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MINORITY EDUCATION: A TAXONOMY OF GENERIC  
EDUCATIONAL CATEGORIES FOR  
SPANISH-SPEAKING ETHNIC MINORITY STUDENTS

by

Jose Joaquin Montemayor

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A Dissertation Submitted to the Faculty of the  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND ADMINISTRATION

In Partial Fulfillment of the Requirements  
For the Degree of

DOCTOR OF PHILOSOPHY  
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

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I hereby recommend that this dissertation prepared under my direction by J. Joaquin Montemayor entitled Minority Education: A Taxonomy of Generic Educational Categories for Spanish-Speaking Ethnic Minority Students be accepted as fulfilling the dissertation requirement for the degree of Doctor of Philosophy

*Roy Bate*  
Dissertation Co-director

3/7/77  
Date

*J. Sanders*  
Dissertation Director

3/7/77  
Date

As members of the Final Examination Committee, we certify that we have read this dissertation and agree that it may be presented for final defense.

*Roy Bate*  
*Henry E. Beecher, Jr.*  
*Marcus L. Ladd*  
\_\_\_\_\_  
\_\_\_\_\_

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A handwritten signature in black ink, appearing to read "A. M. [unclear]", is written over a horizontal line. The signature is cursive and somewhat stylized.

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	vi
LIST OF ILLUSTRATIONS . . . . .	viii
ABSTRACT . . . . .	ix
1. THE PROBLEM AND HYPOTHESES . . . . .	1
The Study . . . . .	1
Rationale . . . . .	3
Need . . . . .	4
Statement of the Problem . . . . .	10
Purpose and Procedures . . . . .	10
Significance of the Problem . . . . .	12
Hypotheses . . . . .	13
Hypothesis 1 . . . . .	14
Hypothesis 2 . . . . .	14
Hypothesis 3 . . . . .	14
Assumptions . . . . .	14
Limitations . . . . .	15
Definition of Terms . . . . .	16
Summary . . . . .	18
2. REVIEW OF THE LITERATURE . . . . .	20
Social Factors . . . . .	21
Family . . . . .	21
Peers . . . . .	22
Prejudice and Discrimination . . . . .	22
Geographic Conditions . . . . .	23
Educational Attainment Factors . . . . .	24
Curriculum . . . . .	25
Testing . . . . .	25
Minority Programs . . . . .	26
Secondary School Objectives . . . . .	27
College Objectives . . . . .	28
Summary . . . . .	36

TABLE OF CONTENTS--Continued

	Page
3. PROCEDURES . . . . .	38
The Research Design . . . . .	38
Designing the Procedures . . . . .	42
4. RESULTS . . . . .	48
Intent of the Study . . . . .	48
Steps in the Development of the Model . . . . .	49
The Model: A Taxonomy of Variables . . . . .	55
Summary . . . . .	59
Hypothesis 1 . . . . .	59
Hypothesis 2 . . . . .	60
Hypothesis 3 . . . . .	60
5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND DISCUSSION . . .	62
Summary and Conclusions of the Study . . . . .	62
The Literature . . . . .	62
Procedures . . . . .	63
Hypotheses . . . . .	64
Recommendations . . . . .	65
Student Identification for Recommendation and Placement . . . . .	65
Cluster Checklist for Program and Development . .	65
Implications of the Study . . . . .	69
Discussion . . . . .	70
APPENDIX A: TABULATION OF VARIABLES . . . . .	74
APPENDIX B: RECLASSIFICATION OF VARIABLES . . . . .	110
REFERENCES . . . . .	148

## LIST OF TABLES

Number	Page
1. Percentages of Spanish Surname and Anglo Persons Completing Various Levels of Education: 1950 and 1960 . . .	5
2. Mexican-American Public School Population for Five Southwestern States, 1968 . . . . .	6
3. Comparative Education Attrition Rates (by Race) at Selected Levels in the Southwest . . . . .	7
4. Mexican-American College and University Enrollment at Selected Institutions in the Southwest . . . . .	8
5. Percentage of Community Colleges with Special Programs, Courses, or Services for the Academically Disadvantaged . .	30
6. Special Recruitment Services for the Minority Group Academically Disadvantaged in Community Colleges . . . . .	30
7. Special Guidance and Counseling for the Minority Group Academically Disadvantaged in Community Colleges . . . . .	31
8. Instructional Services for the Minority Group Academically Disadvantaged in Community Colleges . . . . .	31
9. Nature and Extent of Federally Funded Financial Aid to Minority Group Academically Disadvantaged in Community Colleges . . . . .	32
10. Nature and Extent of State Funded Financial Aid to Minority Group Academically Disadvantaged in Community Colleges . . . . .	32
11. Nature and Extent of Institutional Financial Aid to Minority Group Academically Disadvantaged in Community Colleges . .	33
12. Nature and Extent of Privately Funded Aid to Minority Group Academically Disadvantaged in Community Colleges . . . . .	33
13. A Summary of Some Sample Variables in the Literature . . . .	50

LIST OF TABLES--Continued

Number	Page
14. A Sample of Variables in the Literature Subclassified by Subject Matter Discipline, Categories Used in Analysis of Subject Matter, and Special Qualifiers . . . .	53
15. Sample of Variables in the Literature . . . . .	74
16. Taxonomy Model: Variables Re-Classified into Initiating Educational Variables, Educational Issues, and Support Conditions . . . . .	110

LIST OF ILLUSTRATIONS

Figure	Page
1. Three Generic Components, Categories and Factors . . . . .	40
2. Relational Model: Categories and Generic Components . . . .	41
3. Subject Matter Discipline and Qualifiers . . . . .	51
4. Taxonomy Model . . . . .	57
5. Some General Instructional Components Relating to the Experience of Spanish-Speaking Ethnic Minority Students' Education . . . . .	67
6. Chart for Intake Identification . . . . .	68

## ABSTRACT

An investigation of the current literature relating to Spanish-speaking ethnic minority students indicated that there were many reasons cited by writers as to why such students either succeeded or failed in academic situations. However, the specific strategies needed to assure the educational success of these minority students had not been clearly identified. There existed, therefore, a need for careful identification and analysis of the variables which affected these students in community colleges and education in general.

The purpose of this study was to illustrate for educators the distinctions that emerge when various categories which contribute to success or failure are made explicit. The model developed for the classification of the myriad variables found in educational programs established three categories into which the many reasons cited in the literature could be sorted. These were:

Initiating educational variables--The causes and motivations which qualify a student's education and aspirations in one way or another.

Educational issues--The various considerations which address educational program delivery strategies, alternative assessment credentials, and career analysis for minority students.

Support conditions--The educationally related circumstances, such as logistics and procedural aspects, which contribute to or set the contexts for educational programs.

The distinctions illustrated by the categories of the model help to identify strategies to improve the education of these students. From these distinctions the following three types of programs emerge:

Parent-community involvement specifics are derived directly from the distinctions identified and related to success and failure in Spanish-speaking ethnic minority students.

Programmatic designs emerge as variables of these distinctions once these factors are identified, established and developed.

Support conditions can be properly identified and their place in proportion and in sequence specified. These conditions are those means or goals conducive to academic success.

A secondary purpose of this study was to formulate if possible a comprehensive program evaluation procedure which could be realized once specific variables were made explicit.

This study employed the following assumptions: There is a generating concept in the categorization of variables which refocuses the emphasis from inquiry into data collection to a proposal of some of the relationships which can be used between the categories which constitute the inquiry process itself. The categorization of variables identifies some of the relationships between the categories of all cultures which remain constant and may be examined through the model herein employed. A classification or taxonomy can be used once the effective translation of variables into a hierarchy is illustrated. Whatever is appropriate to Spanish-speaking community college students should, with some substantive qualifications, be appropriate to all students.

Based on the identification, analysis, and classification of the variables, it was demonstrated that: educational variables can be determinately sorted into initiating educational variables, educational issues, and support conditions. Distinctions emerge from cross-referencing the categories that make explicit significant differences in educational operations. Programs of three types emerge which focus attention on three areas of concern--parent-community involvement, programmatic designs, and support conditions.

Several recommendations are suggested by this study. Educational categories are differentiated in order to facilitate the conditions or support circumstances by which evaluation can be designed and conducted; e.g., fiscal allocations can be placed in perspective to the categories involved. The advantage of a taxonomic pattern as developed in this study is that it permits the use of a checklist-diagnosis pattern with the intake of students. The usage of the pattern also suggests the construction of intake, referral, recommendation and follow-up techniques.

## CHAPTER 1

### THE PROBLEM AND HYPOTHESES

This chapter presents (1) the scope of the study, (2) the rationale for the study, (3) the need to explore some of the relevant variables in Spanish-speaking ethnic minority education, (4) the statement of the problem, (5) the purpose and procedures, (6) the significance of the problem, (7) the hypotheses, (8) the assumptions, (9) the limitations, and (10) the definition of terms. In addition, this chapter addresses the general problem of the study, namely (1) the design of a model to classify educational variables; (2) the compilation of a list of variables by the use of the model which sorts factors into: initiating educational variables, educational issues and support conditions; and (3) the outlining of some implications for educators of the model used to articulate the variables discussed.

#### The Study

There are many variations in patterns between established societal expectations and the expectations of many minority cultures. For whatever reasons, minority students have not generally succeeded in educational settings to a degree parallel to that of their Anglo counterparts. This observation applies when evaluating the academic success of Spanish-speaking ethnic minority students in community colleges and in other educational institutions.

Specific strategies needed to assure the educational success of Spanish-speaking minority students had not been clearly identified. There was a need for careful identification and analysis of the variables which affect minority students in formal education in general and in community colleges in particular. One of the foci of this study was to compile a list of variables which could be sorted into the following three categories: (1) initiating educational variables, (2) educational issues, and (3) support conditions.

Another purpose of the study was to illustrate, for educators, the distinctions which would emerge when the above three categories were made explicit, that is, when variables were placed in perspective to the categories. From these distinctions, programs of three types could then be identified:

1. Parent-community involvement specifics would derive directly from the distinctions in the variables.
2. Programmatic designs would emerge as variables once these distinctions were identified, established and developed.
3. Support conditions would be properly identified and their place in proportion and in sequence would be specified.

A secondary result anticipated by this study was the possibility of formulating a comprehensive program-evaluation procedure once specified variables were made explicit. This type of evaluation is lacking despite the apparent need at all educational levels.

### Rationale

The rationale for this study had particular emphasis on the Spanish-speaking ethnic minority. This emphasis was determined by the geographic location of The University of Arizona. The location of the University offered a kind of cultural laboratory where a diverse number of minorities lived and worked and where the major ethnic group was Spanish-speaking. In addition, there were abundant library sources and materials on the Spanish-speaking minority. Local educational institutions included various elementary, secondary and high schools as well as Pima Community College and The University of Arizona. Each had special programs and services geared toward improving the academic performance of the Spanish-speaking ethnic minority group. These programs were accessible and amenable for research investigation; however, they were merely used as reference sources in this study.

One of the assumptions made in this study was that whatever educational strategies were deemed appropriate to Spanish-speaking ethnic minority students would, with qualifications, be appropriate to all students. Conversely, whatever means and methods were deemed appropriate to improve the academic success of Blacks, Native Americans, and other minorities would, with qualifications, be appropriate to Spanish-speaking ethnic minority students.

With the above assumption in mind, the research on materials, programs and services concentrated on the Spanish-speaking ethnic minority; however, information on other minorities was utilized in those instances where the material was related, or parallel to, the problem explored in this study. The research focused on those factors which

contributed to or restrained the academic success of Spanish-speaking ethnic minority students in general, but with particular emphasis on those students in community colleges.

### Need

One of the major influences on the need to explore academic success and failure of Mexican-Americans and other Spanish-speakers in the United States has been the emergence of this ethnic minority as a viable social force. Mexican-Americans have only recently begun to make their educational concerns known. Education for Mexican-Americans, as well as for other minorities, has languished for years.

Meier and Rivera (1972, p. 250) indicated that

Beginning about 1966, a new sense of ethnic worth manifested itself among Chicano youth, giving them the impetus to demand recognition from the middle-class education system. Critical of its predecessors, the young leadership of this movement turned to direct action and militant confrontation in order to achieve its goals. This dynamic new force soon attracted thousands of followers, appealing overwhelmingly to young people, although Chicanos of all ages became involved.

Stoddard (1973, pp. 123-124), in addressing himself to census data on the Spanish-speaking ethnic group stated:

The latest available census data for Spanish-surnamed Americans indicate that Mexican-Americans in the southwest have a very low level of formal education compared with Anglos . . . in 1950 most Spanish-surnamed individuals had gone only through the elementary grades and approximately 18 percent of the population had no schooling at all (the comparable figure for Anglos is just over two percent).

There was an increase in the number of Spanish-surnamed individuals going to high school, according to the 1960 census figures, as illustrated in Table 1.

Table 1. Percentages of Spanish-Surname and Anglo Persons  
Completing Various Levels of Education: 1950 and 1960

Years Completed	Anglo		Spanish Surname	
	1950	1960	1950	1960
None	2.1	2.4	18.0	10.9
Grades one-four	6.6	7.0	27.3	16.7
five-seven	14.8	14.6	20.8	21.2
eight	21.2	17.8	9.5	12.8
nine-eleven	17.3	18.7	9.9	20.1
twelve	21.4	21.2	7.8	12.8
College one-three	7.6	8.6	2.1	3.8
four or more	6.4	9.6	1.3	1.7
Unreported	2.6	-	3.3	-

Source: U.S. Census 1950 and 1960, Educational Attainment and Persons of Spanish Surname from Stoddard, 1973, p. 124

Although Stoddard's figures are from the 1950 and 1960 census, they serve to illustrate educational progress for Mexican-American students, especially when viewed in context to the subsequent tables, which provide more recent statistics related to educational success.

The Department of Health, Education and Welfare in 1968 conducted a survey of 2,002,776 Spanish-surnamed public school students. Table 2 specifies the Mexican-American public school population for five southwestern states.

Table 2. Mexican-American Public School Population  
for Five Southwestern States, 1968

	Total Number of Pupils	Number of Mexican-American Pupils	Percentages of Total Enrollment
Arizona	366,459	71,748	19.6
California	4,477,381	646,282	14.4
Colorado	519,092	71,348	13.7
New Mexico	271,040	102,994	38.0
Texas	<u>2,510,358</u>	<u>505,214</u>	<u>20.1</u>
Total	8,144,330	1,397,586	17.2

Source: Department of Health, Education and Welfare, 1968  
from Stoddard, 1973, p. 130

The 1968 study by the Department of Health, Education and Welfare emphasized the following facts: (1) Of the 2,002,776 Spanish-surnamed public school students surveyed, seventy percent were Mexican-Americans residing within the five southwestern states; (2) Mexican-Americans constituted the largest percentage of the more than 100,000 Spanish-surnamed students in urban areas of Illinois, Michigan and other mid-western locations where Mexican-American dropouts from the migrant stream become permanent residents (Stoddard, 1973).

Stoddard (1973, p. 13) provided recent information regarding attrition rates for Anglos, Mexican-Americans and Blacks in grades one, eight and twelve. Table 3 depicts inequalities in achievement of Anglo compared with Mexican-American students.

Table 3. Comparative Education Attrition Rates (by Race)  
at Selected Levels in the Southwest

Educational Level	Anglo (%)	Mexican-American (%)	Black (%)
Grade 1	100.0	100.0	100.0
Grade 8	100.0	91.0	98.6
Grade 12	85.0	60.3	66.8
Enter College	49.3	22.5	28.8
Complete College	23.8	5.4	8.3

Source: Department of Health, Education and Welfare, 1968  
from Stoddard, 1973, p. 131

Mexican-American underrepresentation in colleges and universities is illustrated in Table 4. These figures show a high discrepancy in students enrolled in educational institutions compared with the per capita population figures of the Spanish-surnamed ethnic minority in the selected southwestern states investigated by the Department of Health, Education and Welfare.

In the sixth and final report by the United States Commission on Civil Rights (1974, p. 1) which investigated Mexican-American education in the southwestern states of Arizona, California, Colorado, New Mexico, and Texas, the Commission indicates:

Of the numerous Commission findings in the series of reports, perhaps the clearest indication in the failure of the schools in the Southwest is reflected in the educational outcomes for Mexican-American students. For every ten Mexican-American students who enter the first grade, only six graduate from high school. By contrast, nearly nine of every ten Anglo

Table 4. Mexican-American College and University Enrollment  
at Selected Institutions in the Southwest

Year	College or University	Enrollment of Spanish Surname	Percentage of Total Enrollment
1969	University/Texas-El Paso	3,175	20.3
1968	Pan American College (Texas)	1,896	59.6
1968	Texas A & I	1,872	29.2
1968	University/New Mexico	1,711	11.7
1968	University of Arizona	1,116	4.9
1968	University/Texas-Austin	838	3.4
1968	University/California-Berkeley	496	1.9
1968	University of Colorado	249	1.3

Source: Department of Health, Education and Welfare, 1968  
from Stoddard, 1973, p. 133

students remain in school and receive high school diplomas. The proportion of Chicano students reading six months or more below grade level is twice as large as the proportion of Anglos. By the time Mexican-American students reached the 12th grade -- the 60 percent who have not already dropped out -- three of every five are reading below the level acceptable for that grade. They are more than twice as likely to be required to repeat a grade as Anglo students and as much as seven times more likely than Anglos to be average for their grade.

