

A HISTORICAL LOOK AT  
THE JOURNAL OF THE NATIONAL ASSOCIATION FOR BILINGUAL  
EDUCATION

THESIS

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by

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A HISTORICAL LOOK AT  
THE JOURNAL OF THE NATIONAL ASSOCIATION FOR BILINGUAL  
EDUCATION

In May, 1976, the National Association for Bilingual Education (NABE) published its first issue of a journal called The Journal of the National Association for Bilingual Education (also called NABE), in order to be able to communicate their goals better to their members and anyone interested in bilingual education. This also marked the first official year for the association.

In its effort to support bilingual education in the United States, the journal was designed to inform its readers of current research, methods, ideological and legal issues in bilingual bicultural education, and to be "*a forum for the concerns of bilingual educators and communities throughout the nation*" (v.1, n.2, p.9).

The purpose of NABE is stated in the "Constitution of the National Association for Bilingual Education" in the December, 1976, issue (v.1, n.2), as follows:

**"ARTICLE II**

**PURPOSE**

*NABE is a non-profit organization whose purposes include, but are not limited to:*

- A. *Recognizing, promoting and publicizing excellence in Bilingual Education.*
- B. *Promoting efforts to assure the provision of equal educational opportunity for all.*

- C. *Promoting the provision of services to the children, youth and adults at all levels in both the community and educational institutions throughout the nation by making Bilingual Bicultural Education an integral part of the school curricula.*

*\* Ratified at NABE Annual General Membership Meeting, held on May 24, 1975, at the Palmer House Hotel during the Fourth Annual International Bilingual Bicultural Education Conference.*

- D. *Working toward the recognition by legislative bodies and school districts of linguistic and cultural needs of bilingual speakers.*
- E. *Coordinating and promoting the development of professional competence and professional standards in Bilingual Education.*
- F. *Establishing contacts with national and international associations having complementary interests. Encouraging the development of local and state chapters.*
- G. *Promoting the organization of workshops and conferences dealing with the needs of Bilingual Education.*
- H. *To encourage the excellence of Bilingual Education by promoting research and other activities." (p. 93).*

*(The complete Constitution and By-laws can be found in Appendix A and B, respectively).*

NABE has published 40 editions since it first began in 1976 and is currently still in existence. The articles related to the growth and change that was occurring in Bilingual Education in the United States as it faced different challenges throughout its history. i.e., political, linguistical, sociological, etc. There are a couple of "special issues" that deal with one specific topic. For example, the Winter, 1985, v.9, n.2, focuses solely on Bilingual Education in Vocational Education. The

writers in this issue attack the topic from several different angles.

It seems that the journal has seen some rough times, (explained in the following pages) but its goal has been clear and it continues to serve its readers.

## DEFINITION OF THE CATEGORIES

For the purposes of this paper, I will be placing each article into one of the following categories (29 of the 226 articles fall under two categories):

### **Evaluation and Assessment:**

Research study of the value, effects, and results of bilingual education in the United States, based on quantitative data.

### **Political:**

Philosophic opinions and federal involvement concerning bilingual education. i.e., the justice, equity, and/or morality of receiving education in one's first language along with another language.

### **Psycho-socio Linguistic:**

The effects that social and psychological aspects have on language and in turn, how all three of these affect learning in one's native language and/or a second language.

### **Cultural Socio-economic:**

The effects that cultural, social, and economic factors have on learning in a second language in the United States.

**Methodological:**

Analysis of the systems, principles, and/or teaching methods necessary for implementing bilingual education.

**Other:**

Those articles that do not relate to any of the above classifications.



**CLASSIFICATION OF ARTICLES IN  
N.A.B.E. JOURNAL**  
(Table 1)

<b>Journal Volume &amp; Number</b>	<b>Evaluation &amp; Assessment</b>	<b>Political</b>	<b>Psycho- Social Linguistics</b>	<b>Cultural Socio- Economic</b>	<b>Methodology</b>	<b>Other</b>	<b>Total Number of Articles</b>
<b>Editor: Alma Flor Ada</b>							
May 1976 v.1:n.1	2	9	1		1		12
Dec 1976 v.1:n.2	1	5	1	4		2	11
May 1977 v.1:n.3	2	3	1	2	2	1	10
<b>Editors: Josué González, William Milan and José A. Vázquez</b>							
<sup>9</sup> Jan 1978 v.2:n.1	1	8			1	1	11
March 1978 v.2:n.2	1	4	1		1		7
<b>Editor: Richard L. Light</b>							
Fall 1978 v.3:n.1	1	3	1		2		6
Winter 1978 v.3:n.1	3	2	2	1	1		7
Spring 1979 v.3:n.3	3	4	1		1		7
Fall 1979 v.4:n.1	2		2	1			5
Winter 1979 v.4:n.2	5	1					6

**CLASSIFICATION OF ARTICLES IN  
N.A.B.E. JOURNAL**  
(Table 1)

<b>Journal Volume &amp; Number</b>	<b>Evaluation &amp; Assessment</b>	<b>Political</b>	<b>Psycho- Social Linguistics</b>	<b>Cultural Socio- Economic</b>	<b>Methodology</b>	<b>Other</b>	<b>Total Number of Articles*</b>
Spring 1980 v.4:n.3	3	2	1		1		5
Fall 1980 v.5:n.1	4	1	1		1		5
Winter 1980 v.5:n.2	3	1	1			1	5
Spring 1981 v.5:n.2	2	2					4
✓ Fall 1981 v.6:n.1	3	2	1		1		6
Winter 1981 Spring 1982 v.6:n.2,n.3	2	2	1	2			7
<b>Editor: Eugene E. García</b>							
Fall 1982 v.7:n.1	4						4
Winter 1982 v.7:n.2	4						4
Spring 1983 v.7:n.3	1	5					6
Fall 1983 v.8:n.1	4	2				1	6
Winter 1983 v.8:n.2	2	3			1		5
Spring 1984 v.8:n.3	2	2	1		1	2	8

**CLASSIFICATION OF ARTICLES IN  
N.A.B.E. JOURNAL**  
(Table 1)

<b>Journal Volume &amp; Number</b>	<b>Evaluation &amp; Assessment</b>	<b>Political</b>	<b>Psycho- Social Linguistics</b>	<b>Cultural Socio- Economic</b>	<b>Methodology</b>	<b>Other</b>	<b>Total Number of Articles*</b>
Fall 1984 v.9:n.1	3		1			1	5
Winter 1984 Special Issue v.9:n.2	1	1	1	4	1		5
Spring 1985 v.9:n.3	2	3			1		5
<b>Editor: Reynaldo F. Macías</b>							
∞ Fall 1985 v.10:n.1	3	2					4
Winter 1985 v.10:n.2	2			1		1	4
Spring 1986 v.10:n.3	1	2				1	4
Fall 1986 v.11:n.1	3	1	1				4
Winter 1986 v.11:n.2	3	1	1			1	4
Spring 1987 v.11:n.3	3		1				4
Fall 1987 v.12:n.1	2	1		1		1	4
Winter 1987 v.12:n.2	2	2		1		1	5

