ. 585 had used several texts during the semesters he taught the course. Readings from the text were used as a focal point for discussions during the first few classes. The class was informal and after the first few days students were responsible for class discussions and activities while the instructor served as the moderator (1).

Rather than studying specific races or cultures, as was done in the classes described previously in this study, topics were assigned for research and discussion. Some of the topics were religion, social customs, family relationships, and legal aspects. Students selected the culture they would research relative to the topics. Students were free to change the culture they studied as the topics changed. The majority of students who had taken Educ. 585 prior to the summer of 1974 selected the Mexican American or Black cultures for their research. Many German communities are located in Central and South Texas, and so that culture was selected for study by a few students. One or two students had elected to study the Russian culture (1).
Students made individual and group reports on their readings and on their research topics. Another assignment was a paper of about 1,000 words representing the student's research, observations, and comments on class discussions. Personal opinions in the paper were to be supported by documentation. The final grade was based on the student's papers, his reports, and his participation in class activities (2).

The instructor noted that a very competitive spirit was evident in the classes he had taught prior to the summer of 1974. One possible reason for this competitiveness was that students enrolled in the class were involved in intercultural relationships every day. A second possible reason was that only graduate students were then enrolled at UTSA, which was a new school with a new program, and these combined elements gave students the incentive to do their best (1).

The instructor of this course was Mexican American, and he was aware of the need for educators to become culturally aware. Although the instructor's degrees in education had been earned from universities in the Midwest, it was evident that he was pleased to be at UTSA and that he felt this was a place where Mexican Americans could help persons of their own race and culture. However, this
professor resigned soon after the data-gathering interview and another instructor was appointed to teach the multicultural course.

The instructor who was teaching Educ. 5403 in the spring of 1979 had been on the staff at UTSA for five years and had taught this course several times. This professor had been assigned to another division prior to accepting teaching responsibilities in the Education concentration.

Educ. 5403, as it was taught in 1978-79, had a formal structure. Topics for study were specifically identified by the instructor and specific readings were suggested. The course tended to focus on the broad concepts of culture as it related to education, rather than on individual cultures. A limited amount of time was devoted to a historical overview of all cultures in the Southwest. Topics in the course outline were similar to the ones usually covered in classes identified as Sociology of Education at other institutions (4).

The class consisted of research and presentation of reports by small groups, with orientation, synthesis, and supplementation by the professor. Students demonstrated their knowledge and understanding of class topics by completing either a term paper or a unit of instruction on a topic related to the course. A list of suggested topics was provided by the instructor. Forty per cent of the final grade was based on the student's term project. Fifteen
per cent of the grade was based on field study and the other forty-five per cent of the grade was based on class participation and participation in the preparation and presentation of small-group reports (4, p. 1).

The cultural composition of Educ. 5403 had been about ninety per cent Anglo and ten per cent non-white (3). This was almost the opposite of the cultural composition of the Educ. 585 classes in 1973-74. At that time the classes were almost entirely Mexican American with a few Anglo and a few Black students (1). The Educ. 585 classes averaged between twenty and twenty-five students (1), while the Educ. 5403 classes averaged about fifteen students per class (3).

Bicultural-Bilingual Studies

The Bicultural-Bilingual Studies Program at UTSA was patterned after the Bilingual Education Program at the University of Texas at Austin. However, both programs were developed at almost the same time as were similar programs in other areas with large Mexican American populations. The first director of Bilingual Studies at UTSA was appointed in 1972, prior to the opening of the university in 1973.

The Bicultural-Bilingual Studies Program at UTSA was designed with two concentrations—Teacher Education and Bicultural Studies. The first concentration was to provide bicultural-bilingual teacher preparation, including
intensive training in Spanish and English language skills and in associated culturation studies. The concentration in Bicultural Studies was designed to prepare students for an in-depth familiarity with the physical, social, and economic environment of the designated cultures. This specialty was designed to prepare students for career opportunities in business, government service, international relations, politics, public relations, or social work (7, p. 107). Course requirements for the two concentrations were almost identical in the original design. Bicultural Studies did have a greater selection of courses in some components because of courses available in supportive areas such as Anthropology, Art, and History.