There have been various efforts to ameliorate the problem of underrepresentation and underachievement of Mexican-Americans in colleges. However, it can be safely assumed that most attempts have

generally failed to improve these minority students' academic achievements. Perhaps a reason for this has been that efforts have been made to recruit minority students to most educational institutions within the past few years, but only recently have these institutions stressed programs to help keep such students in these institutions (Stoddard, 1973).

Saunders (1974) suggests that one of the impediments to the education of the Spanish-speaking is the "social distance variable," the degree to which a goal is adopted and is agreed upon by the "establishment." A goal that is acceptable to a society, and is accepted by an individual, will produce a faithful member of that society, whatever the culture. There is a point along the continuum called "the antinomy of distance" between a person's goal and the society's goals marking the degree of social distance of that individual from the community effort.

Distance between cultures means the social distance between two cultures or the social concordance between two cultures, Saunders (1974) adds. Generic factors can be found between them, such as the linguistic patterns. Since these factors have nothing to do with the cultural variations called folkways, unity, not discordance, among people can be identified. A more comprehensive review of "antinomy of distance" is provided in Aesthetics: Lectures and Essays, by Edward Bullough (1957) pp. 91-130.

One problem area appeared to be a lack of appropriate means, educational strategies, incentives and opportunities for the Spanish-speaking to gain prestige through education. No adequate design had

been developed through which categories could be explored, interrelated and reconstructed to improve Spanish-speaking ethnic minority students' education.

A critical educational issue had been the identification and analysis of variables which contributed to the success and failure of Spanish-speaking students, both in general education and in community colleges in specific. One difficulty of establishing categories and variables for research investigation in this area had been a widespread disillusionment with education among minorities. As a corollary, there had been general apprehension about the educational potential of minorities in general, including Spanish-speaking ethnic minority students.

#### Statement of the Problem

The need for inquiry into unanswered issues related to academic success among Spanish-speaking ethnic minority students suggested that the following questions be examined:

1. What are some of the factors or variables that have contributed to the educational success or failure of minority students, specifically Spanish-speaking ethnic minority students?
2. Can these variables of success and failure be classified and reclassified in such a way as to illustrate, for educators, the distinctions among them which will emerge once the differences in the categories of variables are made explicit?

#### Purpose and Procedures

Since a need existed for careful identification and analysis of variables that contributed to the academic success and failure of

minority students in community colleges, and in education in general, a procedure was developed which consisted of five sequential steps. These were the following:

1. Identification of the nature of variables suggested in the literature.
2. Designing a model to classify these variables.
3. Compilation of a list of variables categorized by a basic model for differentiating: initiating factors, educational variables and support conditions as generic to the education enterprise.
4. Illustrating for educators the distinctions which emerge when the variables are made explicit and categorized through the suggested model.
5. Specifying programs of three types that emerge:
  - a) Parent-community involvement specifics derived directly from the factors.
  - b) Programmatic designs emerging as variables of these factors once these factors are established and developed.
  - c) Support conditions identified and their place in proportion and in sequence specified.

A secondary purpose of this study was to formulate if possible a comprehensive program evaluation procedure which could be realized once specified variables were made explicit.

### Significance of the Problem

The quest for equal educational opportunity and open access to educational programs had brought about an ever-increasing number of techniques, programs, and alternative goals within which to give new perspectives to minority educational experiences. It was believed that if this quest was to be effective over a long range, the variables needed to be identified and made explicit to educators. These then needed to be properly utilized in program design, implementation and evaluation.

Community colleges had tried to design innovative curriculum and counseling programs in order to credentialize students or provide them with alternative methods for obtaining credentials, yet there seemed to have been no significant improvements in relative minority educational success.

It was believed that once success or non-success variables were categorized in a basic model, as proposed in this study, Spanish-speaking ethnic minority students' potential could be better identified by community college educators. The identification of these students' potential could pave the way for changing funding and allocation procedures based on variables which could serve as predictors of student success or non-success.

In general, the direct benefit to minority students in educational situations, as a result of this study, derived from the development of a refocusing of attention on the problem of success and failure by employing a model as a sorting device. At the time of this study no attempt known to the researcher had been made to analyze success and

failure variables of Spanish-speaking ethnic minority students in the manner proposed by this study. It was assumed that writers in the past viewed failure variables as "a multiplicity of reasons that may have affected academic performance."

Writers however have not dealt in a comprehensive manner with the variables -- especially as to how these might be interrelated. This study attempted to examine the nature of the variables and classify the variables with emphasis on distinctions, or differences in the types of variables, and thus illustrate for educators the significant differences that exist..

#### Hypotheses

Social science investigations produce many types of hypotheses. In this study, the framework for the term "hypothesis" employed the idea as "an informing instrument," rather than as framing an idea "to be tested." That is to say, there are models that tend to "reflect reality" and are seen to be tested against the "data of reality." This use of the term "hypothesis," however, comes from informing and determining implications. As Lewis (1929, p. 170) states: "The classifying attitude or mode of behavior which the mind brings to the given experience and which represents its meaning, dictates the implicit concept and implicitly possesses it already."

What are some of these informing hypotheses? Most of the problems that have been identified as contributing to the general failure of minorities in educational situations can be seen as functions of the models used to identify the "failure" and can often be seen as

derivatives of the structure of the way the problems themselves are formulated. When the model for identification is changed, the variables that constitute the "problems" change in composition and interrelation. With this point in mind, the following hypotheses were used to direct this study:

#### Hypothesis 1

By establishing categories, educational variables could be compiled which could be determinately sorted into initiating educational variables, educational issues and support conditions.

#### Hypothesis 2

The list of categories would specify, for educators, the distinctions which emerge when the categories are made explicit; consequently, significant differences in education operations would emerge from cross-referencing.

#### Hypothesis 3

Programs of three types would emerge which would focus attention on three areas of concern: parent-community involvement, programmatic designs and support conditions.

#### Assumptions

The following assumptions were made in this study:

1. There is a generating concept, in the use of the categorization of variables, which refocuses the emphasis from inquiry into data collection to proposing some of the relationships which

can be used between the categories which constitute the inquiry process itself.

2. The categorization of variables identifies some of the relationships between the categories of all cultures which remain constant and may be examined through the model herein employed.
3. A classification, or taxonomy, can be used once the effective translation of variables into a hierarchy is illustrated.
4. Whatever is appropriate to Spanish-speaking community college students should, with substantive qualifications, be appropriate to all students.

#### Limitations

Some of the limitations imposed on this study were the following:

1. Little research had been conducted on the topic of the study as it addressed itself to the sorting of variables and the implications for educators. Although there was ample literature available on minority education, the limitations applied to the availability of related research on the sorting concept as presented in this study and applicable in the area of minority education. This parameter narrowed the range of references to be collected to selected concepts on minority education found in the literature.
2. No longitudinal studies of programs emerging from this study were possible in this work.

3. Data collection of a specific variety was left to other researchers, and only the forms to be used for data collection are suggested in this study.

#### Definition of Terms

There were several concepts that needed identification and clarification. For the purposes of this study, the following terms were used:

Alternative Credential--A quality, ability, or skill held by an individual that is not identified with a standardized instrument, indicating the need for, and use of, alternative assessments (Saunders, 1974).

Category--A classifying mode or system which selects or rejects data in terms of some subject matter or universe of discourse (Saunders, 1974).

Deprived--Refers primarily to the absence of complex syntax in language usage and to a lack of family continuity between generations (Saunders, 1966).

Different--Implies that those who can succeed in one culture can succeed in another if they are properly motivated and are not denied appropriate opportunities (Saunders, 1966).

Disadvantaged--Refers to those persons who have been offered options they may be prevented from attaining due to either a lack of appropriate skills or opportunities (Saunders, 1966).

Educational Issues--Particular to a group. Generic to all process strategies for learning, e.g., "foreseen consequences;" in context to educational goals and objectives (Saunders, 1974).

Hypotheses--Appropriate to a universe of discourse often used to refer to a "suggestion" as to how data may be related. Specifically, this is a way of giving meaning to data by contextualizing the data into the form of the hypothesis (Saunders, 1974).

Initiating Circumstances--Those circumstances or conditions which pushed or caused, constrained or prevented, the Spanish-speaking ethnic minority to seek community college education, e.g., value issues.

Model--A format through which data can be processed and which determines the relationships that give the data meaning (Decker and Saunders, 1976).

1. Descriptive--An illustrative or scale representation of an original case, e.g., a model train.
2. Theoretical--An analogical or relational form through which to provide syntactical meaning, e.g., a form with its own rules.

Social Distance Variable--The degree to which an individual agrees or differs with the goals of a society (Saunders, 1974).

Spanish-Speaking--This classification will encompass, but not be limited to, the following terms.

1. Mexicano--Usually a person from Mexico; also a person of Mexican descent in the United States Southwest (Meier and Rivera, 1972).
2. Hispano--New Mexican of Hispanic-Mexican origins (Meier and Rivera, 1972).

3. Chicano--Palomares (1971, p. 117 in The Personnel and Guidance Journal) defines "Chicano" as a "self-chosen identity and pride, analogous to what the term 'Black' has come to mean to the Negro." Chicanoism is defined as "those qualities and behaviors that express the individual's awareness of himself as a Chicano."
4. Tejano--Hispanic-Mexican inhabitants of Texas area (Meier and Rivera, 1972).
5. La Raza--Ethnic term for Spanish-speaking, connotating a spirit of belonging and a sense of common destiny (Meier and Rivera, 1972).

Support Conditions--Logistic factors. Conditions and factors believed necessary for producing academic success in Spanish-speaking ethnic minority students; bases upon which education can be set.

#### Summary

The rationale for this study was specific to the Spanish-speaking ethnic minority student. It was felt that it was not necessary to research all ethnic groups since the Spanish-speaking group would be sufficiently adequate to serve the purposes of this study. A background and rationale has described how the education of the Spanish-speaking minority has gone unattended for years and that there are legitimate concerns and demands by this group to improve their education. The statement of the problem sought to investigate those factors that affect the academic success or failure of Spanish speakers and classify these variables to illustrate for educators differences in the categories of

variables. The purpose and procedures of this study were presented in five sequential steps (pp. 10, 11). The significance of the problem was defined as the variety of techniques, programs and alternative goals available in the current educational effort to improve the academic performance of Spanish-speaking ethnic minority students, and the lack of a means to coordinate and evaluate these.

The intent of this study was to clarify the above problem and provide a more effective view of some of the concerns for Spanish-speaking minority education. The hypotheses emphasized the use of the term "hypothesis" as an "informing instrument," and consequently no attempt was made to set situations by which to test an idea or data in other than structural ways. The definition of terms consisted of key words redefined in the contextual usage of this study, thereby providing a language usage peculiar to the framework of this study.

In the following chapters, the specific strategies suggested in Chapter 1 are presented and explained. Chapter 2 presents a review of the literature with specific emphasis on the Spanish-speaking ethnic minority. Chapter 3 presents the procedures as outlined, and Chapter 4 presents the "taxonomy of generic educational categories for Spanish-speaking ethnic minority students. Chapter 5 summarizes, presents conclusions, and provides recommendations derived from this study.

## CHAPTER 2

### REVIEW OF THE LITERATURE

This chapter presents a review of the related literature specific to writings available in the following areas: academic successes of Spanish-speaking ethnic minority students and needs of Spanish-speaking ethnic minority students. The literature was reviewed in order to:

1. Locate those factors used by authors concerned with minority education that have contributed to the educational success or failure of the Spanish-speaking ethnic minority.
2. Classify and re-classify success and failure variables in such a way as to illustrate, for educators, the distinctions which emerge once the distinctions in the categories are made explicit.

There was no attempt to exhaust the literature since the purpose of this chapter was mainly to make inquiry and to gain an overview of what writers had said in regard to Mexican-American academic success or failure. A more comprehensive compilation of success and failure variables is made in Chapter 4.

The literature indicated that some reasons why Spanish-speaking ethnic minority students fail or succeed in education endeavors are related to the following: (1) social factors, surrounding (a) family, (b) peers, (c) prejudice, (d) discrimination, (e) geographic conditions;

and (2) educational variables, such as (a) school, (b) curriculum, (c) testing, and (d) minority programs. The above classifications are only part of the total of such factors cited.

### Social Factors

#### Family

The literature relating to experiences believed to be responsible for success or failure of Spanish-speaking students was abundant and varied. Pollack and Menacker (1971, p. 38) indicated that "Achievement is primarily affected by the family background and that the influence of the school is small." Stoddard (1973, p. 135) pointed to the family structure as an important factor. He stated that, in the past, "The family structure was parent-centered and authoritarian, dedicated to group survival rather than competitive individualism and personal development of educational skills among its members." Pollack and Menacker (1971, pp. 34-35) make reference to the home values as being problems. They state, "The different values of the home and school may influence the Mexican-American student to either drop out of school or defy his parents."

In reference to attitudes, Stoddard (1973, p. 135) indicated that, "Of the various reference groups influencing the student's attitudes are his family." However, Stoddard adds that "positive parental attitudes toward education result in the student doing well in school." Simpson and Yinger (1969, p. 25) state that "Education has not been regarded as important by many Mexican-Americans because 'parents have been busy working to support their large families'."

Motivation is affected by the family. Farmer (1968, p. 4) stated that "The family contributes to the lack of motivation of the Mexican-American student."

In summary, the literature in this area points to the family in regard to background and structure as contributing to the lack of developing educational skills in family members and as having a different value system than the school, influencing the student's attitudes for or against education.

#### Peers

In regard to peers, Pollack and Menacker (1971, p. 38) indicated that "There are different patterns of behavior in Anglicized Mexican-Americans, fitting more with their Anglo peers." Stoddard (1973, p. 134) indicated that "The student uses his reference groups to reinforce his attitudes toward educational attainment." Farmer (1968, p. 4) added that "the peer groups of the Mexican-American student contributed to the lack of motivation."

In short, the affecting factors are said to be Anglicized versus less Anglicized Mexican-Americans, and such reference groups as peers affecting the student's motivation.

#### Prejudice and Discrimination

The language of the Mexican-American is often seen as a cause of discrimination. Pollack and Menacker (1971, p. 38) stated that "If English is not the mother tongue, this results in being disconnected in communication, inability to read, digest, analyze, and utilize printed information; the individual is a functional illiterate."

In regard to opportunity and representation, Stoddard (1973) asserted that "Although the Mexican-American has high aspirations and is given superior ratings within his reference group, equal chances are not given in the larger society" (pp. 140-141). In addition, he stated that "there is an absence of Spanish-Surnamed Americans from representation on school boards and top administrative positions (p. 142).

Segregation is a factor mentioned by Burbach and Thompson (1971, p. 248). "Blacks and Puerto Ricans rank among the most highly alienated members of American society." This easily applies to the Mexican-American. "Common barriers that block optimum conditions," in regard to Mexican-Americans, "are inadequate facilities, forced segregation, cultural forces (such as language handicaps and little value placed on educational achievement), low socioeconomic status and lack of law enforcement by local officials" (Samora, 1970, p. 83).

The literature confirms that the Mexican-American has been exposed to prejudice and discrimination because of language, unequal representation and opportunity, segregation, inadequate facilities, cultural forces, lack of achievement, low socioeconomic status, and police attitudes.

#### Geographic Conditions

Farias (1971, p. 604) indicated that "The proximity of Mexico pulls the Mexican-American in two directions." Guerra (1970, p. 64) stated that "In order to understand Mexican-American underachievement, one must understand the Mexican community and whence it comes." Hughes (1969, p. 25) continued, "Geographic factors such as distance

from the residence of the family to the school," in the past, "were obstacles to continuing education." Stoddard (1973, pp. 141-143) contended that "In large urban centers and in rural areas of the Southwest, Mexican-Americans reside principally in highly segregated neighborhoods or "barrios."

It was suggested that the proximity of Mexico, his community, distance of residence from school, and segregated neighborhoods (barrios) affect academic success in Mexican-Americans.

#### Educational Attainment Factors

According to Stoddard (1973, pp. 134-135), "The hierarchy of importance factors in educational attainment is the following: Family background, teachers' characteristics, and social composition of the student body or peer group. Of less importance for higher educational attainment are the school facilities, curricula and staff."