**CLASSIFICATION OF ARTICLES IN  
N.A.B.E. JOURNAL**  
(Table 1)

<b>Journal Volume &amp; Number</b>	<b>Evaluation &amp; Assessment</b>	<b>Political</b>	<b>Psycho- Social Linguistics</b>	<b>Cultural Socio- Economic</b>	<b>Methodology</b>	<b>Other</b>	<b>Total Number of Articles*</b>
Spring 1988. v.12:n.3	3		1				3
Fall 1988 v.13:n.1	2	1	1		1		4
Winter 1988 v.13:n.2	2	2		1		1	5
Spring 1989 v.13:n.3	3	2					4
<b>Editor: Andrea B. Bermúdez</b>							
<b>o Name Change to Bilingual Research Journal</b>							
Winter- Spring 1992 v.16:n.1,2	1	5	1				7
Winter- Spring 1993 v.17:n.1,2	3	3					6
<b>TOTALS</b>							
v. = 15							
n. = 42 (3 have 2 together.)	95	84	25	17	19	15	226

\* Note: 29 Articles fell under 2 categories; therefore there may appear to be more articles than there really are.

**PERCENTAGES OF ARTICLES IN  
N.A.B.E. JOURNAL**  
(Table 2)

<b>Editor</b>	<b>Evaluation &amp; Assessment</b>	<b>Political</b>	<b>Psycho- Social Linguistics</b>	<b>Cultural Socio- Economic</b>	<b>Methodology</b>	<b>Other</b>
<b>Alma Flor Ada</b>	15.15%	51.52%	9.09%	18.18%	9.09%	9.09%
<b>Josué González</b>						
<b>William Milan</b>						
<b>José A. Vázquez</b>	11.11%	66.67%	5.56%	0.00%	11.11%	5.56%
<b>Richard L. Light</b>	47.69%	30.77%	16.92%	6.15%	10.77%	3.08%
<b>Eugene E. García</b>	47.92%	33.33%	6.25%	8.33%	8.33%	8.33%
<b>Reynaldo F. Macías</b>	61.22%	26.53%	12.25%	6.12%	6.12%	10.20%
<b>Andrea B. Bermúdez</b>	30.77%	61.54%	7.69%	0.00%	0.00%	0.00%
<b>TOTAL JOURNAL</b>	42.04%	37.17%	11.06%	7.52%	8.41%	6.64%

Note: 29 Articles fall under 2 categories; therefore percentages may add up to more than 100.00%.

As mentioned in the introduction, NABE was designed to be a quarterly journal that would support bilingual education in the United States, discussing current research methods, ideological and legal issues concerning bilingual bicultural education. If you look at the chart, you will notice that the journal was not published four times a year (as first projected), but it did print three times a year (for the most part), Spring, Fall and Winter.

Throughout its existence, NABE has provided information related to many areas of bilingual bicultural education, while the emphasis NABE put on different issues fluctuated according to the problems, circumstances occurring at the time in bilingual education, and editors of NABE, as noted in the chart.

In 1976, the issues NABE published were more of a political nature, lobbying for the permanent installation and growth and development of bilingual education in the United States. For example, the first issue contained twelve articles, eight of which were political, two evaluation and assessment, one methodological, and one was both political and psycho-socio linguistic. The emphasis on political articles continued through to the Fall, 1978, v.3, n.1, issue - a little over two years. (The December, 1976, v.1, n.2, and May, 1977, v.1, n.3, are a little more balanced as far as more articles falling under other categories).

In the Winter, 1978, (v.3, n.2) issue, the articles printed were divided up relatively even between political, and evaluation and assessment articles, with two or three articles falling under some of the other categories, and/or double categorized. This lasted through the issue of Winter, 1981-1982, (v.6, n.2,3) and then resumed again through the issues of Winter, 1984, (v.8, n.1) to Spring, 1986, (v.10, n.3). There was a stronger emphasis on articles that fell into the category of evaluation and assessment during the issues from Fall, 1982, (v.7, n.1) to Fall, 1983, (v.8, n.1) and from Fall, 1986, to Spring, 1989. The journal was not published in 1990 - 1992 (volumes fourteen and fifteen).

The Winter/Spring, 1992, (v.16, n. 1,2) issue swung back to having an emphasis on the political, and the latest issue, Winter/Spring, 1993, (v.17, n.1,2), had three political articles, and three evaluation and assessment articles. It will be interesting to see what the next edition (coming out in Winter of 1994) will concentrate on.

The above is illustrated more clearly below:

May, 1976, to Fall, 1978 -----	political.
Winter, 1978, to Winter/Spring, 1981-1982 --	political and evaluation and assessment.
Fall, 1982, to Fall, 1983 -----	evaluation and assessment.
Winter, 1984, to Spring, 1986 -----	political and evaluation and assessment.
Fall, 1986, to Spring, 1989 -----	evaluation and assessment.
Fall, 1989, to Fall, 1992 -----	journal was not published.
Winter/Spring, 1992 -----	political.

Winter/Spring, 1993 ----- political and  
evaluation and  
assessment.

The percentage of articles for the whole journal that fall under the above categories are:

42.04% evaluation and assessment.  
37.17% political.  
11.06% psycho-socio linguistic.  
7.52% cultural socio-economic.  
8.41% methodological.  
6.64% other.

The total percentages add up to 112.84% because 29 articles fell under two categories such as being an evaluation and assessment article as well as a psycho-socio linguistic one. This will be the same case for the percentages under each individual editor presented below.

From this point on, I will be looking at each individual editor-in-chief that the NABE Journal had. Under each new editor I will describe the changes that occurred in the table of contents of the journal and also the content of the articles according to the chart. Included are the current events in bilingual education occurring at the time, which I believe affected the articles that were published.

#### **Alma Flor Ada:**

For the first three issues (May, and December, 1976, and May, 1977, v.1, n.1-3), the Editor of NABE was Alma Flor Ada. She set a good foundation and beginning for the journal.



The journal's basic contents consisted of: letter from the president, editorial, articles, and advertisers. Different sections were added to the table of contents as the editors of NABE changed. Alma Flor Ada included a list of NABE members, and in the second issue presented new sections:

*"This second issue presents new sections: FROM NABE will inform NABE members of all current developments of their association; MATERIALS REVIEW will offer critical and honest evaluations of published materials that will both inform you of the content and characteristics of new publications as well as of the quality and usefulness of existing materials; ARS will present in each issue an original artistic creation of a bilingual writer or artist in the United States; NEWS AND NOTES intends to keep you informed of current events and will highlight interesting experiments and/or achievements in the fields of bilingual bicultural education; COMMUNITY CONCERNS will deal with bilingual bicultural education issues as they are viewed by the community and the PUBLISHERS FORUM will allow publishing companies to present their policies and educational philosophies." (p9, v.1, n.2).*

On the first page of each article was also included a small grey box which informed the reader about the author of the article.