By 1978, a new concentration had been added—English as a Second Language. Also, a complete revision had been made of all curricular offerings in the Bicultural-Bilingual Division. The 1974-75 Graduate Catalog listed fifteen courses in Bicultural-Bilingual Studies. The 1978 Graduate Catalog listed thirty-eight courses in that division. Only fifteen of those courses had been added for the new concentration. As stated previously, all courses in the institution had been renumbered; in addition, the courses in Bicultural-Bilingual Studies had been restructured, retitled, and assigned to specific components.
One of the primary goals of the first director was for him and the students majoring in Bilingual Studies to participate in as many educational activities as possible, such as institutes, inservice training, educational organization meetings, and other related activities. In that way, the Bicultural-Bilingual Studies Program would become familiar to education personnel in the UTSA area, and more students would be interested in enrolling in the program (5).

The director was adamant in his belief that if a teacher was truly interested in his Spanish-speaking students, the teacher would learn to speak Spanish. No programs were available nor were plans made for any programs in Bicultural Studies for students who were not proficient in Spanish. This director did believe, in 1974, that a great need existed for bilingual educators, and that the areas of bilingual education would become more important in the future.

By the spring of 1979, many changes had been made in the Division of Bicultural-Bilingual Studies. The complete curriculum revision has been described. The first director had accepted full-time teaching responsibilities in the division. A temporary chairperson had been appointed, and that person was not bilingual. A multilingual professor, who had been teaching in this division, accepted full-time teaching responsibilities in another related division. In
the spring of 1979, there seemed to be many questions regarding the future of the Bicultural-Bilingual Division at UTSA.

Other Findings

In the summer of 1974, at the time of the first on-site visit for this study, UTSA was located in the Kroger Executive Center and only graduate students had been enrolled. The atmosphere was businesslike. Most of the students observed by the investigator were adults, dressed in business attire, and the majority of the students seemed to be Mexican American. Most of those students were teachers who were taking summer courses. They were knowledgeable about the campus and the programs that were being offered. Although the students were friendly and helpful, not one student would allow the conversation to be tape recorded.

Three of the four professional staff members who were interviewed in 1974 were Mexican American, two of whom were administrators. In the spring of 1979, only one of the same Mexican Americans was still on staff, and this person no longer served in an administrative position. In 1974-75, only thirteen faculty members were in the education concentrations. By 1979, faculty members in education had increased to thirty, seven of whom were on faculty in 1973-74.

At the time of the second on-site visit in the spring of 1979, UTSA had been occupying its permanent campus for
more than three years, but building construction was still in progress. Most of the students observed by the investigator were young, Anglo, and informally attired. Numerous snack centers and lounges were located in the various buildings and students were dancing in many of the lounges. The atmosphere of the new campus seemed entirely different from that of 1973-74.

Very few non-whites were observed on the campus. One professor estimated that fewer than ten per cent of his students were non-white and that a smaller percentage of non-white professors was on the faculty than in previous years. No opinion was offered about the reason for the change in the cultural composition of the institution.

UTSA was planned as a multidisciplinary university to serve the educational needs of the tri-ethnic population of the region. The first UTSA catalogs, beginning in 1973, introduced each section with a statement about the philosophy and purpose of the university. Multicultural aspects of education were evident throughout the early catalogs. The UTSA Graduate Catalog was completely revised for the 1978-80 edition. A new system of numbering courses, restructuring of many courses, revision of titles of courses in modern educational terms, a reorganization of the curricula, and a different style of presentation are evident. The revised catalog does not reflect the unique mission of
the university which had permeated earlier catalogs. The new catalog is similar to the catalogs of most modern universities.

Summary

UTSA is a semi-autonomous component institution of The University of Texas System. UTSA opened in the summer of 1973 for graduate students only. A multidisciplinary program was planned to serve the tri-ethnic population of the region.

In 1973-74, the general multicultural course to prepare educators to work with Blacks, Indians, and Spanish Americans was organized on the basis of cultural topics rather than on the basis of races or cultures. The students in the classes were very competitive.