"Stereotypes such as 'shiftless,' 'not caring to get ahead,' and 'lacking inherent ability' are attributed to the lack of motivation in academic achievement situations of the Spanish-speaking students," according to Farmer (1968, p. 4).

Spang (1971, p. 101) stated that a youth coming from the reservation or ghetto has limited experiences; he needs to acquire a wide range and variety of "experiences within a learning context." "The low school attainment of Mexican-Americans is sometimes due to the unrewarding nature of their encounter with the school system (McDonagh and Richards, 1969, p. 25). Furthermore, "schools are not addressing

themselves to the problems of the Puerto Ricans, they are not sensitive to or understanding of these people" (Negron, 1971, p. 112).

It should be emphasized that family background, teacher characteristics, social composition of the student body or peer group, school facilities, curricula, staff, stereotypes of the Spanish-speaking, need for experiences, schools lacking sensitivity and understanding are factors affecting educational attainment.

### Curriculum

The literature indicated that the curriculum may deny the cultural contributions of ethnic groups other than the contribution made by Anglo groups (Stoddard, 1973, p. 146). Pointsett (1974, p. 66) further supported this point by saying, "Black, Native American, Hispanic and other cultures were ignored, or distorted in instructional materials; this impacted the self-concept and achievement of reading." Stoddard (1973, p. 141) further added that "Mexican-American elementary children had demonstrated, through research, that the material taught in school was irrelevant to their real problems in the barrio."

The lack of perceived cultural contribution, omission or distortion of minority culture ideas, self-concept, and achievement have been verified by several writers as affecting educational success.

### Testing

Green (1974, p. 70) indicated that tests favored the white Anglo-Saxon middle-class groups, since they construct these tests. Pointsett (1974, p. 62) stated that Mexican-American and Anglo children start out fairly close in measurement achievement of all kinds but

eventually Mexican-American children fall behind. In regard to opportunities and testing, Green (1974, p. 62) wrote that "Black children are handicapped because they have not received opportunities associated with educational skill development such as nursery school, tutoring and travel." Furthermore, Green (1974, p. 66) indicated that "The child's I.Q. or aptitude score was affected by the feelings of the person giving the test." "A teacher can encourage higher test scores because of her behavior and attitude toward the children, convincing them of their ability to perform well" (Green, 1974, p. 72). Pollack and Menacker (1971, p. 41) stated that "tests lower the self-image of the Mexican-American students." Plakos and Chandler (1970, p. 56) add that "Mexican-American children are placed in EMR classes on the basis of invalid I.Q. tests written in English; however, the scores rise when these same students are tested in Spanish."

That tests favor whites and that Mexican-American children lack educational skill development and that the tester may affect the student's I.Q. score has been supported by many. The tester's feelings may also lower the student's self-image. Such testing has in addition been the basis for Mexican-American students being placed in EMR classes.

#### Minority Programs

Minority programs have been suggested as beneficial to raising the educational or academic achievement level of Mexican-American students. However, no valid proof exists that these "special efforts have succeeded" (Saunders, 1974).

Efforts have been made to evaluate existing minority programs, according to Oliver (1974, p. 372). For example, during 1973, the North Central Association committee on Students with College Aptitude from Disadvantaged Environments (SCADE) surveyed selected programs in member schools and colleges in an effort to (1) assess the current objectives, practices, and outcomes of these programs; (2) investigate their probable future directions; and (3) learn ways in which the North Central Association could be of assistance. The major purpose of the survey was to share the findings with the wider audience of schools and colleges now conducting, or contemplating, special programs for students with college aptitude from disadvantaged environments. The following objectives were indicated:

#### Secondary School Objectives

1. To offer adequate guidance and counseling services, to help each student determine goals and to make wise choices regarding college and career.
2. To supply adequate information about colleges, careers, and opportunities for financial aid.
3. To assist these students to acquire an academic background adequate for college admission and achievement.
4. To provide as much assistance as possible in the selection of a college and fulfillment of its admission procedures.
5. To help these students to acquire positive self-concepts and to understand cultural differences.

6. To give them meaningful learning experiences through special classes that will interest and challenge them and in which they can succeed.
7. To provide special opportunity for the development of communication skills involving reading, speaking and writing.
8. To utilize special teaching techniques that meet the needs of these students.
9. To make all staff members increasingly aware of the needs of these students.
10. To involve the parents and the community in promoting and developing the program.

#### College Objectives

1. To supply adequate and effective supportive services such as orientation, individual counseling, financial aid, and special tutoring.
2. To make the greatest possible effort to assure the students' academic success.
3. To identify, select, and recruit students who would not otherwise be admitted because of their economic and educational background.
4. To adapt the program of the college to these students' special needs.
5. To increase, for them and other students, an understanding of their cultural and ethnic heritage.

6. To help these students to determine appropriate personal and vocational goals and to develop the motivation and self-confidence necessary to achieve them.
7. To bring them into full participation in the social, recreational and intellectual activities of the institution.

Morrison (1973, pp. 401-413) reported on a study that had, as its objective, to explore the extent to which public two-year colleges in this country were characterized by open admission policies and by comprehensive curricula, as well as the extent and nature of programs for the disadvantaged within these institutions. It was found that only a little over half of the colleges have curricula offerings and admission policies of exemplary community colleges, but that all reported special courses, programs, or services for academically disadvantaged minority groups. Only forty percent of the sample indicated that they had developed special programs (as opposed to courses or services). Also, community colleges with programs required (1) more resources in preparing faculty for dealing effectively with the disadvantaged; (2) additional emphasis on recruitment of the disadvantaged; and (3) more attention to develop courses in ethnic studies, according to the author. Tables 5 to 12 indicate various efforts by community colleges to meet the needs of the disadvantaged, according to the above study reported by Morrison.

Table 5. Percentage of Community Colleges with Special Programs, Courses, or Services for the Academically Disadvantaged

	Percent Affirmative	Weighted N
Special Programs	39	290
Special Courses	99	774
Special Services	100	744
Have Special Programs, Courses, and Services	37	290

Table 6. Special Recruitment Services for the Minority Group Academically Disadvantaged in Community Colleges

Services	Percent Affirmative	Weighted N
Recruitment teams	36	266
Use of community contacts	75	464

Table 7. Special Guidance and Counseling for the Minority Group  
Academically Disadvantaged in Community Colleges

Services	Percent Affirmative	Weighted N
Special guidance and counseling	89	554
Special tutoring	91	664
Use of regular faculty in tutoring	95	440
Use of specially trained faculty in tutoring	56	134
Use of regular students for tutoring	77	272
Use of advanced students in program for tutoring	65	212

Table 8. Instructional Services for the Minority Group  
Academically Disadvantaged in Community Colleges

Instructional Services	Percent Affirmative	Weighted N
Use of programmed instruction	72	482
Use of reduced course loads	86	640
Liberalized probationary or readmission practices	58	388
Attention to development of study skills	89	628
Stress communication skills	100	774
Stress reading skills	100	732
Stress writing skills	91	652
Stress speaking skills	77	452
Stress listening skills	83	544
Stress utilization of traditional English	58	358
Stress understanding of student's own dialect	52	352
Develop courses in ethnic studies	17	102

Table 9. Nature and Extent of Federally Funded Financial Aid to Minority Group Academically Disadvantaged in Community Colleges

Type of Federal Aid	Percent Affirmative	Weighted N
Federal scholarships	39	304
Federal guaranteed loan	66	520
Federal work-study	79	622
Federal co-op	10	80
Other federal aid	17	134
No federal aid	5	42

Table 10. Nature and Extent of State Funded Financial Aid to Minority Groups Academically Disadvantaged in Community Colleges

Type of State Aid	Percent Affirmative	Weighted N
State scholarships	61	480
State guaranteed loan	29	224
State work-study	42	328
State co-op	2	12
Other aid	3	24
No state aid	16	122

Table 11. Nature and Extent of Institutional Financial Aid to Minority Group Academically Disadvantaged in Community Colleges

Type of Institutional Aid	Percent Affirmative	Weighted N
Institutional scholarships	63	494
Institutional guaranteed loan	21	164
Institutional work-study	39	304
Institutional co-op	5	36
Other institutional aid	5	36
No institutional aid	0	0

Table 12. Nature and Extent of Privately Funded Aid to Minority Group Academically Disadvantaged in Community Colleges

Type of Private Aid	Percent Affirmative	Weighted N
Private scholarship	52	406
Private guaranteed loan	16	122
Private work-study	10	80
Private co-op	0	0
Other private aid	10	80
No private aid	9	68

Morrison's study warrants some elaboration. He (pp. 403-404) indicated that questionnaires were developed and that

In the Spring of 1971 this questionnaire was sent to the chief administrative officers of those public two-year institutions participating in the annual research on 'National Norms for Entering Freshmen' conducted by the American Council on Education (ACE). The ACE data bank contains information on 53 public and private two-year colleges. These institutions, randomly selected from all two-year colleges in the United States, were placed in stratification cells by type of control and by size as reflected by first time enrollment. Since sampling from the stratification cells for community colleges was disproportionate to the population of those cells, the data obtained from institutions in each were differently weighed. The number of institutions in each stratification cell, the cell weight applied to each institution as a consequence of residing in that cell, and the sample response of this study by stratification cell are given . . . In order to illustrate representativeness of the population of all two-year colleges in the United States, the data reported . . . are based upon the weight 'N' as opposed to the actual 'N'.

The point of stratified sampling and "the weight 'N' as opposed to the actual 'N' " is that the "N" represents the number of selected samples, these are proportionate to such members in the population. If this factor is disregarded, one must assume some bias in the statistics; however, for the purposes of this part of the study, Morrison's research helps to illustrate the general curriculum offerings in two-year institutions for minority or disadvantaged students.

Clark and Ammons (1970, p. 14) reported on a program similar to that described by Morrison. Their study illustrated efforts designed to raise the level of competency of the disadvantaged student at the junior college. The authors indicated that the study was only the first phase of an overall program that will attempt to lead to the growth

of social and intellectual skills in the student's identification of his needs and goals.

Attempts to meet needs of disadvantaged students in terms of curriculum revisions or innovations have been too few and too ineffective. When such students fail in the traditional programs, they are usually advised to enroll in remedial courses or vocational programs. In other cases, this advice is given at the time of admission. In the latter instances, the basis for recommendations have been test scores or other predictive measures whose validities have not been tested for the junior college population (Clark and Ammons 1970, p. 14).

The authors indicated that the specific and immediate purposes of the study were:

1. To develop some techniques for identification of the disadvantaged students by utilizing measures of academic skills, personal values, and self-concept.
2. To develop some clearly defined procedures for analyzing specific problem areas related to academic achievement.
3. To arrive at some conclusions which can serve as a basis for further validation and for the development of special curriculum for the disadvantaged student at the junior college.

Some implications from this study, according to the authors, are:

1. The junior college curriculum should include provisions for developing special programs for disadvantaged students based upon their special needs in the areas of the cognitive and affective domains.

2. The junior college curriculum planners should place special emphasis upon developing teaching strategies to fit the needs of a diverse student population.
3. Teaching strategies should take into consideration the need for developing positive feelings toward self and the environment--especially the school environment.
4. Curriculum planning to fit the above recommendations would involve teacher-training with emphasis upon new and creative ways of teaching in the junior college.

One may well conclude from a review of the literature that secondary school minority programs suggest emphasis in the development of guidance and counseling services, information, opportunities, financial aid, acquisition of academic background, meeting admission procedures, special classes, development of communication skills, a need for special teaching techniques, staff sensitivity, and parent involvement.

College and minority programs stress: support services, efforts to assure students' academic success, recruitment, program adaptation, understanding culture and ethnic heritage, determining personal and vocational goals, and participation in social, recreational, and intellectual activities.

#### Summary

This chapter presented a review of selected literature in order to (1) locate factors used by authors concerned with minority education that have contributed to the educational success or failure of the Spanish-speaking ethnic minority, and (2) classify and re-classify those

variables in such a way as to illustrate for educators the distinctions which emerge once the distinctions in the categories are made explicit. Number two, above, will be dealt with in more detail in subsequent chapters.

The variables presented in this chapter are related to the following: (1) social factors, influenced by (a) family, (b) peers, (c) prejudice, (d) discrimination, and (e) geographic conditions; in addition to (2) educational variables, such as (a) the school, (b) curriculum, (c) testing, and (d) minority programs.

There was no attempt to review all of the available literature on minority education and only the literature on the Spanish-speaking minority has been reviewed in detail. Some literature on other minorities has been included where this literature was related to the problem of this study; however, this use has been minimal. It was assumed, that regardless of the literature on the various ethnic minorities which could have been investigated, parallel categories can be found which relate to the achievement of improved academic performance on all students.

## CHAPTER 3

### PROCEDURES

This chapter presents the research procedures utilized in the study, which consisted of (1) identification of the nature of the variables, (2) design of a model to classify such variables, (3) compilation of a list of variables for differentiating: initiating educational variables, educational issues, and support conditions, (4) illustration of the distinctions that emerge when the variables are made explicit, and (5) the development or emergence of programs of three types.

#### The Research Design

The research design for this study utilized three generic categories to classify and sort variables in education. The need for a model results from the realization that there is general confusion between the types of variables which contribute to or constrain the Spanish-speaking ethnic minority student in educational programs.

For instance, there is often no distinction made between conditional factors in education, such as support circumstances; tools, materials, physical setting, and a factor which is directly a part of an educational idea, like the ability of students to understand and do mental abstractions. The model developed here sets criteria for the classification of the myriad of variables or factors found in educational programs.

The pattern of this model sets three categories into which various studies or variables could be sorted:

1. Initiating educational variables--The causes and motivations which qualify a student's educational aspirations in one way or another.
2. Educational issues--Which specify educational program, delivery strategies, alternative assessment credentials, and career motivation for minority students, and
3. Support conditions--Which identify the bases, logistics and physical circumstances which contribute to or set the contexts for educational programs.

When educational variables are cross-referenced into the above three categories, a relational model for educational factors emerges. Figure 1 illustrates diagrammatically the three generic components. This diagram exemplifies one step in the development of the final design constructed to sort the variables as purposed by this study. The three generic components represent the frames that were employed to restrict and force the variables identified through research of the literature into a classification system. The categories are variables grouped by similarity into major and minor groups. Factors represent the explicit variables, the reasons cited in the literature for success or failure of Spanish-Speaking ethnic minority students.

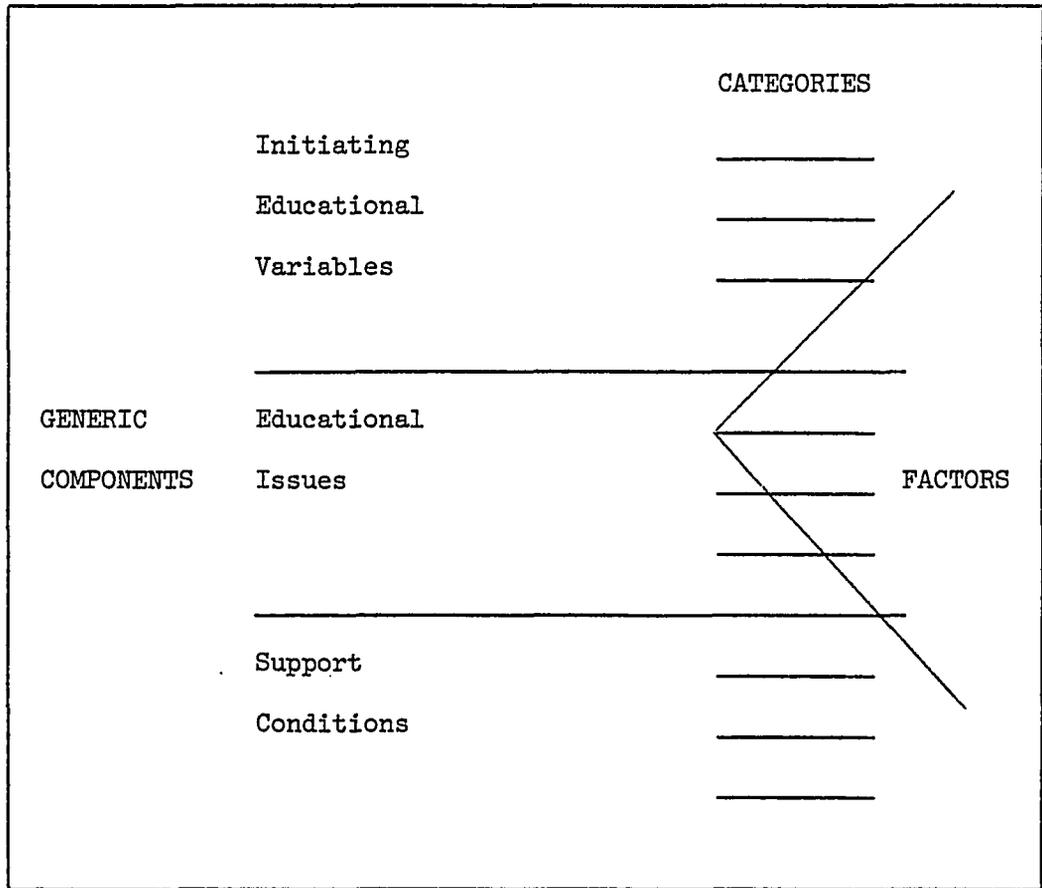


Figure 1. Three Generic Components, Categories and Factors

A relational model then can interrelate the important elements of this study by the use of a comparison of pairs technique, as shown in Figure 2. The various programmatic designs suggested by the categories of success and failure variables identified in the literature should emerge once variables are properly identified and sorted under the proper generic components. The programmatic patterns are (1) parent-community involvement specifics, (2) programmatic designs of an educational nature, and (3) support conditions properly identified.