Alma Flor Ada encouraged contributors of NABE to send manuscripts in the languages represented in the United States with a short summary of the article in English. This would help maintain respect for the different languages at all societal levels instead of always having to turn to English. It would also encourage in all students the desire to retain and develop knowledge of their mother tongue.

*"It is the strong belief of this editor that only when our native languages are restored to their due prestige as languages that can be used at all levels of communication, including the highest academic strata, will they be assured the possibility of continuing existence within this society." (v.1, n.1, p. 11).*

Alma Flor Ada also wanted future generations to be provided with as much knowledge and command of their culture as they receive of the *"dominant language and culture"* (v.1, n.1, p.11). In these ways, bilingual bicultural education would fulfill its goal.

The editor also wanted to try to publish an article in each issue that would give a perspective on bilingual education internationally, since bilingual education is not new or limited to the United States, and we can learn from others' experience. Although there were no such articles published while Alma Flor Ada was the editor, several articles did appear in the journal over the years. They are as follows:

- "Bilingualism in Hong Kong: The Orient Anglicized". By Woo, Yam Ting Joseph. March, 1976, v.2, n.2, p.27.
- "Problems and Issues in Asian and Pacific Bilingual Education". By Winston L.Y. Yang. Winter, 1979-1980, v.4, n.2, p.59.
- "Cross Cultural Education and Ethnic Conflict in Guam". By Samuel Betances. Fall, 1980, v.5, n.1, p.71.
- "Triglossia in Nigerian Education". By C.M.B. Brann. Winter, 1986, v.10, n.2, p.169.
- "Bilingual Education and Quechua Language Maintenance". By Nancy Hughes Hornberger. Winter, 1987, v.11, n.2, p.117.

While Alma Flor Ada was editor, she printed a total of 33 articles, four of which fell under two different categories.

15.15% evaluation and assessment.  
51.52% political.  
9.09% psycho-socio linguistic.  
18.18% cultural socio-economic.  
9.09% methodological.  
9.09% other.

I believe that the reason the journal made a stronger emphasis on the political is because in the mid 1970's a backlash began to form against bilingual education. Critics argued that funds needed to be diverted to teach English and to assimilate children into the mainstream. (For information on the history of bilingual education prior to 1976, see Appendix "C").

**Josué González, William Milán, José A. Vázquez:**

For the next two issues: January, 1978, (v.2, n.1) and March, 1978, (v.2, n.2), NABE had a group of editors that worked together: Josué González, William Milán and José A. Vázquez.

They deleted some of the sections Alma Flor Ada had implemented journal, except for the box with the authors' information. In the March, 1978, edition (v.2, n.2), they added a section called AULA which "*speaks directly to the practitioner in the teaching-learning process.*" (p. 11). (Hence we see the origin of most of the articles that fall under methodology.)

At this point in time, famous names in the educational, linguistical, and bilingual world began writing articles for the journal. e.g., in the March, 1978, v.2, n.2, Joshua

Fishman contributed a political article entitled "A Gathering of the Vultures, The <<Legion of Decency>> and Bilingual Education in the U.S.A." (p. 13).

While these three men were editors of the NABE Journal, a total of 18 articles were printed and none fell under two categories. The percentages were as follows:

11.11% evaluation and assessment.  
66.67% political.  
5.56% psycho-socio linguistic.  
0.00% cultural socio-economic.  
11.11% methodological.  
5.56% other.

In 1977-1988, the American Institution for Research (AIR) evaluated bilingual education in the United States and said that

*"it could find no evidence for the overall effectiveness of bilingual approaches, as compared with sink-or-swim instruction." (Crawford, 1989, p. 39).*

The method used to perform this study drew sharp criticism. The main complaint was that they did not consider all the factors. This helps explain why there is a greater concentration on political articles than are in any other category.

The fight to continue to make bilingual bicultural education a permanent educational opportunity in the United States is evident in these issues as in the previous ones. It is also evident in the "Editorial" note which says,

*"As we prepare for the revision of the Bilingual Education Act, we must review the status of the profession from three different perspectives. One of them will of course be our own. What do we*

perceive to be our needs in these crucial areas: educational goals; the climate of public policy for Bilingual Education; the evaluation of results; the corollary reforms and level of funding that successful implementation of bilingual programs require; problems of staffing and governance; our role in the expedient and efficient enforcement of the *Lau v. Nichols* decision; the possibilities of conflict between grouping student for native language instruction and the legal mandate to accomplish ethnic desegregation in our school; and the delicate issue of which students' should receive the benefits of bilingual schooling. Another consideration is the perspective of those federal agencies having significant input in the development of bilingual education policy, such as the Office of Bilingual Education, the National Institute of Education, the Office for Civil rights, the National Center for Education Statistics, the Administration for Children, Youth, and Families, and the Office of Education's Bilingual Vocational Training Projects. Finally, we must review the Congressional perspective and attitude; this is, after all, the arena in which the immediate future of Bilingual Education in our country will be decided.

In putting together this issue of the NABE Journal, the editors have endeavored to meet these objectives by facilitating a review of Bilingual Education's status from these three aforementioned perspectives. The task has been most challenging, and we hope we have come close to meeting the needs of the profession in this respect. The three perspectives, which we here present for your consideration, are of utmost importance during this critical, transitional period of American Bilingual Education. To ensure the veracity of the information provided, the articles have been written by spokesmen and -women from the federal agencies whose work is being discussed, and officially approved for publication." (January, 1978, v.2, n.1).

Richard L. Light: (School of Education, State University of New York at Albany for the TESL/Bilingual Education Program).

I noted several changes when he became the new editor of NABE which was from the Fall, 1978, (v.3, n.1) issue until the Winter/Spring, 1981-1982, (v.6, n.2,3) issue. There were four permanent changes that have lasted for the duration of the journal. These changes are: (1) The size of the journal was changed from the original 8 x 11 1/2 to 5 1/2 x 8 1/2 which also made it thicker. Even though there were fewer articles (average of 5-6 instead of 10), the articles were greater in length, also increasing the thickness. (2) The note informing the reader of the author of the article disappears forever. (3) Each article has an abstract at the top (see the Editorial Note quoted below) - this has remained for the duration of the journal. (4) No more articles are printed in languages other than English, although this was not intentional because the editorial note (see the quote below) welcomed articles written in other languages.

The changes that Richard L. Light made that were not permanent were to add a section called: "Selected ERIC Documents" at the end of the journal; to keep AULA, just renamed it "Aula/The Classroom"; re-added membership information that Alma Flor Ada had first included and opened a new section for book reviews.