The Bicultural-Bilingual Studies Program was designed to provide intensive training in language skills and in associated culturation studies. Students in the program were preparing for career opportunities in education and for careers in many other areas of service.
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CHAPTER VII

ANALYSIS

The problem of this study was to describe graduate courses and programs of professional education which emphasized the problems of education for Blacks, Indians, and Spanish Americans. A descriptive history and developmental presentation of the origins of the various programs and essential components were to be presented. Purposes formulated for the study were

1. To ascertain the background and the philosophy for the initiation and the continuance of graduate courses in which problems of education for Blacks, Indians, and Spanish Americans are emphasized.

2. To ascertain the administrative policies and procedures related to the courses and programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans.

3. To ascertain the financial support of the pertinent courses and programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans.

4. To ascertain the curricular elements of the various courses and programs selected for study.
5. To ascertain the responses and reactions of selected students, faculty, and significant others to the relative courses and programs.

Each of the purposes and data relative to that purpose are discussed in an individual section of this chapter. A sixth section includes other significant findings of the study and will be followed by a brief summary of the chapter.

Purpose One

The first purpose of this study was to ascertain the background and the philosophy for the initiation and the continuance of graduate courses in which problems of Blacks, Indians, and Spanish Americans (BISA) were emphasized.

At both East Texas State University (ETSU) and The University of Texas at Austin (UT/Austin), the need for courses to prepare educators to work with BISA evolved from concerns of graduate students, professors at the universities, and community leaders. Teacher Corps Cycle Five at San Antonio, Teacher Corps Cycles Seven through Eleven at Austin, and the Bilingual Studies Program at the ETSU Campus in Dallas were implemented because educators and leaders in the communities recognized the need for specially trained educators to work with Spanish-speaking children and children with other cultural problems.
The general multicultural courses were implemented at ETSU to enable any student to study culturally related aspects of education. The Urban Education series of courses was directed primarily toward the study of Blacks, with other inner-city populations also considered. The two general courses on multicultural education were designed with emphases on Blacks and Mexican Americans. Two or three class periods were allotted to the study of Indians. This was true in 1979 as it had been in 1973-74. The major difference in 1979 was that the Oriental Cultures had been added to the curriculum.

In 1973-74, the general multicultural courses at ETSU were not scheduled each semester. By 1979, the general courses were scheduled almost every semester. Usually one section was offered at the main campus and another section was offered at the Dallas Campus. The Urban Education Series had not been expanded as planned. The lack of expansion may be due to the fact that the instructor who planned the courses had been appointed chairman of his department and therefore had new responsibilities.

At UTSA in 1973-74, any race or culture could be selected for study in the general multicultural course, relative to the assigned topics. The majority of students had selected Blacks or Mexican Americans for their research. The course outline for 1979 indicated a broad study of culture and education. Little time was scheduled for the
study of any specific race or culture. The Bicultural-Bilingual Studies Program and the general multicultural course were designed as integral parts of the university program.

Professional personnel at each of the three institutions felt a need, a concern, and a responsibility for the development and continuance of the graduate professional courses to help prepare educators to work with BISA. Professional personnel at each of the institutions recognized the national emphases on multicultural education but they felt that the local programs had developed to meet the needs in their individual locales.

Purpose Two

The second purpose of this study was to ascertain the administrative policies and procedures related to the courses and programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans.

Proposals for the general multicultural courses at ETSU were written by individual instructors with strong support from their administrators. The course proposals were submitted to the Dean of Education, approved, and included in the 1972-73 graduate catalog. The Graduate Bilingual Studies Program at ETSU was designed utilizing existing courses.
A federal grant provided funds for students' tuition, books, and other services. But the program is an integral part of the university.

At UT/Austin, the need for a department of bilingual education was recognized by faculty members in several departments—the Department of Curriculum and Instruction, the Department of Cultural Foundations, and the Division of Foreign Languages. Organization of the Department of Bilingual Education began in 1971-72. The second director, appointed in 1973, integrated the courses, degree plans, and numerous other facets to achieve a unified program in a department within the College of Education. The Bilingual Education Department had the same policies and procedures as other university departments.

The Teachers Corps at UT/Austin had to be concerned with policies and procedures of the University, of the AISD, of the Edgewood Independent School District in San Antonio, of the National Teachers Corps, and with Federal policies and procedures.