CATEGORIES GENERIC COMPONENTS	PROGRAMMATIC PATTERNS			
	1	2	3	4
Initiating				
Educational				
Variables				
-----				
Educational				
Issues				
-----				
Support				
Conditions				
-----				

Figure 2. Relational Model: Categories and Generic Components

When these components and factors are stated by different subject matter discourses and through different substantive materials, programmatic patterns should emerge as recommendations for the education of Spanish-speaking ethnic minority students in community college education. The generic components represent: initiating educational variables, educational issues, and support conditions. The categories of variables are illustrated by the numbers 1, 2, 3, 4 in Figure 2. These were eventually developed into (1) subject matter discipline, (2) categories used in analysis by subject matter, (3) generic components and (4) special qualifiers for different cultural frames.

## Designing the Procedures

The purpose of the study suggested that the following steps be utilized:

1. Identification of the nature of the variables--This initial step required a review of the literature which concentrated on writings available in the areas of academic success of Spanish-speaking students, programs for Spanish-speaking students, and needs of Spanish-speaking students. The literature revealed a diverse number of factors related to the search. The problem at this stage was to extract quotations from the literature that were generic to the research. A list of statements was made. However, due to the diverse number of related statements in their initial form, it was difficult to contextualize variables and focus on the exact nature of the problem. For example, the statement by Stoddard (1973, p. 135), "The parent structure was parent-centered and authoritarian, dedicated to group survival rather than competitive individualism and personal development of educational skills among its members." This quotation contains some key words that had to be identified in order to categorize the statements. The words are "family structure," "parent-centered," "authoritarian," "competitive individualism," "personal development," and "educational skills."
2. Design of a model by which to classify variables--In order to group items that were related to, or were concentrated in one area of the problem, it was necessary to formulate a strategy

to impose an order on such variables. The initial model which was developed (Figure 1) contained these categories.

- (a) Subject matter discipline. This effort identified whether the statements should be inclusive or classified under a discourse, e.g., sociology, education, psychology, etc.
- (b) Categories used in analysis by subject matter. The categories forced any word, phrase, or variable to fit within a discourse (subject matter discipline). According to Saunders (1974), a category always fits within a subject matter field, a discourse, or an area of study. The categories of any area of study constitute in sum the total meaning forms which can emerge from the subject matter area. Taking the categories with which one looks at someone or something and sums them up, that someone or something is nothing but the sum of the categories used to see through. This is to say that the sum of categories to "see through" means the categories by which some idea or concept is given rationale or meaning, or more simply, how it "makes sense." In the case of this study, the sum of categories was the sum of variables expressed by authors as to why the Spanish-speaking ethnic minority student either fails or succeeds academically. A category, then, is a selective device by which one coordinates meaning in an area with other categories for that area.
- (c) Generic components. Generic components consisted of sub-categories of a discourse. A generic educational

experience, for instance, is basic to all manner of subject matters. Saunders (1974) stated that "generic educational experiences occur by learning analogies, similarities, and leveling of vocabulary. These are ways to get a generic out of the variety of experiences such that the person can produce a mental abstraction set time and time again. Generic educational experiences are those categories through which educational experiences are given meaning." Generic educational categories for the purposes of this study involved the classification of the identified success and failure variables under discourses and discourses subcategories. In this way variables were sorted by discourse and coordinated in such a way that together they would make sense by being classified under a common discourse heading, for example variables related to anthropology, sociology, psychology and others were classed under respective discourses, rather than classed on a random basis. These were then classified by the three major categories utilized in this study.

- (d) Special qualifiers for different cultural frames. A qualifier has an identifying quality that suggests a statement is applicable to Spanish-speaking ethnic minority students. A qualifier could possibly suggest an educational strategy such as, "There is a need to train minority administrators, counselors, teachers, librarians, and paraprofessionals" (The Chronicle of Higher Education,

1973, p. 11). However, this issue is a support condition issue and must, therefore, be treated in a different fashion from a qualifier, such as "The different values of the home and school may influence the Mexican-American student to either drop out of school or defy his parents" (Pollack and Menacker, 1971, pp. 34-35). The latter issue values differences focusing on initiating educational variables. The principal problem here is one of determining those qualifiers that are peculiar to Spanish-speaking ethnic minority students while perhaps not necessarily applying to Anglo students. While the first qualifier suggests an exclusive problem of Spanish-speaking ethnic minority students, the second qualifier can fit any student of any ethnic categorization. Furthermore, any qualifier can fit any student of any ethnic group with modifications as this study has already suggested.

3. Compilation of a list of variables categorized by a basic model for differentiating initiating factors, educational variables, and support conditions as generic to the education enterprise--

It was necessary to re-sort those variables identified and classified under step 2 which involved the grouping of similar variables under generic categories. On the other hand, step 3 involved the reevaluation of those factors through the use of a model that employs initiating factors, educational variables, and support conditions as a sorting device (see Figure 1).

4. Illustration for educators of the distinctions which emerge when the variables are made explicit and categorized through the suggested model--When variables are sorted by the basic model for differentiating initiating educational variables, educational variables, and support conditions, one can begin to identify the different strategies necessary to deal with educational issues. A statement such as "Education has not been regarded as important by many Mexican-Americans because parents have been busy working to support large families" (Simpson and Yinger, 1969, p. 25), suggests a different educational goal than the statement, "Many universities are becoming more sensitized and responding with increased specialized services, financial assistance, academic programs, and recruitment of professional staff from minority groups" (Burbach and Thompson, 1971, p. 248). The first statement is an initiating factor, while the second is a support condition.
5. Programs of three types will emerge--The three types of emerging programs are (1) Parent-community involvement which deals with efforts between the educational institution and the home environment to modify or alter conditions in an attempt to improve academic results in Spanish-speaking minority students. (2) Programmatic designs are strategies suggested by the clustering of variables under particular discourse and subdiscourse headings. These can either be within or outside the educational institution environment but are related to the achievement of

improved academic performance, and (3) Support conditions are those means or goals related to providing an environment conducive to academic success. This indicator is that there exists a parallel or reciprocal function whereby initiating educational issues correspond to parent-community involvement; educational issues correspond to programmatic designs; and support conditions suggest support programs to facilitate education goals.

## CHAPTER 4

### RESULTS

This chapter describes how the intent of the study, the hypotheses, and the model were interrelated to provide tentative solutions to the problems of factors contributing to the educational success or failure of Spanish-speaking ethnic minority students and how such variables can be classified in such a way as to illustrate distinctions among them. A major focus of this study was to compile a list of variables which would sort into a taxonomy made up of the categories: (1) initiating educational variables, (2) educational issues, and (3) support conditions.

Selected educational variables were set parallel to the above three categories by type. This was done in order to illustrate some of the programmatic implications for Spanish-speaking ethnic minority students.

#### Intent of the Study

It should be remembered that a major function of this study was to identify, for educators, the distinctions that would emerge once the above categories-variables were made explicit. It was expected that programs of three types would emerge, thereby focusing attention on:

1. Parent-community involvement specifics derived directly from the factors,

2. Programmatic designs emerging as variables of these factors once these factors were established and developed, and
3. Support conditions would be properly identified and their place in proportion and in sequence specified.

An additional result anticipated by this study was to formulate if possible a comprehensive program evaluation procedure once specific variables were identified (see page 2).

Hypotheses for purposes of this study were used as informing devices rather than as checks on data or as generalizations to be tested. The review of the literature concentrated on writings available in the areas of academic success and selected needs of Spanish-speaking ethnic minority students.

#### Steps in the Development of the Model

Table 13 illustrates a sample of the variables extracted from the literature such as the literature contained in Chapter 2. However, table 13 delineates the variables in a taxonomy format. This format permitted a more systematic design where variables could be more easily identified as separate entities and which eventually allowed for the re-sorting and re-classification of variables into generic classes or types. This format and organization of variables, however, provided no basis and no criteria for classification of variables other than in a general way.

Table 13. A Summary of Some Sample Variables in the Literature

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Items

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1. Stereotypes such as "shiftless," "not caring to get ahead" and "lacking inherent ability" are attributed to lack of motivation in achievement situations of the Spanish-speaking students (Farmer, 1968, p. 4).
  2. Mexican-Americans are tracked by: grade ceiling, language, I.Q. tests, segregated districting, class tracking, and special remedial classrooms (Stoddard, 1973, p. 144).
  3. Curricula deny the cultural contributions of ethnic groups other than the Anglo (Stoddard, 1973, p. 146).
  4. There is a need to train minority administrators, counselors, teachers, librarians, and paraprofessionals (The Chronicle of Higher Education, 1973, p. 11).
  5. Present programs do little for Mexican-Americans because too few of these young people can meet ever higher and more formal standards (Farias, 1971, p. 604).
  6. The schools must regard the child's uniqueness by developing and preserving the child's background and cultural heritage (Cranston, 1974, p. 59).
  7. The home language results in progress retardation and grade level reading deficiency (Wright, 1973, p. 183).
  8. The reason that community/junior colleges have not been able to be effective in solving the problem of the linguistically and culturally different is the under-representation of Chicano professionals (de los Santos, 1973, p. 103).
  9. A number of students feel that they can only relate to counselors of their own ethnic group, thus there is a need for ethnic counselors (Linberg and Wrenn, 1972, p. 372).
  10. Standardized tests lower the self-image of Mexican-American students (Pollack and Menacker, 1971, p. 41).
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It was necessary to develop criteria that would make it possible to coordinate the variables in a more inclusive format. A system was necessary that would differentiate the types of variables. The system developed and illustrated by Figure 3 permitted the classification of major ideas or concepts being expressed by identifying the words or variables being employed to express the idea or concept.

Subject Matter	Categories Used in Analysis by Subject	Special Qualifiers for Different Cultural Frames
Subject		
Subject		
Subject		

Figure 3. Subject Matter Discipline and Qualifiers

Furthermore, this system permitted the sorting of variables and placing of ideas, concepts, and words under appropriate subject matter disciplines. An illustration here is a writer expressing the opinion that "Spanish-speaking students need counseling." This phrase would, therefore, be identified as referring to education and classified under subject matter discipline--education, and additionally, sub-classified under counseling as a sub-category used in analysis by subject matter. The special qualifiers for different cultural frames occupied the phrase

regarding counseling since this was identified and expressed as a need of Spanish-speaking ethnic minority students.

Table 14 illustrates the additional step suggested by Figure 3 in the sequence of steps to taxonomize the success and failure variables identified in the literature and as they relate to this study. The initial step was to identify and classify variables by relevant discourse. The subject matter categories were those words or phrases which identified a statement to be classified under a particular discourse, e.g., education, psychology, sociology. In addition, the special qualifier indicated that the words or phrases were of particular relevance to the Spanish-speaking ethnic minority.

Table 15 (Appendix A) further sorts the factors by subject matter categories, generic components and special qualifiers. This sequence identified the key concept(s) or word(s) in the special qualifier, thus providing a systematic, clearer, and more precise identification system than that provided by the previous designs.

The identification of the key concept(s) or word(s) was important since the words or phrases had to be taxonomized and incorporated into the overall design. Once the special qualifier was identified, the task of placing it within the model was facilitated, since the words or phrases were contextualized to fit the key concepts.

In contextualization, categories or concepts stabilized the interpretation so that confusion in interpretation was minimized. Confusion occurred because of the differences the writer said in reference to what the authors meant to say or emphasis in his or her statements. This is to say that there existed a problem of what can be called

Table 14. A Sample of Variables in the Literature; Subclassified by Subject Matter Discipline, Categories Used in Analysis of Subject Matter and Special Qualifiers

Subject Matter Discipline	Categories Used in Analysis By Subject Matter	Special Qualifiers for Different Cultural Frames
1. Anthropology	1.1 Regional differences	1.1.1 Regional differences, in terms of cultural elements, exist in the Mexican-American population as a result of varying environments and adjustments to confront living conditions (Gomez and Chilcott, 1973, p. 25).
2. Sociology	2.1 Family: Structure, values, influence and socio-economic status	<p>2.1.1 Achievement is primarily affected by family background and the influence of the school is small (Pollack and Menacker, 1971, p. 38).</p> <p>2.1.2 The family structure was parent-centered and authoritarian, dedicated to group survival rather than competitive individualism and personal development of education skills among its members (Stoddard, 1973, p. 135).</p> <p>2.1.3 The different values of the home and school may influence the Mexican-American student to either drop out of school or defy his parents (Pollack and Menacker, 1971, pp. 34-35).</p>
3. Education	3.1 Education Attainment: Factors	3.1.1 The hierarchy of importance factors in educational attainment is the following: family background, teacher's characteristics, and social composition of the student body or peer group. Of less importance for the higher educational attainment are the school facilities, curricula, and staff (Stoddard, 1973, pp. 134-135).

Table 14, Continued

Subject Matter Discipline	Categories Used in Analysis By Subject Matter	Special Qualifiers for Different Cultural Frames
3. Education	3.1 Education Attainment: Factors	3.1.2 Stereotypes such as shiftless, not caring to get ahead, and lacking inherent ability are attributed to lack of motivation in academic achievement situations of the Spanish-speaking students (Farmer, 1968, p. 4).  * The mass media and the educational system stereotype Indians and result in teaching of a distorted maligning of an untruthful history of Indian life, culture and tradition (Spang, 1971, p. 97).  3.1.3 Mexicans that come from Mexico are accustomed to a system in which compulsory education extended only through the sixth grade (Hughes, 1969, p. 25).
4. Psychology	4.1 Thinking	4.1.1 There is a need to identify cognitive style in order to facilitate the education of the culturally different. Five styles are available: transient goal, digital, multiple intermediate goal, adjunctive, and reproductive goal (Saunders and Davis, 1973, pp. 78-79).

\* Some quotations related to other minority ethnic groups but applicable to Spanish-speaking ethnic minority students have been included. The assumptions section (p. 14) deals with the issue of applicability of variables to diverse ethnic groups.

"meaning shift." In this condition a judgment or a concept interpretation made immediately has a possibility of changing in the mind of the reader at a later time.

Various key concepts that occurred within statements were emphasized at various stages of the design development. The identification of one key concept per quotation, therefore, eliminated the problem of confusion as to what key concept the author of this study meant to emphasize for the purposes of this study.

#### The Model: A Taxonomy of Variables

The need for a model or taxonomy was due to the confusion between the types of variables which contributed to or constrained the Spanish-speaking ethnic minority students' successes in educational programs and a need to systematically differentiate the types. Therefore, a means or method existed for providing order to a myriad of variables.

The pattern of this model set three categories into which various studies could be sorted. The model found its initial form in terms of the design illustrated in Figure 1, since it was hypothesized that by establishing categories, educational variables could be compiled which could determinately sort into three categories.

The categories required that variable or fact distinctions be made in a progressive way to allow for programmatic patterns. Initially, it was found that variables could be identified in the literature and that these variables could be outlined as in Table 13. However, no basis for categorizing and taxonomizing was available. Therefore, design two was developed. This design, however, required

the "invention" of categories that could enable the sorting of variables in a determinant way. The categories "invented" were:

1. Subject matter discipline--which allowed classification by discourse.
2. Categories used in analysis of subject matter--permitted sub-classification of subject matter pertinent to a discourse.
3. Generic components--allowed the further identification of the categories used in analysis by subject matter. These were those terms or concepts related to the major categories.
4. Special qualifiers for different cultural frames--this identified the applicability of a statement to the Spanish-speaking ethnic minority.

The rationale for this sequence was found in the need to establish a taxonomy that could determinately sort variables into the three established categories: (1) initiating educational variables, (2) educational issues, and (3) support conditions.

The model needed only the integration of the three components mentioned above. These were subsequently added to the model to produce the final stage of the taxonomy which took the form of Figure 4.

Subject Matter Discipline	I* E S	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
1. Subject:				
-----				
2. Subject:				
-----				
3. Subject:				
-----				

Figure 4. Taxonomy Model

\*I = Initiating educational variables  
 E = Educational issues  
 S = Support conditions

The three components mentioned here provided the basis for the re-sorting of variables into the three areas hypothesized by this study. These further allowed the clustering of similar variables, thereby allowing for additional analysis, conclusions, and recommendations.