The editorial note became a fixed message that expressed the editor's expectations for the journal. Prior to this, the editorial was always a freshly written note that was a little more personal than Richard Light's. His note reads as follows:

*"The NABE Journal encourages the submission of articles of general professional significance to bilingual education. Articles may focus on such areas as instructional methods and techniques, language planning, psychology and sociology of bilingualism, second language learning, definition and scope of bilingual education, significance and applications of research on bilingualism, relevant research in such related fields as linguistics, anthropology, ethnic studies, psychology, sociology, education, or language arts.*

*Manuscripts should usually be no longer than twenty double-spaced typed pages. References should be cited in parentheses in the text by the last name of author, date, and page numbers. Any internationally recognized style manual may be followed; that of the American Psychological Association is preferred. An abstract of two hundred words or less should accompany all articles submitted. Articles in languages other than English are welcomed. In this case, please also submit an abstract in English of from 250 to 1,000 words, or an English translation or parallel version. Please submit three copies of the manuscript to Richard Light, School of Education, SUNY at Albany, Albany, New York 12222."*  
(Editorial Note, found on the cover of any NABE Journal from v.3, n.1, to v.6, n.2,3).

While Richard L. Light was editor for the NABE Journal, he printed a total of 65 articles, 10 of which fell under two categories. The percentages of the articles are:

47.69% evaluation and assessment.  
30.77% political.  
16.92% psycho-social linguistic.  
6.15% cultural socio-economic.  
10.77% methodological.  
3.08% other.

The recognition of NABE Journal and the spread of the articles under the different categories can also be seen by noticing that some of the contributors or articles were well known names in the educational world. A few worth noting are Joshua A. Fishman, who had already begun contributing articles of political nature to the journal; Jim Cummins, who contributed articles that were psycho-socio linguistic in nature; and Henry T. Trueba, anthropologist who contributed articles that were cultural socio/economic in nature.

Some of the historical events occurring in the bilingual education world at this time were the amendment to the Bilingual Education Act which said that the native language of a child was to be used only to the degree necessary for the child to achieve competence in English. This made the Title VII program strictly transitional because no funds were now allocated for language maintenance programs. Hence we see the reason for the continuation of a strong emphasis on political articles in the NABE Journal.

In 1980, President Carter made the Lau Remedies into Lau Regulations by mandating that bilingual education be offered at any school that had 25 or more Limited English Proficient (LEP) students in two consecutive elementary grades (K-8) belonging to the same minority language group. Educational groups opposed this mandate. President Carter received strong support only from NABE and the National



Education Association.

This led to the popularization of ESL in the bilingual programs as a "*promising alternative method*" (Crawford, 1989, p.42) because there could be more than 50 language groups among LEP students represented in a district. These regulations later got buried with Ronald Reagan's election.

My guess is that the switch in the NABE Journal from emphasizing political articles to emphasizing evaluation and assessment articles since 1979 is possibly because people no longer needed to hear opinions and philosophies on bilingual education. They now needed to see studies and evaluations to prove that either bilingual/bicultural education was either worth having or not.

When Ronald Reagan became president in 1981, a new era began in the politics of education. As soon as he became president, the appropriate role the government should take in bilingual education was questioned. The Office of Planning, Budget, and Evaluation (OPBE) in the U.S. Department of Education headed up this reassessment. The reasons for decreasing the role of the Federal government in bilingual education was based on the notion that Transitional Bilingual Education (TBE) failed to meet the needs of all language minority students and was not as effective as other methods, so it should not be the only approach that the government supported. Based on this, the OPBE recommended that:

*"(1) bilingual education should not be the sole instructional approach supported by Federal policy; (2) state and school districts should have greater discretion to decide which type of special program was most appropriate for their unique settings; and (3) the financial, personnel, and technological constraints facing states and districts in providing services to language minority children ought not to be ignored. "*  
(Guadalupe, 1988, p.100).

These recommendations became guidelines for the government in the areas of civil rights and legislation in education.

Reagan initially focused on reducing the governments' role in the enforcing of civil rights in education. Sixteen months after Reagan became president, his administration withdrew the existing guidelines for making schools comply with the Supreme Court mandate of making sure equal educational opportunity was given for language minority children. For example, in February of 1981, Terrel Bell (Reagan's Secretary of Education) withdrew the proposed Lau regulations.

*"Bell called the regulations "harsh, inflexible, burdensome, unworkable and incredibly costly", and "an intrusion on state and local responsibility"."*  
(Guadalupe, 1988, p.102).

Bell also said that his staff was going to rewrite the rules to make them more flexible. New rules were never written.

In April, 1982, Bell quietly dropped the Lau Remedies and said that schools could use any approach that was effective to teach LEP students, including "total immersion"

method. These two changes were made to decrease the role of the Federal government in bilingual education and increase the state and schools' flexibility to decide what programs they wanted to implement. The changes were also aimed to support English only instructional methods.

#### **Eugene E. García:**

Eugene E. García was editor of NABE Journal for the issues of Fall, 1982, (v.7, n.1) to Spring, 1985, (v.9, n.3). He kept the same editorial note that Richard L. Light published, and, basically, the same format and content. He was also very consistent in publishing at least one, but usually two or three book reviews. Eugene García started a new section called "Opinion", which only lasted while he was editor, and was published three times. It was printed before any of the articles were. Two were political and one was psycho-social linguistic in nature. In one of his issues, Spring, 1984, (v.8, n.3), he also printed two articles under the title of "Administrative Pater Series", which were geared solely for administrators. It is unfortunate this new section did not last since administrators also need to be informed on how to work with bilingual education at their level.

Eugene E García printed a total of 48 articles, six of which fell under two different categories. The percentages are as follows:

47.92% evaluation and assessment.  
33.33% political.  
6.25% psycho-socio linguistic.  
8.33% cultural socio-economic.  
8.33% methodological.  
8.33% other.

It is interesting to note that the first two issues published under Eugene García were 100% evaluation and assessment articles (v.7, n.1 and 2). The third issue swung in the other direction of publishing one evaluation and assessment and five political articles out of the six articles that were in the journal (v. 7, n.3). The rest of the issues printed under this editor have spread their articles out a little more between evaluation and assessment and political, with one or two under some of the other categories (see the chart, v.8, n.1 to v.9, n.3).

In history, President Reagan not only made the above mentioned changes in order to decrease the role of Federal government in bilingual education, but he also minimized Federal funding for bilingual education and encouraged modifications to existing legislation. He tried to repeal Title VII but failed due to fierce political opposition from groups like Congress and the Secretary of Education. In 1984, a bill was passed that changed the definition of many programs, created new ones and decreased Federal funding for bilingual education. It created a special alternative instructional program where the native language of a child did not have to be used in the instructional process, instead they would receive "*structured English language*

*instruction and special instructional services" (US Congress, 1984, Guadalupe, 1988).*

The Winter, 1985, (v.9, n.2) issue was the first of two times that NABE has printed a special issue where all the articles in the journal describe different angles of one particular issue. This special issue was dedicated to Bilingual Vocational Education. Five articles (including the "Introduction to this Issue") were printed. Four of them fell under the category of cultural socio-economic articles, and three of these were double categorized with political, psycho-socio linguistic, and methodological emphasis. One article of the five is only an evaluation and assessment article. For once, the emphasis was not on either evaluation and assessment or politics.