Purpose Three

The third purpose of this study was to ascertain the financial support of the pertinent courses or programs with emphases on the problems of education for Blacks, Indians, and Spanish Americans.
The Teacher Corps at UT/Austin was funded by a federal grant. When that funding was no longer available, the entire program was eliminated from the university. The Graduate Bilingual Studies Program at ETSU was designed utilizing existing courses and existing teaching faculty. Federal funding provided extra supervision, tuition, books, and some other materials. However, if a student was not sponsored by federal funds, he could still participate in the program. If federal monies were not reallocated, the program would still exist as part of the curriculum of the university.

The general multicultural courses at ETSU, UT/Austin, and UTSA were part of the universities and were supported by state funds allocated for instructional programs. All of these courses were assigned as part of the regular teaching assignments. None of the institutions had plans for projects requiring special financial support.

Purpose Four

Purpose four was to ascertain the curricular elements of the various courses and programs selected for study.

At ETSU, the Urban Education series of courses had been designed using a sequence of courses. But, since the seminar was the only course taught, the planned sequence had not been developed. The intended scope of the general
multicultural courses was to meet the needs of the individual students enrolled in the courses. The primary emphasis was on the educational problems of Blacks and Mexican Americans with limited attention focused on Indians and other cultures.

The scope of each general multicultural course was determined by the students enrolled in the course. One Urban Education Seminar at ETSU had a majority of its students who were associated with community colleges, so that term the course was concentrated on multicultural issues in community colleges. Students enrolled in Educ. 585 at UTSA in 1973-74 also determined the scope of that course by the cultures they chose for study in relation to the assigned topics.

The Bilingual Education Program at UT/Austin, the Bicultural-Bilingual Studies Program at UTSA, and the Bilingual Studies Program at ETSU had structured designs, and the content of these courses was specific and detailed. Many of these courses were dependent upon proficiencies developed in previous classes.

The Teacher Corps at UT/Austin and the Bilingual Studies Program at ETSU were two-year programs which involved all aspects of teacher education. At UT/Austin detailed schedules of course content, sequence of events,
and the development of teacher competencies were programmed for each corpsmember. The Teacher Corps Program was designed for students with different undergraduate majors. The Graduate Bilingual Studies Program at ETSU was designed for certified elementary education teachers.

All of the graduate courses and programs used a variety of teaching methods which varied with the courses and the instructors. The general multicultural courses were informal classes and all except one had relatively low structures. The 1979 course outline for the general course at UTSA had a formal outline, complete schedule, and specific course assignments. All of the classes required the students to be responsible for class meetings. Most of the instructors stressed informality as a means of encouraging interracial relationships between students and to build rapport necessary for students to deal with racial and cultural problems in education.

Students in all of the general multicultural education courses were required to read and present material for discussion. In all but one of the courses, student participation in class was a factor in the final grade.

Students in each of the general multicultural courses were required to do independent research, to submit written papers, and to give oral reports. The number and length of the reports varied. Some of the reports were referred to
as "reaction papers." None of the courses had examinations per se, but each course included periods when students were required to write in class. The instructors of each of these courses noted that grading was highly subjective, but they informed the students about specific requirements for the courses. Two of the instructors stressed the fact that students were required to have individual appointments with the instructor so that papers, topics, and projects could be evaluated prior to a final grading. One instructor negotiated project contracts with his students.

Textbooks were not a primary concern in the general multicultural courses. Each instructor had experimented with several texts as introductory materials but each instructor stressed that no desirable texts were available. The main emphasis was on independent readings and reports by the students.

Professors at ETSU were required to have each student complete an institutional evaluation for each course. These evaluations were given to the department chairmen. The professors at ETSU and at UTSA also required students to write short evaluations of the classes at the end of the term. Guides for evaluation were suggested some of the time, but usually the evaluations were unstructured.

All of the general multicultural courses reviewed for this study were elective courses. The courses had no
stated prerequisites or follow-up courses. The ETSU Urban Education Series and general multicultural courses had a 600 designation, limiting them to masters' or doctoral students. The course at UTSA had a 500 designation so that college seniors, as well as masters' students, could enroll for the course.