The taxonomy, represented by Table 16 (Appendix B), was constructed to give order to the diversity of variables and to set clusters of variables by generic categories. A coding or clustering system was implemented which illustrates variable differences: I = Initiating educational variable, E = Educational issues, and S = Support condition. A taxonomy emerges as the vehicle for illustrating the inter-relationships of the different references and from which to develop recommendations for program identification for each student.

The main concern of this study was the differentiating of these components into clear and separate entities that suggested differences in the variables. A concern of administrators has been producing academic successes. However, without a system of identification and analysis to sort the various categories of variables, the administrator is left without an adequate method to improve the educational program of the Spanish-speaking ethnic minority student.

As already established, this study sought to establish three categories and the variables that fall under each in order to illustrate distinctions that emerge. The literature overall suggests that writers have concentrated on emphasizing support conditions, e.g., counseling, tutoring, recruitment, and affirmative action issues. These, although important, are only one of other categories available which merit consideration. It is useful in planning educational strategies to improve

education to be aware of the diversity of categories among variables. It can generally be assumed that awareness of variable differences has not been the case in the past. The educational administrator can then analyze his or her particular emphases in programming for the Spanish-speaking ethnic minority students; and, if strategies to assist this ethnic minority are concentrated in support condition issues, steps should be taken to examine the emphasis on these issues and find out if the emphasis is warranted. Chapter 5 will present some suggestions that can be implemented to deal with the academic performance of the Spanish-speaking ethnic minority student.

#### Summary

Hypotheses for purposes of this study were used as informing vehicles rather than as checks on data or as generalizations to be tested. From these stated functions, three major hypotheses were specified which set three major hypotheses to be tested. The three hypotheses follow.

#### Hypothesis 1

By establishing categories, educational variables could be determinately sorted into initiating educational variables, educational issues and support conditions. A design was invented (see Figure 4) that enabled the sorting of variables in a determinant way. The categories were:

1. Subject matter discipline--which allowed classification by discourse.

2. Categories used in analysis of subject matter--permitted sub-classification of subject matter pertinent to a discourse.
3. Generic components--allowed the further identification of the categories used in analysis by subject matter.
4. Special qualifiers for different cultural frames--this identified the exclusiveness of a statement to the Spanish-speaking ethnic minority. These variables subsequently were sorted as specified by this hypothesis (see Table 16).

#### Hypothesis 2

A list of categories would specify, for educators, the distinctions which emerge when the categories are made explicit; consequently significant differences in educational operations would emerge from the cross-referencing.

Table 15 illustrates the development of a taxonomy of variables found in the review of the literature. By cross-referencing variables classified under (1) initiating educational variables, (2) educational issues and (3) support conditions, it is seen that significant differences in educational operations are suggested. These are dealt with more explicitly in Chapter 5.

#### Hypothesis 3

Programs of three types would emerge which would focus attention on three areas of concern: parent-community involvement, programmatic designs and support conditions.

These programs are suggested based on the identification of the student's particular problem area(s). Initiating issues lead to

parent-community involvement, educational issues suggest solutions in programmatic designs, and support conditions emerge as support strategies in the educational effort to improve Spanish-speaking ethnic minority. Programs were not explicitly developed in this study inasmuch as they are suggested.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND DISCUSSION

#### Summary and Conclusions of the Study

This study employed the term "hypothesis" as "an informing instrument" rather than an idea to be tested. The hypotheses were supported in this study based on the particular usage of the term "hypothesis" and the subsequent illustration of the distinctions in the variables that appear in the literature. The distinctions are made explicit in the procedures employed which have been presented in Chapter 3, and further illustrated in Chapter 4.

#### The Literature

There was ample literature on the Spanish-speaking ethnic minority students. However, the amount of literature proved to be endless, illusive and uninterpretable. A system to sort the materials was necessary, and eventually developed.

The literature was reviewed in order to (1) locate those factors used by authors concerned with minority education that have contributed to the educational success or failure of the Spanish-speaking ethnic minority, and (2) classify and re-classify success and failure variables in such a way as to illustrate for educators the distinctions which emerge once the distinctions in the literature were made explicit.

Initially, and throughout the study, there was no attempt to exhaust the literature since the purpose of the search in the literature was to identify those variables considered by authors to affect the academic success or failure of Spanish-speaking ethnic minority students. A secondary objective was to identify how all the variables could be interrelated into a format, design, or model which would differentiate and identify differences in the variables, and differences in strategies to be imposed in the effort to improve the education of this specific ethnic minority.

#### Procedures

The procedures utilized were derived because of the general confusions resulting from a strategy or way to identify and classify success and failure variables found in the literature and particular to this ethnic group. The pattern of the model set three categories into which the various studies could be sorted. The three categories were: (1) initiating educational variables, (2) educational issues, and (3) support conditions. It was believed that variables, as well as studies in a more general way, could all be subclassified under these three conditions. The procedures developed were outlined in the following steps:

1. Identify the nature of variables suggested in the literature.
2. Design a model by which to classify these variables. This step further identified the (a) subject matter discipline, (b) categories used in the analysis by subject matter,

- (c) generic components, and (d) special qualifiers for different cultural frames.
3. Compile a list of variables categorized by a basic model for differentiating initiating factors, educational variables, and support conditions to the educational enterprise.
  4. Illustrate for educators the distinctions which will emerge when the variables are made explicit and categorized through the suggested model.
  5. Programs of three types will emerge.

The three programs are the strategies necessary in efforts to assist Spanish-speaking ethnic minority students. This is to say that the program to be implemented or prescriptive to a problem identified in a student is contingent on the conditions that brought on the problem. Therefore, if the student's problem is an initiating issue, the program is in the realm of parent-community involvement, and if the problem is in the realm of an educational issue, the solution will be found in the area of programmatic designs. This step can be implemented once a student's problem is identified by paralleling his/her biographic history with the factors identified in the model designed in this study.

#### Hypotheses

Based on the identification, analysis, and classification of the variables in Chapter 4, it is concluded that:

1. Educational variables can be compiled which sort into initiating educational variables, educational issues, and support conditions.

2. Distinctions emerge from cross-referencing of variables in the categories that make explicit significant differences in educational operations.
3. Programs of three types emerge which focus attention on three areas of concern: parent-community involvement, programmatic designs, and support conditions.

### Recommendations

#### Student Identification for Recommendation and Placement

The charts found in the foregoing section (Chapter 4) are designed to delineate some fundamental categories of variables which together constitute the major factors to be considered in the education of the Spanish-speaking ethnic minority.

As advantage to differentiating the categories established by this taxonomy is that it facilitates an identification of the conditions or support circumstances by which evaluation can be designed and conducted, e.g., fiscal allocations can be placed in perspective to the importance of the categories involved.

#### Cluster Checklist for Program and Development

One of the direct uses of the taxonomic pattern suggested here is in the development of a "checklist diagnosis" pattern which can be used with the intake of students who are classified as Spanish-speaking ethnic minorities.

A second derivation of the charts extends the above usage of these patterns in the construction of intake and referral techniques, recommendations and follow-up strategies which can be set in parallel

to the model developed. This usage will provide efficient record retrieval and an organizational development pattern.

These suggestions are not completed in this study inasmuch as the implementation and formalization of the profiles go beyond the scope of this study. However, it is important that the guidelines and parameters be established as strategies for translating the charts containing the generic variables into usable form and intake checklists. The following recommendations are proposed on these bases.

The diagnostic intake pattern recommended here can be illustrated by setting several of the charts into bold relief in parallel to selected family or social characteristics. Figure 5 helps to illustrate suggestions that can be implemented in an educational setting. This "instrument" can be used to gather information related to problem areas of Spanish-speaking ethnic minority students. These components could further be used to identify and formulate strategies to alleviate those conditions identified as detrimental to students.

Figure 6 further illustrates pertinent information that can be gathered on Spanish-speaking ethnic minority students. This form can be developed whereby it can provide an analysis of the student's biographic background, thereby providing possible strategies that can be followed in matters of intake, referral, recommendation, and follow-up. These efforts can be of particular benefit to instructors, counselors, and administrators. A further benefit is that a permanent record is possible that can serve to provide vital information, thus avoiding confusion, duplication, and lack of direction in the educational process.

Student Information Profile		Categories		
		I	E	S
		<u>Initiating Circumstances:</u> Those circumstances or conditions which pushed or caused, constrained or prevented the Spanish-speaking ethnic minority to seek community college education, e.g., value issues.	<u>Educational Issues:</u> Particular to a group. Generic to all process strategies for learning, e.g., "foreseen consequences."	<u>Support Conditions:</u> Logistic factors. Conditions believed necessary for producing success in Spanish-speaking ethnic minority students--bases upon which education can be set.
Code	A.001	B.002	C.003	D.004
(Date directly referring to components found in I, E and S)	Name	1	(The items checked in these columns (B.002, 003, 004) will pattern	
	Age	2	into a diagnostic response to be coded items found in the	
		3	information intake Column A.)	
		4		
		5		
		6		
			(There will necessarily be a number of clusters of these components	
			and the patterns should be classified into a manageable number of	
			grouped items. An appendix of the various combination items or	
			clusters or patterns with the recommended action and program	
			should be included.)	

Figure 5. Some General Instructional Components Relating to the Experience of Spanish-Speaking Ethnic Minority Students' Education

Name	Last Name	Middle	First			
Age	16, 17, 18	20	24	28	30	40
Marital Status	Single		Married			
Children	0	1	2	3	4	
Language Background	Non-Lingual	Mono-Lingual	Bi-Lingual			Biliterate
Initiating Influences	Weak		Moderate			Strong
Educational Issues	(These may have to be set on a continuum where the breaking point of the diagonal line is at the point where a difference is made.)					
Support Conditions	(This also suggests a computer analysis of the existing records of the students identified.)					

Figure 6. Chart for Intake Identification\*

\*Adopted from Saunders, 1971

In addition, the intake chart should help to identify goals and a process of means and methods to help the student succeed academically.

#### Implications of the Study

The foregoing study on the identification, accumulation, analysis and reconstruction of general educational categories into the developed formats leads to the following implications:

1. The concepts offered in this study suggest the differentiation of conditions that are offered in the literature as reasons that Spanish-speaking ethnic minority students fail or succeed in academic situations. This re-sorting further indicates future possibilities for use in identification of various patterns of problems that can further be identified, classified and sub-classified for use as suggested in the charts herein presented. This suggests the construction of viable instruments which will elicit the vital information needed for the classification of students into the problem areas presented in this study and further into future identifiable possible problem areas. Furthermore, this indicates programmatic development of various kinds to handle those problem areas identified.
2. If classification of educational categories is possible to the degree presented in this study, further possibilities certainly exist which lead to future speculation and investigation into the problem of educational categories in relation to Spanish-speaking ethnic minority students, other minorities, and students in general.

3. In a more general sense, this study has identified a number of areas of investigation, either as separate entities or sub-groups or in general. The alternatives are numerous. However, these investigations perhaps should focus on means, methods and strategies to achieve better academic performance with Spanish-speaking ethnic minority students rather than concentrating on re-identification of problem areas, as has been done in the past.

#### Discussion

Some observations that can be made and that can further observations for researchers and educators in general are:

1. A primary problem was the complexity involved in the identification, accumulation, analysis, and sorting of variables from the literatures. A particular problem of this study was the inserting of the selected variables in the proper frames in the model developed. In the initial phases of the research, the type and amount of literature collected was too massive; an immediate step was the abstraction of the literature into short quotes or paraphrases. The next step was the proper sorting and placement within the model. Once the general procedure was identified, it became a routine matter to insert the statements in the proper places under the subject matter discipline.
2. A second observation that can be made is, the difficulty in the classification of the influences of family or culture as basic components. Cultures vary in folkways, although components of

culture don't. The family, regardless of cultural background, will affect the student's attitudes toward education. The specific ways the family influences the student need further research and study.

3. A third observation that can be made is that the most important success and failure factors of Spanish-speaking ethnic minority students must be identified in efforts to improve Spanish-speaking ethnic minority education.
4. When viewing the problem of success and failure variables of the Spanish-speaking ethnic minority students, distinctions should be made in the three classification distinctions as presented in this study for purposes of fiscal allocations. This is helpful in order to fully identify and analyze the particular components that are being considered for allocations; also in order to prioritize those program components which are deemed most important to the learning process. Educational issues should perhaps receive higher priority than support conditions and initiating educational variables. It appears that emphasis based on the differences in variables and how these are related to academic success has not been the case with educators in the past.
5. Hypotheses were used in a unique way in this study as previously explained. To recapitulate, these were

Hypothesis 1:

By establishing categories, educational variables could be determinately sorted into initiating educational variables, educational issues and support conditions. A design was

invented (see Figure 4) that enabled the sorting of variables in a determinant way. The categories were:

1. Subject matter discipline--which allowed classification by discourse.
2. Categories used in analysis of subject matter--permitted sub-classification of subject matter pertinent to a discourse.
3. Generic components--allowed the further identification of the categories used in analysis by subject matter.
4. Special qualifiers for different cultural frames--this identified the exclusiveness of a statement to the Spanish-speaking ethnic minority. These variables subsequently were sorted as specified by this hypothesis (see Table 16).

#### Hypothesis 2:

A list of categories would specify, for educators, the distinctions which emerge when the categories are made explicit; consequently significant differences in educational operations would emerge from the cross-referencing.

Table 15 illustrates the development of a taxonomy of variables which was formulated to show significant differences in the variables found in the review of the literature. By cross-referencing variables classified under (1) initiating educational variables, (2) educational issues and (3) support conditions, it is seen that significant differences in

educational operations are suggested. These are dealt with more explicitly in Chapter 5.

Hypothesis 3:

Programs of three types would emerge which would focus attention on three areas of concern: parent-community involvement, programmatic designs and support conditions.

These programs are suggested based on the identification of the student's particular problem area(s). Initiating issues lead to parent-community involvement, educational issues suggest solutions in programmatic designs, and support conditions emerge as support strategies in the educational effort to improve Spanish-speaking ethnic minority. Programs were not explicitly developed in this study inasmuch as they are suggested.

APPENDIX A

TABULATION OF VARIABLES

Table 15. Sample of Variables in the Literature

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology	1.1 Culture	1.1.1 Conflict	The people presently living in the Southwest continuously come into contact with some aspect of Spanish or Mexican cultural elements. To those not familiar with these "foreign" elements, conflicts many times arise. To those familiar with the life style, tolerance, more often than not, exists. Only in few cases does the dominant majority really appreciate and understand the people of Spanish and Mexican heritage, yet this heritage is so much a part of Mexican-American life (Gomez and Chilcott, 1973, p. 25).
		1.1.2 Regional Differences	Regional differences, in terms of cultural elements, exist in the Mexican-American population as a result of varying environments and adjustments to confront living conditions (Gomez and Chilcott, 1973, p. 27).
		1.1.3 Enculturation	Culture is learned--a process which the anthropologists refer to as enculturation (learning one's own culture). Surprisingly, little research has been conducted to learn what processes and agents are involved in the enculturation of Mexican-American children. It has been suggested that the school has not played an

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology	1.1.3 Enculturation	important part in the enculturation of Mexican-American youth, rather that the school has served primarily as an agency of acculturation (learning a culture other than your own) (Gomez and Chilcott, 1973, p. 44).	
		1.1.4 Reactions to culture contact	<p>In general, there may be three types of reaction to cultural contact:</p> <ol style="list-style-type: none"> <li>1. Acceptance wherein the greater portion of the national culture is accepted. There are groups of Mexican-Americans who have become assimilated or nearly completely acculturated. Oftentimes these people live in middleclass Anglo neighborhoods, rarely visit the barrios, no longer speak Spanish, and except for their Spanish names have no identification with their Mexican heritage.</li> <li>2. Adaptation wherein both the original and borrowed traits are combined to produce smoothly functioning cultural wholes. The largest number of Mexican-Americans probably have reacted in this fashion to living in the United States.</li> </ol>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology		1.1.4 Reactions to culture contact	3. Contra-aculturative movements arise and maintain their psychological force. The recent rise of Chicanismo and notions of La Raza among some Mexican-American youth might be an expression of this reaction to the threat of losing their Mexican heritage (Gomez and Chilcott, 1973, p. 47).
		1.1.5 Cultural fit	A useful social science concept for teachers and administrators is the notion of cultural fit. Whether or not a cultural trait is borrowed from one culture to another depends upon the degree of cultural fit between the trait which is being borrowed and the receiving culture. Some traits fit readily into the receiving culture with little conflict while others have little or no fit and may never be borrowed. If the school is to be more effective with Mexican-American children, it must develop a better cultural fit between its program and the Mexican-American community it serves (Gomez and Chilcott, 1973, p. 47).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.1 Family: Structure, values, influences and socio-economic status	2.1.1 Background	Achievement is primarily affected by family background and the influence of the school is small (Pollack and Menacker, 1971, p. 38).
		2.1.2 Structure	In the past, the family structure was parent-centered and authoritarian, dedicated to group survival rather than competitive individualism and personal development of educational skills among its members (Stoddard, 1973, p. 135).
		2.1.3 Values	The different values of the home and school may influence the Mexican-American student to either drop out of school or defy his parents (Pollack and Menacker, 1971, pp. 34-35).
		2.1.4 Attitudes	Of the various reference groups influencing the student's attitudes are his family (Stoddard, 1973, p. 135).
		2.1.5 Regard for education	Positive parental attitudes toward education results in students doing well in school (Stoddard, 1973, p. 137).
			Education has not been regarded as important by many Mexican-Americans because parents have been busy working to support their large families (Simpson and Yinger, 1969, p. 25).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.1.6 Education and responsibilities	The parents are responsible for educating the child but a large portion of that responsibility is the school system's (Negrón, 1971, p. 111).	
	2.1.7 Motivation	The family contributes to the lack of motivation of the Mexican-American student (Farmer, 1968, p. 4).	
	2.1.8 Training	Achievement and independence training by parents will lead to academic success (Stoddard, 1973, pp. 136-137).	
	2.1.9 Middle class stress on education	In the past, the middle class families did stress education, but this class accounted for such a small population that the system of parental domination in the lower class was thought to be an ethnic value (Stoddard, 1973, p. 135).  Middle class parents either Mexican-American or Anglo who find education a positive asset for upward mobility will teach their children an achievement syndrome (Stoddard, 1973, p. 135).	