Part of the introduction reads as follows:

*"During the past fifteen years, persons interested in the welfare of language-minority individuals have accomplished a great deal in sensitizing education professionals, political representatives, and the general community to the unique problems and special needs of LEP children. Bilingual elementary personnel have been trained with the assistance of federal and state grants and numerous bilingual education materials, methods, and assessment instruments have been developed.*

*In contrast, the needs of LEP adults and older youth have not benefitted from the same degree of attention. U.S. Census figures indicate that LEP adults have a greater tendency to be unemployed or underemployed than the national average. Thus, LEP adults have the dual need for English language and job skills training.*

*In 1976, the Congress recognized and documented the severe restrictions faced by LEP persons in participating in vocational education programs and in obtaining gainful employment. As a result, the*

*Education Amendments of the Vocational Education Act (PL 94-482) provided funds to establish a limited number of Bilingual Vocational Training (BVT), Bilingual Vocational Instructor Training (BVIT), and Bilingual Vocational Materials Development programs across the nation. These programs have consistently focused on the need for bilingual job skills training, simultaneous vocational (job-related) ESL instruction, as well as special ancillary services." (p. 1).*

**Reynaldo F. Macías:**

Reynaldo F. Macías was editor of NABE Journal from the issue of Fall, 1985, (v.10, n.1), to Spring, 1989, (v. 13, n.3). For the first three issues, the table of contents was back down to the bare minimum of articles, advertisements, and editing policy. All the new sections were gone. In later issues, he did add a couple of sections called "Book Reviews" and "Research Notes".

This editor also began to print the three journal issues that belonged to the same volume with consecutive pages. i.e., the last item on the table of contents in volume 10, n.1 can be found on page 79, and the first item in volume 10, n.2 begins on page 83. In this way all the issues pertaining to the same volume are a continuum. When the first issue of volume 11 was published, the first item in the table of contents began on page 1 again.

It is also interesting to note that the number of articles printed in each journal was fewer than in the first five years of its publication. There were now an average of four to five articles per journal compared to ten.

Reynaldo F. Macías did not print the same editorial note that had been printed since Richard L. Light was editor. Instead, he made it a little more personal by giving more details and description in his explanation of the journal's expectations. He also restricted the kind of articles he was looking for to publish in the journal:

*"The Journal focuses on critical analysis, research and theory in instructional methodology (including bilingual, English as a second language, and foreign language instruction), first, second and dual language learning, language politics, policy and planning, biliteracy, measurement and assessment issues, disciplinary based studies of schooling and language minorities; studies using comparative approaches; and case studies of language issues in non-schooling areas (e.g., court interpreter certification, bilingual electoral services). ... There are three kinds of manuscripts solicited for the Journal: (1) research manuscripts; (2) research notes; and (3) book reviews and essays." (Fall, 1985, v.10, n.1, p.70).*

Even though he was very explicit in his description of the articles he was looking for, in the first three issues (v.10, n.1-3) the articles (48 in all) were quite evenly divided between evaluation and assessment and political.

The percentages were as follows:

61.22% evaluation and assessment.  
26.53% political.  
12.25% psycho-socio linguistic.  
6.12% cultural socio-economic.  
6.12% methodological.  
10.20% other.

But from the Fall, 1986, issues on (v.11, n.1), the emphasis was more toward evaluation and assessment, even to the point where all the articles (three) in the Spring,

1988, issues (v.12, n.3) fell under the category of evaluation and assessment, and one of which was double classified with the psycho-socio linguistic category. The rest of his issues were predominantly evaluation and assessment articles (several are double categorized). This is a big change that has occurred over the years the journal has been in existence because at the beginning of the journal, most of the articles were political in nature. For example, the January 1978, issue (v.2, n.1) had eight political articles out of 11 printed, with only one being an evaluation and assessment article, one a methodology one, and one falling under the classification of other.

William Bennett, the new Secretary of Education supported the Reagan administration in its effort to decrease the role of the Federal government in bilingual education. He nominated people who were openly opposed to bilingual education to the National Advisory and Coordinating Council on Bilingual Education (a group that Congress had established to give information on bilingual education programs and policy). The three that got appointed immediately declared that bilingual education was a failure and recommended that only English immersion and ESL programs be used. Bennett said that the civil rights of language minority children would be respected by not forcing a certain method of instruction on them. He also supported the idea that schools should choose the program that best



suiting their needs, and he encouraged legislative, regulatory, and administrative changes in bilingual education law. These are more commonly known as "*Bennett's Initiative*". (Guadalupe, 1988).

In June, 1986, regulations Bennett proposed concerning bilingual education were passed. These regulations called for less use of the native language of the students in bilingual education programs, greater flexibility for the local school districts to decide how much of the native language would be used in transitional bilingual education programs funded under the new law, and more parent participation.

\* The NABE Journal was not published after the Spring, 1989, (v.13, n.3) issue until the Winter/Spring, 1992, (v.16, n.1,2) issue.

**Andrea B. Bermúdez:** (Research Center for Language and Culture, University of Houston-Clear Lake).

Andrea B. Bermúdez was editor for NABE for the Winter/Spring, 1992, (v.16, n.1,2) and Winter/Spring, 1993, (v.17, n.1,2) issues.

This new issue contained an important "Editor's Note" that informed the readers of a name change for the journal and was consistent with the emphasis the Journal has had over the past several years. It read as follows:

*"This issue marks the beginning of the Bilingual Research Journal, formerly the NAB Journal.*

*Under the sponsorship of the National Association for Bilingual Education, the Journal will report on critical issues related to the field of bilingual education. ...*

*The Journal will continue to be an active forum, enhancing educational access for language-minority students and striving to keep its readership abreast of current issues. Future issues will include articles, brief summaries, and book reviews." (Winter/Spring, 1992, (v.16, n.1,2).*

The information Andrea Bermúdez provided about the journal was the same as that provided by Reynaldo Macías, with a couple extra sentences added here and there. Therefore, she was keeping with the same structure and changes the journal had had before the lapse in its publication.

The first publication of the Bilingual Research Journal, (Winter/Spring, 1992, n.16, n.1,2), became the second issue in the history of the journal that was a "special issue". This special issue dealt with the study that J. David Ramirez and his colleagues did on bilingual education, as mentioned in the Editor's Note:

*"...This first issue presents the Executive Summary of Volumes I and II of the longitudinal study by J. David Ramirez and his colleagues on immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children. Extensive reviews by David P. Dolson and Jan Mayer, Jim Cummins, Christine Rossell, Keith Baker, Virginia Collier, and Wayne Thomas also highlight this issue." (Winter/Spring, 1992, v.16, n.1,2).*

In the Winter/Spring, 1993, (v.17, n.1,2), the editor divided her table of contents into four sections: "public

forum, classroom research, book reviews, and teacher insights". There was a different emphasis in the second issue. The "Editor's Note" describes it best:

*"The Bilingual Research Journal (BRJ) is published twice a year under the sponsorship of the National Association for Bilingual Education. BRJ reports on issues critical to the advancement of bilingual education.*

*This issue contains a public forum section with multicultural perspectives from well-known scholars in the field, followed by instructional research on critical issues regarding the academic achievement of bilingual/bicultural populations.*