Purpose Five

The fifth purpose of this study was to ascertain the responses and reactions of selected students, faculty, and significant others.

The response to each respective course or program was very positive. Professional educators who had served in various positions had completed the general multicultural courses. Each college instructor and administrator reported that many positive comments had been received from administrators of personnel who had completed the respective general courses.

Students who had taken the general multicultural courses enjoyed them because the classroom climate was informal and non-threatening, provided information, permitted the participants to share experiences, and provided opportunities for students to develop interracial and intercultural relationships.

Persons who had taken the courses felt that they were more sensitive to the cultural problems of students. As
educators, they were more aware of the need to design and implement curricula which would effect responsible behavior from students of all ethnic backgrounds. The educators also stated that they felt they would have more confidence in their relationships with multicultural students.

Other Findings

The college catalogs of the three institutions in this study did not present a complete account of what was actually available to educators preparing to teach Blacks, Indians, and Spanish Americans. The professional staff had specific information on degree plans and their individual courses. But students were generally more aware of current programs offered on the campus, in which colleges these programs were offered, whether the programs offered credit or non-credit courses, how credit for these courses would apply to a degree program, and how the programs were generally accepted on campus. Some programs, such as various ethnic affairs programs and the Teacher Corps Program, were not included in the graduate college catalogs.

The atmosphere at each of the three institutions was different. On one campus, the administrators were readily available by telephone or in their offices, the request for an interview was amiably received, and arrangements for the interviews were made quickly. However, not one administrator
felt that he had sufficient information relative to the study that would make it worthwhile to tape record the interview.

At one institution, only one department chairman was available for an interview. Students on that campus were less willing to chat and discuss various school activities, although these same students were more cognizant of the activities in the total university. The bulletin boards of this institution had current announcements and pertinent information for students regarding campus activities and programs. This campus provided more written materials in all areas, such as publicity, curriculum materials, and program brochures than did the other institutions.

At the third institution the students were friendly, well-dressed, businesslike, and aware of the university's total program, during the first visit. Administrators were readily accessible and willing to have their interviews tape recorded. These interviews gave more philosophical background than information concerning the programs. This institution had been designed with a unique philosophy and purported mission—to serve the tri-ethnic people of its community. During the second visit the philosophy and mission of the institution were not mentioned. Casual observation revealed that most students were Anglos who were casually dressed and disinclined to chat with campus visitors.
During the second visit to this institution, in April, 1979, one item distinguished this campus from the other two institutions visited for the study. A large banner had been hung across the mall entrance to the classroom building. The banner announced a Mexican American political rally.

Most graduate students contacted for the study were positive in their comments about the multicultural courses. However, only the students who had completed their degree would consent to tape recording their comments. Black and Anglo students were more willing to discuss the courses than were Spanish American students. One Spanish American student in the Teacher Corps Program discussed the program, but would not consent to have the discussion tape recorded.

Summary

The need for courses to prepare educators to work with RISA evolved from concerns of graduate students, faculty, and community leaders in the respective locales of the institutions in the study. The multicultural courses and programs were part of the regular operation of each institution, with the exception of the Teacher Corps at UT/Austin. No special special funding, policies or procedures applied to the universities' graduate courses emphasizing problems of education for RISA. The general courses on multicultural education were informal, had low
structures, and were directed by the concerns of the enrollees. The courses were viewed as a service to educators and comments about them from significant personnel were very positive.
CHAPTER VIII

SUMMARY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Summary

The purpose of this study was to describe graduate courses and programs of professional education at selected institutions which emphasized the preparation of educators to work with Blacks, Indians, and Spanish Americans (BISA). Information from a survey of college and university graduate catalogs and the review of literature was used to select three institutions for an in-depth study. The institutions selected for study were East Texas State University (ETSU) at Commerce, the University of Texas at Austin (UT/Austin), and the University of Texas at San Antonio (UTSA).