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		2.1.10 Lower class Mexican-American majority	Since the Mexican Revolution of 1910 until well after World War II, the overwhelming majority of Mexican-Americans in the United States were lower class (Stoddard, 1973, p. 83).
		2.1.11 Migrant farm workers parents	Many Mexican-Americans are migrant farm workers and as such they originate in areas where they are the poorest paid and where work is scarcest and educational opportunities most limited (Kleinert, 1969, p. 91).  Migrant parents are at the bottom of the socio-economic structure, their children (one-third) are considered retarded by the second grade, and three quarters by the ninth grade (Stoddard, 1973, p. 137).
		2.1.12 Family home facilities	A tangential factor is the physical and social milieu of the home, thus the household density factor becomes a major consideration in evaluating educational potential (Stoddard, 1973, p. 137).  There must be cooperation of the home and school. (Cordasco, 1969, p. 75).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		2.1.12 Family home facilities	The Mexican-American student has a lack of study facilities, adequate privacy, lighting or resource materials at home (Stoddard, 1973, pp. 137-138).  Children must work, physical fatigue, nutritional imbalance, lack of medical assistance, vision and hearing problems, and lack of proper study facilities, adequate privacy, lighting, or resource materials to do homework, hamper the Mexican-American student (Stoddard, 1973, pp. 137-138).
	2.2 Prejudice and discrimination	2.2.1 Language	The Spanish-speaking people experience prejudice and discrimination because of their primary language (Pollack and Menacker, 1971, p. 2).  If English is not the mother tongue, this results in being disconnected in communications, inability to read, digest, analyze and utilize printed information; the individual is a functional illiterate (Pollack and Menacker, 1971, p. 38).
		2.2.2 Administrative representation	There is absence of Spanish-Surnamed Americans from representation on school boards, and top administrative positions (Stoddard, 1973, p. 142).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		2.2.3 Opportunity	Although the Mexican-American has high aspirations and is given superior rating within his reference group equal chances are not given in the larger society (Stoddard, 1973, pp. 140-141).
		2.2.4 Segregation	Blacks and Puerto Ricans rank among the most highly alienated members of American society (Burbach and Thompson, 1971, p. 248).
		2.2.5 Conditions	Common barriers that block optimum conditions are: inadequate facilities, forced segregation, cultural forces (such as language handicaps and little value placed on educational achievement), low socio-economic status and lack of law enforcement by local officials (Samora, 1970, p. 83).
		2.2.6 Employment standards	Many qualified minority people never seem to meet the employment standards of the school districts (Linberg and Wrenn, 1972, p. 372).
	2.3 Geographic Factors: Residence	2.3.1 Mexico's proximity	The proximity to Mexico pulls the Mexican-American in two directions (Farias, 1971, p. 604).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		2.3.2 Community understanding	In order to understand Mexican-American under-achievement, one must understand the Mexican-American community and whence it comes (Guerra, 1970, p. 64).
		2.3.3 Distance from school	In the past, geographic factors such as distance from the residence of the family to the school were obstacles in continuing education (Hughes, 1969, p. 25).
		2.3.4 Segregated neighborhoods	In large urban centers and in rural areas of the Southwest, Mexican-Americans reside principally in highly segregated neighborhoods or barrios (Stoddard, 1973, pp. 141-143).
3. Education	3.1 Educational Attainment: Factors	3.1.1 Hierarchy importance	The hierarchy of importance factors in education attainment is the following: family background, teachers' characteristics, and social composition of the student body or peer group. Of less importance for higher educational attainment are the school facilities, curricula, and staff (Stoddard, 1973, pp. 134-135).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.1.2 Stereotypes	<p>Stereotypes have been attributed to Spanish-speaking students such as shiftless, not caring to get ahead, and lack of motivation in academic achievement situations (Farmer, 1968, p. 4).</p> <p>The mass media and the educational system stereotype Indians and result in teaching of a distorted maligning of an untruthful history of Indian life, culture and tradition (Spang, 1971, p. 97).</p>
		3.1.3 Educational systems	<p>Mexicans that come from Mexico are accustomed to a system in which compulsory education extended only through the sixth grade (Hughes, 1969, p. 25).</p>
		3.1.4 Peer influences	<p>There are different patterns of behavior in anglosized Mexican-Americans thus fitting in more with their Anglo peers (Pollack and Menacker, 1971, p. 38).</p> <p>The student uses his reference groups to reinforce his attitudes toward educational attainment (Stoddard, 1973, p. 134).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.1.4 Peer influences	<p>Persons who meet the expectations of their social group and skillfully use the common language are considered intelligent (Green, 1974, p. 70).</p> <p>The peer group of the Mexican-American student contributes to the lack of motivation (Farmer, 1968, p. 4).</p> <p>Educational programs fail to direct their attention to the major source of motivation and values, the peer group (Stoddard, 1973, p. 139).</p> <p>The individual pupil is subject to group pressures that cause him to do well (Stoddard, 1973, p. 134).</p>
		3.1.5 Face success	<p>The Indian youth needs to face some success in the educational process if he is to grow, the school must make it a point to insure successes rather than only failures (Spang, 1971, p. 101).</p>
		3.1.6 Identifica- tion of perceptions	<p>There is a need for the identification of different perceptions by Mexican-Americans of the university environment to enable them to relate, feel more comfortable, and better identify with the university (Garza and Nelson, 1973, p. 401).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.1.7 Sensitivity	Many universities are becoming increasingly sensitive to the needs of the minority groups (Burbach and Thompson, 1971, p. 248).
		3.1.8 Special needs	The three categories of special needs of Puerto Ricans are: he must feel that he belongs, feels comfortable and wanted; is not oppressed and that school people care about him; additionally he must be encouraged to be more self-reliant and honest with himself and others; and must master his work in order to raise his self-image; because of their bilingual background, conditions of poverty and attitude of helplessness the Puerto Rican or Mexican-American needs more encouragement and understanding (Pollack and Menacker, 1971, p. 12).
		3.1.9 Understand- ing	Spanish speaking youngsters lack an understanding of the role that the school can play in economic and social mobility (Farmer, 1968, p. 4).
		3.1.10 Experiences	Youth coming from the reservation or ghetto has limited experiences; he needs to acquire a wide range in variety of experiences within a learning context (Spang, 1971, p. 101).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.2 Schools: Attainment of students	3.2.1 Encounter with school	The low school attainment of Mexican-Americans is due to unrewarding nature of their encounter with the school system (McDonagh and Richards, 1969, p. 25).
		3.2.2 Lack of tools	Higher education does not have the tools, commitment, nor awareness to help improve the education of Mexican-Americans (Casso, 1970, p. 94).
		3.2.3 Lack of sensitivity	Schools are not addressing themselves to the problems of the Puerto Ricans; they are not sensitive to or understanding of these people (Negron, 1971, p. 112).
		3.2.4 Tracking	Mexican-American students are tracked by: grade ceilings, language, I.Q. tests, segregated districting, class tracking, and special remedial classrooms (Stoddard, 1973, p. 144).
		3.2.5 Determination of success	The ultimate success of the Mexican-American student is determined in the grammar and secondary school (Stoddard, 1973, p. 134).
	3.3 Classroom	3.3.1 Atmosphere	A classroom atmosphere, in addition to being affected by language differences and consideration of administration and student motivation,

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.3.1 Atmosphere	is affected by ethnic ratios, curricula and pedagogical methods employed by teaching personnel (Stoddard, 1973, p. 146).
		3.3.2 Classroom inter-personal relations	In a classroom where interpersonal relations are stressed on the part of the teacher, Mexican-American students performance will be higher (Stoddard, 1973, p. 147).
		3.4.1 Denial of culture	Curricula deny the cultural contributions of ethnic groups other than the Anglo (Stoddard, 1973, p. 146).
		3.4.2 Irrelevant material	Black, Native American, Hispanic and other cultures were ignored, omitted or distorted in instructional materials, this impacted the self-concept and achievement of reading (Pointsett, 1974, p. 66).
3.4 Curriculum fallacy of implementation		Mexican-American elementary school pupils have demonstrated through research that they feel that the material taught in school was irrelevant to their real problems in the barrio (Stoddard, 1973, p. 141).	

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.5 Special Programs: secondary and college objectives	3.4.3 Ineffective curriculum	The attempt of meeting the needs of disadvantaged students in terms of curriculum revisions or innovations have been too few and too ineffective (Clark and Ammons, 1970, p. 14).
		3.5.1 Guidance	The following are special programs for the disadvantaged secondary school objectives in descending order of importance:  a. To offer adequate guidance and counseling services to help each student to determine goals and to make wise choices regarding college and career.
		3.5.2 Information	b. To supply adequate information about colleges, careers, and opportunities for financial aid.
		3.5.3 College admissions	c. To assist these students to acquire an academic background adequate for college admission and achievement.
		3.5.4 Development of self- concept	d. To help these students to acquire positive self-concepts and to understand cultural differences.

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.5.5 Special classes	e. To give them meaningful learning experiences through special classes that will interest and challenge them and in which they can succeed.	
	3.5.6 Communication skills	f. To provide special opportunity for the development of communication skills involving reading, speaking, and writing.	
	3.5.7 Special teaching techniques	g. To utilize special teaching techniques that meet the needs of these students.	
	3.5.8 Increase staff awareness	h. To make all staff members increasingly aware of the needs of these students.	
	3.5.9 Parental involvement	i. To involve the parents and the community in promoting and developing the program (Oliver, 1974, p. 372).	
3.5.10 Supportive services	The following are special programs for the disadvantaged college objectives in descending order of importance:		

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.5.10 Supportive services	a. To supply adequate and effective supportive services such as orientation, individual counseling, financial aid, and special tutoring.
		3.5.11 Assure academic success	b. To make the greatest possible effort to assure the student's academic success.
		3.5.12 Recruitment	c. To identify, select, and recruit students who would otherwise not be admitted because of their economic and educational background.
		3.5.13 Program adaption	d. To adapt the program of the college to these students' special needs.
		3.5.14 Increase cultural understanding	e. To increase for them and other students an understanding of their cultural and ethnic heritage.

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.5.15 Determine personal and vocational goals	f. To help these students to determine appropriate personal and vocational goals and to develop the motivation and self-confidence necessary to achieve them.
		3.5.16 Increase participation	g. To bring them into full participation in the social, recreational, and intellectual activities of the institution (Oliver, 1974, p. 372).
		3.5.17 Social and intellectual skills growth	The disadvantaged student in the junior college needs growth of social and intellectual skills so as to identify his needs and goals (Clark and Ammons, 1970, p. 14).
		3.5.18 Teacher development	Community and junior colleges are being told that it is up to them to develop the new kinds of teachers they need to teach new kinds of students (The Chronicle of Higher Education, 1973, p. 11).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.5.19 Training development	Community and junior colleges are advised to take new initiatives in shaping and training of future staff members and establishing standards of competency for judging them (The Chronicle of Higher Education, 1973, p. 11).
		3.5.20 Recruitment	There is advocacy of the recruitment of those segments of the population represented in the student groups--blacks, Native Americans, Chicanos, women, and those who in one fashion or another have been disadvantaged, this refers to staff members (The Chronicle of Higher Education, 1973, p. 11).
		3.5.21 Program design	Community and junior colleges should help universities to develop or design programs to train future staff members (The Chronicle of Higher Education, 1973, p. 11).
		3.5.22 Minority training	There is a need to train minority administrators, counselors, teachers, librarians, and paraprofessionals (The Chronicle of Higher Education, 1973, p. 11).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.5.23 Special courses, programs or services	<p>A study that explored the extent and nature of programs for minority students found that all reported special courses, programs, or services for the academically disadvantaged minority group (Morrison, 1973, p. 401).</p> <p>The above study surveyed selected programs to: assess objectives, practices and outcomes; future direction; and learn how NCA could be of assistance (Morrison, 1973, p. 371).</p>
		3.5.24 Need for identification	<p>There is a need for the identification of junior college students in need of special types of programs and the basis on which these programs should be developed (Clark and Ammons, 1970, p. 14).</p>
		3.5.25 Resource development	<p>There is a need for developing resources to encourage the implementation of bilingual/bicultural programs and to develop the needed Chicano staff to serve the needs of Chicanos (de los Santos, 1973, p. 104).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.5.26 Response to disad- vantaged	Special programs were created in the late 1960's as a response to disadvantaged minority under-representation among high school graduates, college graduates; reasons given were economic, educational and motivational (Oliver, 1974, p. 372).	
	3.5.27 University sensi- tivity	Many universities are becoming more sensitized and are responding with increased specialized services, financial assistance, academic programs, and recruitment of professional staff from minority groups (Burbach and Thompson, 1971, p. 248).	
	3.5.28 Inadequate programs	The failure of any Mexican-American child is the result of inadequate educational programs and not the consequences of a low level of educational aspiration on the part of parent and child (Anderson and Johnson, 1974, p. 34).	
	3.5.29 Program priorities	Program priorities, bringing teacher and parent together, are needed, and parents and community leaders must be taught how to deal with school administrators to get what they want (Farias, 1971, p. 604).	

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.5.30 Too few programs	Present programs do little for Mexican-Americans because too few of these young people can meet ever higher and more formal standards (Farias, 1971, p. 604).
		3.5.31 Career education programs	Career education cannot guarantee that it will not sort people by race and economic resources; it thus is likely to track them (Love, 1973, p. 14).  Career education programs have been suggested as solutions to the dropout problem (Love, 1973, p. 14).
		3.5.32 Special events	The Mexican-American has recently been brought on campus by the establishment of special events that make them aware of opportunities (Despain and Orantia, 1971, pp. 20-24).
		3.5.33 Sensitivity seminars	Sensitivity seminars are used to develop awareness and emphatic feeling by faculty members toward various ethnic, racial, subculture, and counter-cultural minority groups (Berbert, 1971, p. 18).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.6 Educational language program philosophy and objectives	3.6.1 Knowledge and pride	Programs must impart knowledge and pride in ancestral culture and language (Cordasco, 1969, p. 75).
		3.6.2 Classroom size	Programs must have equal numbers of English and non-English speaking children and teachers fluent in the non-English language (Wright, 1973, p. 183).
		3.6.3 Bilingual legislation	There is a bill passed in Texas that advocates bilingual American educational programs (Cordasco, 1969, p. 75).
		3.6.4 Mediums of instruction	The Bilingual Education Amendment of 1973 should be given new legislative life, but with a stronger, more definite focus (Cranston, 1974, p. 58).
		3.6.5 Child's uniqueness	Bilingual education is the use of two languages as mediums of instruction (Cranston, 1974, p. 58).  The schools must regard the child's uniqueness by developing and preserving the child's background and cultural heritage (Cranston, 1974, p. 59).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.6.6 Bilingual materials	Norming and assessment of bilingual education is not yet possible since materials are still being formulated, also there have never been enough qualified bilingual teachers (Wright, 1973, p. 183).	
	3.6.7 Experiences	Bilingual/bicultural experiences should be considered strengths (Pollack and Menacker, 1971, p. 6).	
	3.6.8 Self-image	The language can be used to build a self-image and to learn English better (Pollack and Menacker, 1971, p. 46).	
	3.6.9 Concept formation	There are problems with the Native American child because he brings to school a language that predicates all his concept formation (Spang, 1971, pp. 99-100).	
	3.6.10 Language and cultural differences	Language and cultural differences should be considered advantages (Cranston, 1974, p. 58).	