*A section dedicated to teacher's perspectives will be permanently added to the BRJ. It invites articles from teachers who want to share their observations, successful practices and action research. Ms. Anne Ensle is serving as our guest editor for this section. Submissions need to follow the information contained in the standard policy for the BRJ appearing at the end of every issue. The Book Review section continues to be edited by Dr. Carlos Ovando who has done an outstanding service for the Journal throughout the years. This segment contains a critique on current sources in the field of bilingual education by well respected peers.*

*I invite you to take this opportunity to share your work on issues of significance in the development of sound bilingual education programs in the U.S.*

*Let me also invite you to consider submission for a special issue on Middle School Education to appear in early 1994.*

*BRJ is committed to serve as an active forum for voices to be raised and to explore avenues to improve bilingual education." (Winter/Spring, 1993, v.17, n.1,2).*

Because the first issue was a special issue, most of the articles were political instead of evaluation and assessment as has been the trend and as were the editor's expectations for the journal. The second and most recent issue published under Andre Bermúdez, (Winter/Spring, 1993,

v.17, n.1,2), has exactly three evaluation and assessment and three political articles of six printed.

Of the 13 articles so far printed under Andrea, none were double categorized. The percentages were as follows:

30.77% evaluation and assessment.

61.54% political.

7.69% psycho-socio linguistic.

0.00% cultural socio-economic.

0.00% methodological.

0.00% other.

Is it possible that the emphasis on having mainly evaluation and assessment articles in the journal is changing back to political, or will there remain a balance between the two categories? Only the next few journals will tell.

## CONCLUSION

The Journal of the National Association for Bilingual Education - Bilingual Research Journal is an excellent journal for those interested in bilingual education. The articles it publishes are of the highest quality and give the reader a range of opinions and facts related to bilingual bicultural education.

Most of the articles in the journal fell under two categories: evaluation and assessment or political. They made up 79.21% of the articles printed. Since editors are the people that ultimately decide which articles to print, they therefore had a big influence on the journal. However, I think history was also a significant factor. The circumstances surrounding the issue of bilingual bicultural education at the publication of each journal would no doubt influence the editor, as he/she determined number and kind of articles submitted.

The journal changed editors quite often. Yet, I believe that because of the solid foundation and good start Alma Flor Ada gave the journal, it was able to stay true to its purpose. Richard L. Light also had a big influence on the journal since he was with the journal the greatest number of years. He introduced more evaluation and assessment articles to the journal as well as all the other changes mentioned earlier in this paper. A change I noted

that saddened me was that there were no more articles printed in other languages and very few about bilingualism in other countries from the time Richard L. Light became editor until the present. I think Alma Flor Ada was right in saying that since bilingualism is not new or limited to the United States, we can learn a lot from other countries' programs and experience.

Richard L. Light also introduced the readers of the journal to famous names such as Jim Cummins, Henry Trueba, and Joshua Fishman. Jim Cummins was on the board of editors for several issues during 1988, as was Alma Flor Ada. These last two statements demonstrate the high quality of the journal.

We know that as an organization, NABE had some struggles, as any organization would. In the January, 1979, issue (v.2, n.1) the "Letter from the President", Maria Medina Swanson said:

*"As a young organization entering its fourth year, NABE's rapid growth had caught us unprepared for the huge organizational task of establishing a national headquarters through which all communications could be disseminated; however, innumerable problems have not dampened our spirits." (p. 9).*

These problems were not reflected in the journal at the time they occurred. I think that there were some more problems in 1990 and 1991 because the journal was not published during this time. It is possible that it was only because they were unable to find an editor during that time.

There is no explanation in the journals as to the reasons, and I have not been able to find out any of these reasons from NABE either.

In a couple of decades, bilingual education evolved into a major educational reform that affected many. Up until the Reagan administration, its re-establishment and growth were rapid because of the support of the Federal government. When Reagan became president, all this growth and support came to a halt and funding for bilingual education decreased significantly. The definition of bilingual bicultural education has since been warped. Programs like ESL and immersion are considered bilingual education. The name itself of bilingual education means receiving education in two languages. Programs like ESL and immersion, which are considered bilingual education by the Federal government, do not really teach a child in two different languages.

It has been very interesting to study the journal in this paper, and it will be interesting to see what direction the journal takes in the future.

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\* The above were used extensively for background on bilingual education in the United States.



**APPENDIX "A"**

**CONSTITUTION OF THE  
NATIONAL  
ASSOCIATION FOR  
BILINGUAL EDUCATION**

# CONSTITUTION OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

## ARTICLE I

### NAME

The name of the Association shall be the National Association for Bilingual Education hereinafter referred to as NABE.

Bilingual Education in the name of the Association shall mean: The continuous use and preservation of two languages and their corresponding cultures. For the purpose of this Constitution, Bilingual Education shall mean Bilingual Bicultural Education. This will allow for the provision of equal educational opportunity by using the students primary language as a medium of instruction while at the same time teaching the second language. This instructional process will result in a bicultural individual possessing fluency and literacy in both languages.

## ARTICLE II

### PURPOSE

NABE is a non-profit organization whose purposes include, but are not limited to:

- A. Recognizing, promoting and publicizing excellence in Bilingual Education.
- B. Promoting efforts to assure the provision of equal educational opportunity for all.
- C. Promoting the provision of services to the children, youth and adults at all levels in both the community and educational insti-

tutions throughout the nation by making Bilingual Bicultural Education an integral part of the school curricula.

\* Ratified at NABE Annual General Membership Meeting, held on May 24, 1975, at the Palmer House Hotel during the Fourth Annual International Bilingual Bicultural Education Conference.

- D. Working toward the recognition by legislative bodies and school districts of linguistic and cultural needs of bilingual speakers.
- E. Coordinating and promoting the development of professional competence and professional standards in Bilingual Education.
- F. Establishing contacts with national and international associations having complementary interests. Encouraging the development of local and state chapters.
- G. Promoting the organization of workshops and conferences dealing with the needs of Bilingual Education.
- H. To encourage the excellence of Bilingual Education by promoting research and other activities.

## ARTICLE III

### MEMBERSHIP

- A. All individuals interested in and supportive of Bilingual Bicultural Education and of the goals of this Association may become members of NABE.

# CONSTITUTION OF THE NATIONAL ASSOCIATION...

- B. Non-voting membership shall be available to institutions, agencies and commercial organizations.
- C. To qualify as a member in good standing an individual shall meet the requirements stated in this Constitution and its By-Laws.
- D. Honorary membership may be conferred at the discretion of NABE's Executive Board.

## ARTICLE IV

### STATE CHAPTERS

NABE State Chapters will be organized by states and territories where Bilingual Education is being implemented and according to the requirements defined in the By-Laws.

## ARTICLE V

### DELEGATE ASSEMBLY

- A. NABE will have a Delegate Assembly composed of one representative from each state and territory where Bilingual Education is being implemented. Each representative (and an alternate) will be selected annually by the State or Territory Chapter. Delegate Assembly members shall not be eligible to serve consecutive terms.
- B. The functions of the Delegate Assembly will be: 1) to serve as the nominating committee 2) to function as a liason between the state chapters and NABE's Executive Board 3) to make recommendations to the Executive Board including recommendations regarding amendments to the Constitution and By-Laws.