On-site visits were made to each selected institution in 1974 and in 1979. The historical development and essential components of the various programs were described. Information from interviews of instructors, students, administrators, and significant others was used for the history, as well as project reports, published and unpublished materials, promotional materials, personal observations, and other available materials.
Findings

The three institutions selected for in-depth study varied in scope, size, course offerings, projects, community make-up, and involvement in interethnic affairs. Each course, program, and instructor was individual, and was reported as such. The major similarity among the programs was the focus on Blacks and Mexican Americans, with limited emphasis on Indians. The scope and sequence of the curricular design, course content, methods of instruction, texts, assignments, student participation and evaluation, and course evaluation varied with each course. These courses were viewed as a necessary service to educators, but no plans were made to initiate additional courses relevant to the preparation of educators to work with BISA. Administrative support was visible for all of the course offerings and projects.

The instructors of each general multicultural course were concerned with the atmosphere of the class. Each instructor encouraged informal class meetings and provided ample time for students to confer and develop rapport with one another and with the instructor. The instructors emphasized that class members would not discuss serious cultural issues until a non-threatening relationship had been established.

At the time of the first data-gathering interview, in 1974, all of the instructors of the general multicultural
courses indicated that the flood of literature concerning education relative to minority groups was probably peaking, and that the real educational advances and activities related to minorities were just beginning. Evidence from the 1979 data-gathering interviews seems to indicate this was true. Peripheral projects and programs were being discontinued as monies for these programs were withdrawn. Long-range goals and plans for coursework and activities related to the preparation of educators to work with BISA were being made by the institutions as part of their regular programs.

The Teacher Corps Project at UT/Austin and the Title VII Bilingual Education Program at ETSU were the only programs investigated for this study that had any special funding. The Teacher Corps was administered through the College of Education, but it was established as a separate entity. When federal funding was not reallocated, the program was deleted from the university. The Title VII Bilingual Education Program at ETSU utilized existing courses and faculty. The Bilingual Program at ETSU is expected to continue whether or not federal funding is allocated. The Bilingual Education Program at UT/Austin and the Bicultural-Bilingual Division at UTSA are both integral components of their respective institutions and are funded on the same basis as any other academic department.
The Bilingual Education Program at UT/Austin and the Bicultural-Bilingual Studies Program at UTSA were new in 1973-74, and it was anticipated that there would be a need for revision of their curricula and the adaptation or initiation of courses to meet their special objectives. A complete revision of the program at UTSA had been concluded by 1979. Only minor changes had occurred in the UT/Austin Bilingual Education Program. The Bilingual Education programs at each institution required a proficiency in Spanish and English before a candidate was accepted into the program.

Professors involved in the programs to prepare educators to work with Spanish speaking students were sharply divided on the need for teachers to learn Spanish. The Spanish speaking professors in the bilingual programs were adamant in their belief that teachers of Spanish-speaking children should learn to speak Spanish. The bicultural and bilingual programs made no provision for preparing non-Spanish-speaking teachers who teach Spanish speaking children. However, three Spanish speaking professors who taught general multicultural courses encouraged all educators to become culturally aware of the backgrounds of their students, even if the educators did not desire to learn Spanish.
Conclusions

Although only three institutions were selected for in-depth study, there seems to be evidence to support the following conclusions.

1. There seem to be more courses and programs with emphases on preparing educators to work with BISAs when outside funding is available.

2. Continuation of courses and programs to prepare educators to work with BISA seems to be directly influenced by the interest and involvement of individual instructors.

3. The instructors who were the most interested in preparing educators to work with multicultural groups seem to have larger classes.

4. The ethnic background of the instructor also seems to influence the effectiveness of a course.

5. A non-threatening learning atmosphere seems to influence open discussion of serious cultural issues.

6. Informal interaction of Anglo, Black, and Mexican American educators seems to be an effective and satisfying type of cultural exchange and development of a cultural awareness.
Recommendations

The following recommendations are made for further investigation.

1. Research might be conducted to determine universal concepts that would be relative to all schools of professional education.

2. Research might be conducted to compare the descriptions of programs in college catalogs with the total program of an institution.

3. Research might be conducted to determine the undergraduate multicultural courses in education at colleges and universities.

4. Research might be conducted to determine if bicultural-bilingual teacher education programs with cultures other than Blacks, Indians, and Spanish Americans have been established.

5. Research might be conducted to determine the effectiveness of the courses and programs investigated for this study.
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