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.6.11 Loss of language	The school punishes the child for his language, thus he loses two languages that could be used for linguistic development (Pollack and Menacker, 1971, p. 43).
		3.6.12 Educational retardation	The home language results in progress retardation and grade-level reading deficiency (Wright, 1973, p. 183).
		3.6.13 Anti-assimilation	Underlying the bilingual education movement is a reaction against the melting pot theory of assimilation (Wright, 1973, p. 186).
	3.7 Teachers	3.7.1 Knowledge	One of the main reasons that teachers and counselors of Indian students know little about their human subjects is that the school system itself has completely ignored the Indian culture and value system (Bryde, 1971, p. 2).  Of the various reference groups influencing the student attitudes are school functionaries (Pollack and Menacker, 1971, p. 134).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.7.2 Sensitivity and awareness	<p>Teachers in elementary and secondary schools have no sensitivity to or awareness of sociocultural differences; thus, they perceive students as deviant from the larger cultural system and their personal value system (Stoddard, 1973, p. 148).</p>	<p>To develop a full person of Indian youth, a sensitive and positive person must work with him; in the past he has been exposed to insensitive and misdirected personnel (Spang, 1971, p. 101).</p>
		<p>Most teachers today have learned only superficially about Mexican-Americans and are not prepared to handle them in their classrooms (Stoddard, 1973, p. 147).</p>	3.7.3 Underrepresentation of ethnic teachers
<p>There must be an effort to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent (Cordasco, 1969, p. 75).</p>			

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.8 Guidance and Counselors: Need	3.8.1 More ethnic counselors	<p>There is a need for more counselors that will deal with students, rather than dealing with them in terms of discipline cases. There is a shortage of professional qualified counselors, who, by virtue of their skin color, language or inter-city social origin, have some advantages relating to minority students (Linberg and Wrenn, 1972, p. 371).</p> <p>A number of students feel that they can only relate to counselors of their own ethnic group, thus there is need for ethnic counselors (Linberg and Wrenn, 1972, p. 372).</p> <p>In the employment of counselors, individuals should have qualities that permit them to form meaningful interpersonal relations with their students (Linberg and Wrenn, 1972, p. 372).</p>
		3.8.2 Ethnic counselor responsibilities	<p>Among the responsibilities of the ethnic counselor are: addition of bilingual teachers, counselors, and other professionals and clerical school personnel, as well as support the notion of teachers and administrators being more attentive to the ideas and concerns of the Spanish-speaking community (Pollack and Menacker, 1971, p. 57).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.8.2 Ethnic counselor responsi- bilities	<p>Guidance counselors must find ways to positively reinforce the client to develop in them a positive self-image (Aragon and Ulibarri, 1971, p. 89).</p> <p>The counselor should recognize the important informal leaders in the community that exert influence on his clients and their families (Pollack and Menacker, 1971, p. 64).</p> <p>Racial categorization of Puerto Ricans is highly ambiguous since they are a fusion of mixed cultures and races; the counselor must be sensitive to this (Pollack and Menacker, 1971, pp. 13-14).</p>
		3.8.3 Counselor problems, failures	<p>The greatest problem that Indians have with non-Indians is their total failure to understand, accept and treat the Indian as a human being (Spang, 1971, p. 97).</p> <p>Historically, Chicano students have been counseled into the minority curriculum--which are vocational programs (Barron, 1972, p. 23).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.9 Guidance and Counselors: Training	3.9.1 Development of positive attitudes	Guidance can help Puerto Ricans and Mexican-Americans by developing a positive attitude toward their potentials; this means that guidance staff must understand the background, cultures, and present milieu of both groups, also use traditional guidance practices modified to the needs of these students and develop new techniques for these students to cope with and benefit from American schools (Pollack and Menacker, 1971, p. xi).
		3.9.2 Inclusion of ethnics	Training for counselors should include ethnicity, race, or the minority perspective (Palomares, 1971, pp. 140-141).
		3.9.3 Quality development	The qualities needed for those in guidance are: empathy and understanding, knowledge of the social system, a clear and firm idea about who he is, and how he can be of help, to those working with the poor (Stoddard, 1973, pp. 10-11).
		3.9.4 Attitude development	The attitude needed of successful guidance of Spanish-speaking students is the predilection of action rather than verbalization in coping with their problems (Pollack and Menacker, 1971, p. 4).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.9.5 Awareness development	The counselor should be aware that income levels vary in Mexican-American and Puerto Rican families and that this results in a different approach in dealing with those students from the different levels (Pollack and Menacker, 1971, pp. 10-11).
		3.9.6 Culture differen- tiation	There must be distinctions made between Mexican-Americans and Puerto Ricans because their cultures contain some differences; in counseling, these should be considered (Pollack and Menacker, 1971, pp. 4-5).  Chinese students are caught between two cultures, and they thus react differently to the counseling situation; openness is difficult for many Chinese students who inhibit emotional expression, direct or subtle demand by the counselor may be quite threatening to them (Sue and Sue, 1972, p. 641).
	3.10 Testing Needs: Fallacies	3.10.1 Learning ability	Even though black children score lower than white children in reading-based tests, this does not reflect their general learning capabilities (Green, 1974, p. 70).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.10.1 Learning ability	Children in particular ethnic groups have been found to have differing abilities (Fort, Watts and Lesser, 1969, p. 386).
		3.10.2 Ethnic Transmission of intelligence	Each ethnic group apparently transmits its own particular combination of intellectual strengths and weaknesses, these abilities take form during the early years of life (Fort, Watts and Lesser, 1969, p. 388).
		3.10.3 Mexican-American test performance	Performance of Mexican-Americans on standardized tests is lower than Anglos, especially in language arts; two areas are exceptions: spelling and the fundamentals of grammar; the group also does relatively well in mathematical fundamentals, but falls below in areas dependent on language ability (Pollack and Menacker, 1971, p. 36).  Tests favor the white Anglo-Saxon middle class income group, since the constructors of these tests are them (Green, 1974, p. 70).  Mexican-American and Anglo children start out fairly close in measurement achievement of all kinds but eventually fall behind (Pointsett, 1974, p. 62).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.10.4 Handicapping	Many black children are handicapped because they have not received opportunities associated with educational skill development such as nursery school, tutoring and travel (Green, 1974, p. 70).
		3.10.5 Norms	Schools fail to teach children how to read if they vary from the traditional norm (Pointsett, 1974, p. 66).
		3.10.6 Income and test performance	Educational Testing Service (ETS) shows that test scores rise as the income of a child's family rises; this shows when viewing performance of black children (Green, 1974, p. 72).
		3.10.7 Tester's feelings	<p>The child's I.Q. or aptitude score is affected by the feeling of the person giving the test (Green, 1974, p. 72).</p> <p>A teacher can encourage higher test scores because of her behavior and attitude toward the children convinces them of their ability to perform well (Green, 1974, p. 72).</p> <p>The feeling of the test taker hampers test performance such as concern about getting enough to eat or clothing (Green, 1974, p. 72).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.10.8 Self-Image	<p>Standardized tests lower the self-image of Mexican-American students (Pollack and Menacker, 1971, p. 41).</p> <p>Educational testing in America has made a profound impact on black children's lives, because of misuse (Green, 1974, p. 72).</p>
		3.10.9 EMR Classification	<p>Mexican-American children are placed in EMR classes on the basis of invalid IQ tests which are written in English; however, when they are tested in Spanish on the same examination, they raise their scores (Plakos and Chandler, 1970, p. 59).</p>
		3.10.10 Standardization	<p>Tests should be developed and standardized according to knowledge of the student's background, and the student's evaluation should include rate of progress (Pollack and Menacker, 1971, p. 57).</p> <p>There is a need for instruments to evaluate variability in abilities when individual children from diverse backgrounds (Fort, Watts and Lesser, 1969, p. 386).</p>

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		3.10.10 Standardization	The following recommendations are made in reference to testing of Mexican-American students: 1) review EMR cases and retest using the WISC in Spanish; 2) special personnel should be enlisted to help those with a language problem; 3) a formal request should be made to make certain changes in the Spanish version of the WISC; 4) a transition program should be provided for those in need of special instruction in the use of English; 5) and improvement of present methods and instruments used in assessing pupils with a cultural and linguistic background different from the English-speaking pupil (Plakos and Chandler, 1970, p. 60).
4. Psychology	4.1 Thinking	4.1.1 Styles of thinking	There is a need to identify cognitive style in order to facilitate the education of the culturally different. Five styles are available: transient goal, digital, multiple intermediate goal, adjunctive and reproductive style (Saunders and Davis, 1973, pp. 78-79).
	4.2 Desire	4.2.1 Motivation	The Spanish-speaking youngster lacks sufficient motivation to stay in school (Farmer, 1968, p. 4).

Table 15. Sample of Variables in the Literature (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Generic Components	Special Qualifiers for Different Cultural Frames
4. Psychology		4.2.1 Motivation	Mexican-American children strongly desire to stay in school, be good students, and attend regularly, yet they plan to go to college less commonly than Anglos, have high occupational aspirations, are more self-depreciating than Anglos and Negroes and indicate feelings of poor ability and control of their environment (Stoddard, 1973, pp. 140-141).
	4.3 Research	4.3.1 Lack of data	There is a dearth of data on minorities and many questions remain unanswered (Burbach and Thompson, 1971, p. 248).

APPENDIX B

RECLASSIFICATION OF VARIABLES

Table 16. Taxonomy Model: Variables Re-classified into Initiating Educational Variables, Educational Issues, and Support Conditions

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.1 Family: Structure, values, influence and socio-economic status	I	2.1.2 Structure	In the past, the family structure was parent-centered and authoritarian, dedicated to group survival rather than competitive individualism and personal development of educational skills among its members (Stoddard, 1973, p. 135).
		I	2.1.3 Values	The different values of the home and school may influence the Mexican-American student to either drop out of school or defy his parents (Pollack and Menacker, 1971, pp. 34-35).
		I	2.1.4 Attitudes	Of the various reference groups influencing the student's attitudes are his family (Stoddard, 1973, p. 135).
		I	2.1.5 Regard for education	Education has not been regarded as important by many Mexican-Americans because parents have been busy working to support their large families (Simpson and Yinger, 1969, p. 25).
		I	2.1.8 Motivation	The family contributes to the lack of motivation of the Mexican-American student (Farmer, 1968, p. 4).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.3 Geographical Factors: Residence	I	2.3.2 Community under-standing	In order to understand Mexican-American under-achievement, one must understand the Mexican-American community and whence it comes (Guerra, 1970, p. 64).
3. Education	3.1 Educational Attainment: Factors	I	3.1.2 Stereotypes	<p>Stereotypes such as shiftless, not caring to get ahead, and lacking inherent ability are attributed to lack of motivation in academic achievement situations of the Spanish-speaking students (Farmer, 1968, p. 4).</p> <p>The mass media and the educational system stereotype Indians and result in teaching of a distorted maligning of an untruthful history life, culture and tradition (Spang, 1971, p. 97).</p>
			3.1.4 Peer influences	<p>There are different patterns of behavior in anglosized Mexican-Americans fitting in more with their Anglo peers (Pollack and Menacker, 1971, p. 38).</p> <p>The student uses his reference groups to reinforce his attitudes toward educational attainment (Stoddard, 1973, p. 134).</p>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		I	3.1.4 Peer influences	Persons who meet the expectations of their social group and skillfully use the common language are considered intelligent (Green, 1974, p. 70).  The peer groups of the Mexican-American student contribute to the lack of motivation (Farmer, 1968, p. 4).
	3.5 Special Programs: Secondary and college objectives	I	3.5.28 Inadequate programs	The failure of any Mexican-American child is the result of inadequate educational programs and not the consequences of a low level of educational aspiration on the part of parent and child (Anderson and Johnson, 1974, p. 34).
		I	3.5.30 Too Few programs	Present programs do little for Mexican-Americans because too few of these young people can meet ever higher and more formal standards (Farias, 1971, p. 604).
3.7 Teachers		I	3.7.1 Knowledge	One of the main reasons that teachers and counselors of Indian students know little about their human subjects is that the school system itself has completely ignored the Indian culture and value system (Bryde, 1971, p. 2).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education			3.7.1 Knowledge	Of the various reference groups influencing the student attitudes are school functionaries (Pollack and Menacker, 1971, p. 134).
4. Psychology	4.2 Desire	I	4.2.1 Motivation	The Spanish-speaking youngster lacks sufficient motivation to stay in school (Farmer, 1968, p. 4).  Mexican-American children strongly desire to stay in school, be good students, and attend regularly, yet they plan to go to college less commonly than Anglos, have high occupational aspirations, are more self-deprecating than Anglos and Negroes and indicate feelings of poor ability to control their environment (Stoddard, 1973, pp. 140-141).
2. Sociology	2.1 Family: Structure, values, influence and socio- economic status	E	2.1.9 Training	Achievement and independence training by parents will lead to academic success (Stoddard, 1973, p. 136-137).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.5 Special Programs: secondary and college objectives	E	3.5.6 Communication skills	To provide special opportunity for the development of communication skills involving reading, speaking, and writing (Oliver, 1974, p. 372).
		E	3.6.6 Bilingual materials	Norming and assessment of bilingual education is not yet possible since materials are still being formulated, also there have never been enough qualified bilingual teachers (Wright, 1973, p. 183.)
	3.10 Testing: Needs, fallacies	E	3.10.3 Mexican-American test performance	Performance of Mexican-Americans on standardized tests is lower than Anglos, especially in language arts; two areas are exceptions: spelling and the fundamentals of grammar; the group also does relatively well in mathematical fundamentals, but falls below in areas dependent on language ability (Pollack and Menacker, 1971, p. 36).  Tests favor the white Anglo-Saxon middle class income group, since the constructors of these tests are them (Green, 1974, p. 70).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		E	3.10.3 Mexican- American test per- formance	Mexican-American and Anglo children start out fairly close in measurement achievement of all kinds but eventually fall behind (Pointsett, 1974, p. 62).
		E	3.10.5 Norms	Schools fail to teach children how to read if they vary from the traditional norm (Pointsett, 1974, p. 66).
		E	3.10.6 Income and test per- formance	Educational Testing Service (ETS) shows that test scores rise as the income of a child's family rises; this shows when viewing performance of black children (Green, 1974, p. 72).
		E	3.10.7 Tester's feelings	The child's I.Q. or aptitude score is affected by the feeling of the person giving the test (Green, 1974, p. 72).  A teacher can encourage higher test scores because of her behavior and attitude toward the children convinces them of their ability to perform well (Green, 1974, p. 72).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		E	3.10.7 Tester's feelings	The feeling of the test taker hampers test performance such as concern about getting enough to eat or clothing (Green, 1974, p. 72).
		E	3.10.9 EMR classification	Mexican-American children are placed in EMR classes on the basis of invalid I.Q. tests which are written in English; however, when they are tested in Spanish on the same examination, they raise their scores (Plakos and Chandler, 1970, p. 59).
		E	3.10.10 Standardization	Tests should be developed and standardized according to knowledge of the student's background, and the student's evaluation should include rate of progress (Pollack and Menacker, 1971, p. 57).  There is a need for instruments to evaluate in abilities when individual children from diverse background (Fort, Watts, and Lesser, 1969, p. 386).  The following recommendations are made in reference to testing of Mexican-American students: 1) review EMR cases and retest

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		E	3.10.10 Standard-ization	using the WISC in Spanish; 2) special personnel should be enlisted to help those with a language problem; 3) a formal request should be made to make certain changes in the Spanish version of the WISC; 4) a transition program should be provided for those in need of special instruction in the use of English; 5) and improvement of present methods and instruments used in assessing pupils with a cultural and linguistic background different from the English-speaking pupil (Plakos and Chandler, 1970, p. 60).
	3.6 Language program philosophy and objectives	E	3.6.4 Mediums of instruction	Bilingual education is the use of two languages as mediums of instruction (Cranston, 1974, p. 58).
		E	3.6.8 Self-Image	The language can be used to build a self-image and to learn English better (Pollack and Menacker, 1971, p. 46).
		E	3.6.9 Concept formation	There are problems with the Native American child because he brings to school a language that predicates all his concept formation (Spang, 1971, pp. 99-100).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		E	3.6.12 Educational retardation	The home language results in progress retardation and grade-level reading deficiency (Wright, 1973, p. 183).
		E	3.6.11 Loss of language	The school punishes the child for his language, thus he loses two languages that could be used for linguistic development (Pollack and Menacker, 1971, p. 43).
	3.9 Guidance and counselors training	E	3.9.1 Development of positive attitudes	Guidance can help Puerto Ricans and Mexican-Americans by developing a positive attitude toward their potentials; this means that guidance staff must understand the background, cultures and present milieu of both groups, also use traditional guidance practices modified to the needs of these students and develop new techniques for these students to cope with and benefit from American schools (Pollack and Menacker, 1971, p. xi).
3.10 Testing: needs, fallacies		E	3.10.1 Learning ability	Even though black children do lower than white children in reading-based tests, this does not reflect their general learning capabilities (Green, 1974, p. 70).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		E	3.10.1 Learning ability	Children in particular ethnic groups have been found to have differing abilities (Fort, Watts and Lesser, 1969, p. 386).
		E	3.10.2 Ethnic transmission of intelligence	Each ethnic group apparently transmits its own particular combination of intellectual strengths and weaknesses, these abilities take form during the early years of life (Fort, Watts and Lesser, 1969, p. 388).
		E	3.10.8 Self-Image	Standardized tests lower self-image of Mexican-American students (Pollack and Menacker, 1971, p. 41).  Educational testing in America has made a profound impact on black children's lives because of misuse (Green, 1974, p. 72).
4. Psychology	4.1 Thinking	E	4.1.1 Styles of thinking	There is a need to identify cognitive style in order to facilitate the education of the culturally different. Five styles are available: transient goal, digital, multiple intermediate goal, adjunctive and reproductive style (Saunders and Davis, 1973, pp. 78-79).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology	1.1 Culture	S	1.1.1 Conflict	The people presently living in the Southwest continuously come into contact with some aspect of Spanish or Mexican cultural elements. To those not familiar with these "foreign" elements, conflicts many times arise. To those familiar with the life style, tolerance, more often than not, exists. Only in few cases does the dominant majority really appreciate and understand the people of Spanish and Mexican heritage, yet this heritage is so much a part of Mexican-American life (Gomez and Chilcott, 1973, p. 25).
		S	1.1.2 Regional differences	Regional differences, in terms of cultural elements, exist in the Mexican-American population as a result of varying environments and adjustments to confront living conditions (Gomez and Chilcott, 1973, p. 27).
		S	1.1.3 Enculturation	Culture is learned--a process which the anthropologists refer to as enculturation (learning one's own culture). Surprisingly, little research has been conducted to learn what processes and agents are involved in the enculturation of Mexican-American children.