## ARTICLE VI

### NOMINATING COMMITTEE AND ELECTION OF OFFICERS

The nominating committee shall be composed of the Delegate assembly, plus the past president currently serving on the Executive Board. Members of the nominating committee will not be eligible

for nomination as candidates for office. The nominating committee shall nominate at least two but no more than three candidates for each position in the Executive Board. Slate of officers will be published in the Association's main publication. Ballots will contain the names of the nominees plus space for write-ins. Elections will be conducted by mail. Officers of the Executive Board will be elected based on the majority of those voting.

## ARTICLE VII

### EXECUTIVE BOARD

- A. The Executive Board shall consist of 5 elected officers, President, President Elect, Vice President, Secretary and Treasurer, plus the past president. All the preceding shall have rights of voice and vote. In the event of a tie the past president's vote shall not be counted.
- B. The business of NABE shall be administered by the Executive Board.
- C. Members of the Executive Board shall not be eligible to serve for more than two consecutive years in any one elective office.
- D. A quorum of the Executive Board shall consist of four of its members.
- E. The term of office for all officers shall be from the close of one annual general membership meeting to be held in conjunction with the Annual Conference to the next annual general membership meeting. The annual general membership meeting shall be held between March and July.

## ARTICLE VIII

### MEETING OF THE EXECUTIVE BOARD

- A. The Executive Board shall publish in advance the calendar of its meetings.
- B. Additional special meetings of the Board may be called by the President.
- C. All meetings of the Board shall be open to members of NABE in good standing.
- D. The Board shall hold at least one annual general membership meeting where the President will make his/her report on the activities of NABE during the past year.

## ARTICLE IX

### AMENDMENTS

Amendments to this Constitution may be proposed by *a)* a simple majority of the Executive Board or, *b)* submitted in a petition to the Executive Board signed by one-tenth of the members in good standing or, *c)* 2/3 majority of delegate assembly. To become effective any such proposed

## CONSTITUTION OF THE NATIONAL ASSOCIATION...

amendment must be ratified by a simple majority of the members in good standing providing that written notification be duly given at least thirty (30) days before the amendment(s) are brought to a vote. Voting on amendments will be done by mail.

# NABE CONSTITUTION AMENDMENT

The NABE Executive Board at its meeting on May 1, 1976 acted on the following motion introduced by Hernán La Fontaine:

That the NABE Constitution be amended to provide for the position of Executive Secretary to be appointed by the Executive Board of NABE. Such position to have a tenure of (3) years, renewable at the discretion of the Executive Board, and that the qualifications, job responsibilities and salary shall be determined by the Executive Board. That the Executive Secretary shall be an employee of the association and thus, cannot serve as member of the Executive Board during his tenure of office.

The motion was seconded by Pepe Barrón, Treasurer and carried unanimously.

On Monday, May 3, 1976 at a NABE business meeting of the membership at large, the above amendment to the NABE constitution was presented to the members for approval. On a motion by Alba Moesser and seconded by Jim Alatis, the amendment to the constitution was passed unanimously by the membership present for submittal to all paid up members of NABE via the NABE Journal for their approval.

**APPENDIX "B"**

**BY-LAWS OF THE NATIONAL  
ASSOCIATION FOR  
BILINGUAL EDUCATION**

# BY-LAWS OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION

## SECTION I

### PHILOSOPHY

It is the philosophy of the National Association for Bilingual Education that in a multilingual and multicultural country such as ours, language is the most obvious cultural characteristic of our people. The National Association for Bilingual Education further believes that bilingual education comprises a truly important part of the total educational process in the United States and commits itself to bilingual education as a program of the highest priority. The National Association for Bilingual Education regards as its primary goals the achievement by the student of the goals of the educational process, using two languages, developing proficiency in both.

## SECTION II

### PURPOSE

It shall be the purpose of the National Association for Bilingual Education:

- To promote bilingual education as a logical process by which educational success on the part of the non-English student is enhanced through learning in his first language while he/she learning to function successfully in English.
- To encourage the implementation of quality programs of bilingual instruction.
- To promote recognition by the total community: parents, teachers, administrators, students and others, of the importance of bi-

lingualism and its contributions toward better understanding among people.

- To promote bilingual instruction with the full recognition that the teaching of language skills and the enhancement of conceptual growth is most meaningful and effective when presented in the context of awareness and appreciation of cultural and linguistic differences among people.

## SECTION III

### MEMBERSHIP

The right to bonafide membership in this association shall be extended to all persons who are interested in bilingual education, are supportive of its goals and objectives; will abide by its Constitution and by-laws and remit payment for membership dues.

Membership shall consist of the following categories:

Category:	Annual Dues:
— Regular Member	\$ 10.00
— Associate Member	5.00
— Institutional Member	25.00
— Commercial Member	50.00

Active membership shall extend from the close of one annual conference, renewable at the close of each subsequent annual conference of NABE.

- Regular membership shall be comprised of all persons of a professional genre whether they are engaged in the teaching profession

or in any of the other professions in American society.

- Associate membership shall be comprised of students enrolled in colleges and/or universities provided that they are pursuing studies equivalent to one-half of a full load as set forth by their institution; of paraprofessionals engaged in the educational process, and of community members who are not engaged in the educational field.
- Institutional membership shall be that which is extended to all institutions, educational, social, cultural and otherwise which apply for membership and are supportive of the National Association for Bilingual Education and its goals and objectives.
- Commercial membership shall include any and all commercial enterprises which apply for membership and are supportive of the National Association for Bilingual Education and its goals and objectives.

All of the above membership categories shall possess voting rights except institutions and commercial organizations.

#### SECTION IV

##### STATE CHAPTERS

It shall be the requirement of the National Association for Bilingual Education that State Chapters petition the Executive Board of this association in writing for Affiliate Membership with the national organization. An initial affiliate membership fee of \$100.00 will be exacted followed by an annual maintenance fee of \$25.00 for each subsequent membership year.

Application for affiliate membership by state chapters must be accompanied by written assurances that they (state chapters) will pledge to uphold the purposes of the national association as set forth in Article II of its Constitution and by the required initial membership fee of \$100.00. A copy of its constitution must also be submitted to the Executive Board of NABE by the respective state chapter petitioning the Board for affiliate membership.

#### SECTION V

##### DELEGATE ASSEMBLY

- State Delegates to the Annual International Conference for Bilingual Education shall be selected by their respective state chapters. It shall be the requirement of NABE that state chapters select one delegate and an alternate

## BY-LAWS OF THE NATIONAL ASSOCIATION...

delegate for each conference period and that their names be transmitted to the Executive Board of NABE no later than 60 days prior to the beginning date of each scheduled annual conference. State Chapters must assure the presence of the selected delegate or his/her alternate at the scheduled annual conference.

- Delegates from those states not having an organized chapter shall be selected from members-in-good standing by members present who are representing those states at the Annual Conference.
- Any and all recommendations for consideration by the Executive Board of NABE relative to any and all aspects of the national organization and its relations with state chapters shall be transmitted in writing to the President by the respective delegate or delegates when acting jointly.
- Recommendations relative to constitutional amendments or amendments to the by-laws of the national organization shall also be transmitted in writing to the President and shall be acted upon by the Executive Board in accordance with the provisions of Article IX of the constitution or Section VII of these by-laws.

#### SECTION VI

##### NOMINATION AND ELECTION TO OFFICE

All members in good standing of the National Association for Bilingual Education shall be eligible to run for Office. A nominating committee appointed by the President from among the members of the Assembly of Delegates shall develop a slate of officers based on nominations accepted during a scheduled meeting held at the annual conference and present to the President the slate of officers for election. The President shall then present his official announcement of the slate of officers in a scheduled meeting of the membership at large prior to the termination of the conference.

#### SECTION VII

##### AMENDMENTS TO THE NABE BY-LAWS

Approval of proposed amendments to these by-laws may be accomplished by a simple majority of the Executive Board.



## APPENDIX "C"

### History of Bilingual Education:

In the 17th and 18th centuries, bilingualism was common in this country among the working classes as well as the educated. Some were even multi-lingual. It was not uncommon to hear German, Dutch, French, Swedish, Polish, and Spanish at the time of the American Revolution. There is record as far back as 1694 of German-speaking Americans operating schools in Philadelphia.

Some of these were bilingual and some were not, and they prevailed until the early 20th century. Bilingualism was accepted as a fact of life, and was also accommodated politically. e.g. official documents were published in German and French.

The United States did not adopt an official language or a government-sanctioned body to regulate speech. In 1780, John Adams proposed that an academy be established for the English tongue, but the Continental Congress ignored this proposal since the U.S. Constitution proposes that the language choice should be left up to the individual in a democracy.

For most of the 19th century, many states authorized bilingualism and the American public education system allowed immigrant groups to incorporate their language and culture into the schools. Their language was either a

separate subject or the language of instruction.

A gradual decline in bilingual education began in the late 19th century when a resurgence move toward nativism began. Many states cancelled their public bilingual education and mandated that English be the basic language of instruction. As more immigrants arrived in the U.S., there was a move to "Americanize" these immigrants. Proficiency in English was soon equated with political loyalty, therefore, to be American you had to learn English. The goal was to break up immigrant groups and to assimilate and amalgamate them into the American race and to cause them to cut any obligations or connections with their countries and heritage.

President Theodore Roosevelt told immigrants,

*"We have room for but one language in this country and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house."* (Crawford, 1989, p.23).

In April, 1917, when the United States entered the war, the anti-German feeling was at its peak, which led to language restriction and the banning of the German language in the United States because it was a threat to Americanism. This Anglo-conformity soon led to hostility toward all minority tongues. The year after the war ended, many states legislated English as the basic language of instruction. By the late 1930's, bilingual education was basically eradicated throughout all the United States, and interest

in studying foreign languages fell dramatically. For example, up until 1969, it was a crime to use a language other than English in public instruction in Texas. Students either learned English well and assimilated into the American culture or they did not make it in the school system. This has been called "Sink or Swim" instruction.

After the war came the "Cultural Depravation Era". ESL was used for a very small percentage of minority students who were pulled out of their regular class two to five times a week for forty-five minutes for compensatory instruction. This led to "half-lingual" children who were not able to keep up in other content areas. This, and the attack on who they were, discouraged academic achievement. Many minority children also ended up in special education classes for handicapped children because of their performance in English administered IQ tests.

1963 marked the resurrection of bilingual education. Dade County, Florida started a bilingual program in one of their schools (Coral Way) because of the influx of Cuban refugees that fled their country after their revolution in 1959. The objective was to have a program that would produce fluent bilinguals for both Spanish and English speaking children. The result was that in 1966, these children were called "culturally advantaged". The program was successful, and soon bilingual programs were being implemented in several states across the country. By 1974,

3,683 elementary (2,608 were Spanish speaking), and 2,000 secondary students were in bilingual education programs.

On January 2, 1968, President Lyndon B. Johnson signed the Bilingual Education Act (Title VII) into law. This title was an amendment to the 1965 Elementary and Secondary Education Act, which was the beginning of the role of the federal government in the education of people with limited English proficiency. Seven and a half million dollars were designated for the 1969-1970 fiscal year to support experimental programs for

*"special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from families ... with incomes below \$3,000 per year" (Bilingual Education Act, 1968).*

The bill was passed because of the influence of the Black movement that resulted in the Civil Rights Act of 1963. Chicano organizations demanded equal opportunity programs and bilingual education for their children who were failing in English-only schools. Politicians saw the advantage of advocating bilingual education which lead to the signing of the bill.

There were two different goals in bilingual education. One was that students would be taught in their mother tongue with gradual increases of English until they could survive in English-only classrooms (transitional program). The other was to produce functional bilinguals that would maintain both languages during their school years

(maintenance program). (Hakuta, 1991).

When the government intervened, the focus of the Coral Way experiment of having an enrichment program designed to develop fluency in two languages was changed to that of a remedial program designed to help "disadvantaged" children overcome the "handicaps" of not being able to speak English. It also provided federal aid as a poverty program. These two things were foundational in the development of bilingual programs and the heated battles surrounding it.

In 1970, a class action suit was filed by a group of Chinese students who were failing because they could not understand English. They said they were being denied "education on equal terms". School officials and the federal district said there was not any discrimination because there was not any segregation. All children got the same instruction without regard to their national origin. The case went to the Supreme court. The students based their complaint on two arguments: their constitutional right (equal protection clause of the Fourteenth Amendment) and the Title VI of the Civil Rights Act of 1964 that said

*"no person in the United States shall, on the ground of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal finance assistance" (Hakuta, 1991, p.200).*

The Supreme court based their decision on the Title VI argument and unanimously overruled the lower courts saying that

*"there is no equality of treatment merely by providing students with same facilities, textbooks, teachers, and curriculum for students who do not understand English are effectively foreclosed from any meaningful education."*  
(Justice William O. Douglas) (Crawford, 1989, p.36).

An informal policy of guidelines called the Lau Remedies was designed to see when schools and programs were out of compliance with Title VI and the Lau decision developed out of Lau v. Nichols. Another result of this court case was that bilingual education became transitional and ESL was rejected as a remedy for students in elementary education. In 1972, the Ethnic Heritage Act provided federal aid to develop curriculum materials and establish research centers.

In 1974, an amendment to the Bilingual Education Act eliminated the poverty requirement from Title VII and required schools to provide services to LEP children so that these children could be effective in the educational system. The amendments failed to resolve the tension between the two different goals (maintenance of native language and transition to English) because they are both eligible for funding.

A backlash against bilingual education began to develop in the mid 1970's. Critics wanted to divert funds to teach English and to assimilate children into mainstream.

This brings us up to the point where NABE began printing their journal.