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology		S	1.1.3 Enculturation	It has been suggested that the school has not played an important part in the enculturation of Mexican-American youth, rather that the school has served primarily as an agency of acculturation (learning a culture other than your own (Gomez and Chilcott, 1973, p. 44)).
		S	1.1.4 Reactions to culture contact	<p>In general, there may be three types of reaction to cultural contact:</p> <ol style="list-style-type: none"> <li data-bbox="968 837 1654 1146">1. Acceptance wherein the greater portion of the national culture is accepted. There are groups of Mexican-Americans who have become assimilated or nearly completely acculturated. Oftentimes these people live in middleclass Anglo neighborhoods, rarely visit the barrios, no longer speak Spanish, and except for their Spanish names have no identification with their Mexican heritage.</li> <li data-bbox="968 1180 1654 1357">2. Adaptation wherein both the original and borrowed traits are combined to produce smoothly functioning cultural wholes. The largest number of Mexican-Americans probably have reacted in this fashion to living in the United States.</li> </ol>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
1. Anthropology		S	1.1.4 Reactions to culture contact	3. Contra-aculturative movements arise and maintain their psychological force. The recent rise of Chicanismo and notions of La Raza among some Mexican-American youth might be an expression of this reaction to the threat of losing their Mexican heritage (Gomez and Chilcott, 1973, p. 47).
		S	1.1.5 Cultural fit	A useful social science concept for teachers and administrators is the notion of cultural fit. Whether or not a cultural trait is borrowed from one culture to another depends upon the degree of cultural fit between the trait which is being borrowed and the receiving culture. Some traits fit readily into the receiving culture with little conflict while others have little or no fit and may never be borrowed. If the school is to be more effective with Mexican-American children, it must develop a better cultural fit between its program and the Mexican-American community it serves (Gomez and Chilcott, 1973, p. 47).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.1 Family: Structure, values, influence and socio-economic status	S	2.1.1 Background	Achievement is primarily affected by family background and the influence of the school is small (Pollack and Menacker, 1971, p. 38).
		S	2.1.6 Parents education background	The Indian child does not receive help and guidance in academic work in the home setting because his parents generally tend to be uneducated (Cordasco, 1969, p. 75).
		S	2.1.7 Education responsibilities	The parents are responsible for educating the child but a large portion of that responsibility is the school systems' (Negron, 1971, p. 111).
		S	2.1.9 Middle class stress on education	In the past, the middle class families did stress education, but this class accounted for such a small population that the system of parental domination in the lower class was thought to be an ethnic value (Stoddard, 1973, p. 135).  Middle class parents either Mexican-American or Anglo who find education a positive asset for upward mobility will teach their children an achievement syndrome (Stoddard, 1973, p. 135).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		S	2.1.10 Lower class Mexican-American majority	Since the Mexican Revolution of 1910 until well after World War II, the overwhelming majority of Mexican-Americans in the United States were lower class (Stoddard, 1973, p. 83).
		S	2.1.11 Migrant farm workers parents	Many Mexican-Americans are migrant farm workers and as such they originate in areas where they are the poorest paid, and where work is scarcest and educational opportunities are most limited (Kleinert, 1969, p. 91).  Migrant parents are at the bottom of the socio-economic structure, their children (one-third) are considered retarded by the second grade, and three quarters by the ninth grade (Stoddard, 1973, p. 137).
		S	2.1.12 Family home facilities	A tangential factor is the physical and social milieu of the home, thus the household density factor becomes a major consideration in evaluating educational potential (Stoddard, 1973, p. 137).  There must be cooperation of the home and school (Cordasco, 1969, p. 75).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		S	2.1.12 Family home facilities	The Mexican-American student has a lack of study facilities, adequate privacy, lighting or resource materials at home (Stoddard, 1973, pp. 137-138).  Children must work, physical fatigue, nutritional imbalance, lack of medical assistance, vision and hearing problems, and lack of proper study facilities, adequate privacy, lighting, or resource materials to do homework, hamper the Mexican-American student (Stoddard, 1973, pp. 137-138).
	2.2 Prejudice and discrimination	S	2.2.1 Language	The Spanish-speaking people experience prejudice and discrimination because of their primary language (Pollack and Menacker, 1971, p. 2).  If English is not the mother tongue, this results in being disconnected in communications, inability to read, digest, analyze, and utilize printed information; the individual is a functional illiterate (Pollack and Menacker, 1971, p. 38).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology		S	2.2.2 Administra- tive repre- sen- tation	There is absence of Spanish-surname Americans from representation on school boards, and top administrative positions (Stoddard, 1973, p. 142).
		S	2.2.3 Opportunity	Although the Mexican-American has high aspirations and is given superior rating within his reference group, equal chances are not given in the larger society (Stoddard, 1973, p. 140-141).
		S	2.2.4 Segregation	Blacks and Puerto Ricans rank among the most highly alienated members of the American society (Burbach and Thompson, 1971, p. 248).
		S	2.2.5 Conditions	Common barriers that block optimum conditions are: inadequate facilities, forced segregation, cultural forces (such as language handicaps and little value placed on educational achievement), low socio-economic status and lack of law enforcement by local officials (Samora, 1970, p. 83).
		S	2.2.6 Employment standards	Many qualified minority people never seem to meet the employment standards of the school districts (Linberg and Wrenn, 1972, p. 83).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
2. Sociology	2.3 Geographic Factors: Residence	S	2.3.1 Mexico's proximity	The proximity to Mexico pulls the Mexican-American in two directions (Farias, 1971, p. 604).
		S	2.3.3 Distance from school	In the past, geographic factors such as distance from the residence of the family to the school were obstacles to continuing education (Hughes, 1969, p. 25).
		S	2.3.4 Segregated neighborhoods	In large urban centers and in rural areas of the Southwest, Mexican-Americans reside principally in highly segregated neighborhoods or barrios (Stoddard, 1973, pp. 141-143).
3. Education	3.1 Educational Attainment: Factors	S	3.1.1 Hierarchy importance	The hierarchy of importance factors in educational attainment is the following: family background, teachers' characteristics, and social composition of the student body or peer group. Of less importance for higher educational attainment are the school facilities, curriculum and staff (Stoddard, 1973, pp. 134-135).
		S	3.1.3 Educational systems	Mexicans that come from Mexico are accustomed to a system in which compulsory education extended only through the sixth grade (Hughes, 1969, p. 25).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.1.4 Peer influences	Educational programs fail to direct their attention to the major source of motivation and values, the peer group (Stoddard, 1973, p. 139).  The individual pupil is subject to group pressures that cause him to do well (Stoddard, 1973, p. 134).
		S	3.1.5 Face success	The Indian youth needs to face some success in the educational process if he is to grow, the school must make it a point to insure successes rather than only failures (Spang, 1971, p. 101).
		S	3.1.6 Identifica- tion of perceptions	There is a need for the identification of different perceptions by Mexican-Americans of the university environment to enable them to relate, feel more comfortable, and better identify with the university (Garza and Nelson, 1973, p. 401).
		S	3.1.7 Sensitivity	Many universities are becoming increasingly sensitive to the needs of minority groups (Burbach and Thompson, 1971, p. 248).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.1.8 Special needs	The three categories of special needs of Puerto Ricans are: he must feel that he belongs, feels comfortable and wanted; is not oppressed and that school people care about him; additionally he must be encouraged to be more self-reliant and honest with himself and others; and must master his work in order to raise his self-image; because of their bilingual background, conditions of poverty and attitude of helplessness, the Puerto Rican or Mexican-American needs more encouragement and understanding (Pollack and Menacker, 1971, p. 12).
		S	3.1.9 Understanding	Spanish-speaking youngsters lack an understanding of the role that the school can play in economic and social mobility (Farmer, 1968, p. 4).
		S	3.1.10 Experiences	Youth coming from the reservation or ghetto has limited experiences, he needs to acquire a wide range in variety of experiences within a learning context (Spang, 1971, p. 101).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.2 Schools: Attainment of students	S	3.2.1 Encounter with school	The low school attainment of Mexican-Americans is due to unrewarding nature of their encounter with the school system (McDonagh and Richards, 1969, p. 25).
		S	3.2.2 Lack of tools	Higher education does not have the tools, commitment, nor awareness to help improve the education of Mexican-Americans (Casso, 1970, p. 94).
		S	3.2.3 Lack of sensitivity	Schools are not addressing themselves to the problems of the Puerto Ricans they are not sensitive to or understanding of these people (Negron, 1971, p. 112).
		S	3.2.4 Tracking	Mexican-American students are tracked by: grade ceilings, language, I.Q. tests, segregated districting, class tracking, and special remedial classrooms (Stoddard, 1973, p. 144).
		S	3.2.5 Determination of success	The ultimate success of the Mexican-American student is determined in the grammar and secondary school (Stoddard, 1973, p. 134).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.3 Classroom	S	3.3.1 Atmosphere	A classroom atmosphere, in addition to being affected by language differences and consideration of administration and student motivation, is affected by ethnic ratios, curricula and pedagogical methods employed by teaching personnel (Stoddard, 1973, p. 146).
		S	3.3.2 Classroom interpersonal relations	In a classroom where interpersonal relations are stressed on the part of the teacher, Mexican-American students performance will be higher (Stoddard, 1973, p. 147).
	3.4 Curriculum fallacy of implementation	S	3.4.1 Denial of culture	Curricula deny the cultural contributions of ethnic groups other than the Anglo (Stoddard, 1973, p. 146).  Black, Native American, Hispanic and other cultures were ignored, omitted or distorted in instructional materials, this impacted the self-concept and achievement of reading (Pointsett, 1974, p. 66).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.4.2 Irrelevant material	Mexican-American elementary school pupils have demonstrated through research that they feel that the material taught in school was irrelevant to their real problems in the barrio (Stoddard, 1973, p. 141).
		S	3.4.3 Ineffective curriculum	The attempt of meeting the needs of disadvantaged students in terms of curriculum revisions or innovations have been too few and too ineffective (Clark and Ammons, 1970, p. 14).
	3.5 Special Programs: secondary and college objectives	S	3.5.1 Guidance	The following are special programs for the disadvantaged secondary school objectives in descending order of importance:
		S	3.5.2 Information	<ul style="list-style-type: none"> <li>a. To offer adequate guidance and counseling services to help each student to determine goals and to make wise choices regarding college and career.</li> <li>b. To supply adequate information about colleges, careers, and opportunities for financial aid.</li> </ul>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.3 College admissions	c. To assist these students to acquire an academic background adequate for college admission and achievement.
		S	3.5.4 Development of self- concept	d. To help these students to acquire positive self-concepts and to understand cultural differences.
		S	3.5.5 Special classes	e. To give them meaningful learning experiences through special classes that will interest and challenge them and in which they can succeed.
		S	3.5.7 Special teaching techniques	g. To utilize special teaching techniques that meet the needs of these students.
		S	3.5.8 Increase staff awareness	h. To make all staff members increasingly aware of the needs of these students.

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.9 Parental involvement	i. To involve the parents and the community in promoting and developing the program (Oliver, 1974, p. 372).
		S	3.5.10 Supportive services	The following are special programs for the disadvantaged college objectives in descending order of importance:  a. To supply adequate and effective supportive services such as orientation, individual counseling, financial aid, and special tutoring.
		S	3.5.11 Assure academic success	b. To make the greatest possible effort to assure the students' academic success.
		S	3.5.12 Recruitment	c. To identify, select, and recruit students who would otherwise not be admitted because of their economic and educational background.
		S	3.5.13 Program adaption	d. To adapt the program of the college to these students' special needs.

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.14 Increase cultural understanding	e. To increase for them and other students an understanding of their cultural and ethnic heritage.
		S	3.5.15 Determine personal and vocational goals	f. To help these students to determine appropriate personal and vocational goals and to develop the motivation and self-confidence necessary to achieve in them.
		S	3.5.16 Increase participation	g. To bring them into full participation in the social, recreational, and intellectual activities of the institution (Oliver, 1974, p. 372).
		S	3.5.17 Social and intellectual skills growth	The disadvantaged student in the junior college needs growth of social and intellectual skills so as to identify his needs and goals (Clark and Ammons, 1970, p. 14).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.18 Teacher development	Community and junior colleges are being told that it is up to them to develop the new kinds of teachers they need to teach new kinds of students (The Chronicle of Higher Education, 1973, p. 11).
		S	3.5.19 Training development	Community and junior colleges are advised to take new initiatives in shaping and training of future staff members and establishing standards of competency for judging them (The Chronicle of Higher Education, 1973, p. 11).
		S	3.5.20 Recruitment	There is advocacy of the recruitment of those segments of the population represented in the student groups--blacks, Native Americans, Chicanos, women and those who in one fashion or another have been disadvantaged, this refers to staff members (The Chronicle of Higher Education, 1973, p. 11).
		S	3.5.21 Program design	Community and junior colleges should help universities to develop or design programs to train future staff members (The Chronicle of Higher Education, 1973, p. 11).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.22 Minority training	There is a need to train minority administrators, counselors, teachers, librarians, and paraprofessionals (The Chronicle of Higher Education, 1973, p. 11).
		S	3.5.23 Special courses, programs, or services	A study that explored the extent and nature of programs for minority students found that all reported special courses, programs, or services for the academically disadvantaged minority group (Morrison, 1973, p. 401).  The above study surveyed selected programs to: assess objectives, practices and outcomes; future direction; and learn how NCA could be of assistance (Morrison, 1973, p. 371).
		S	3.5.24 Need for identification	There is a need for the identification of junior college students in need of special types of programs and the basis on which these programs should be developed (Clark and Ammons, 1970, p. 14).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.25 Resource development	There is a need for developing resources to encourage the implementation of bilingual/bicultural programs and to develop the needed Chicano staff to serve the needs of Chicanos (de los Santos, 1973, p. 104).
		S	3.5.26 Response to disadvantaged	Special programs were created in the late 1960's as a response to disadvantaged minority under-representation among high school graduates, college graduates, reasons given were economic, educational and motivational (Oliver, 1974, p. 372).
		S	3.5.27 University sensitivity	Many universities are becoming more sensitized and are responding with increased specialized services, financial assistance, academic programs, and recruitment of professional staff from minority groups (Burbach and Thompson, 1971, p. 248).
		S	3.5.29 Program priorities	Program priorities, bringing teacher and parent together are needed, and parents and community leaders must be taught how to deal with school administrators to get what they want (Farias, 1971, p. 604).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.5.31 Career education programs	Career education cannot guarantee that it will not sort people by race and economic resources, it thus is likely to track them (Love, 1973, p. 14).  Career education programs have been suggested as solutions to the dropout problem (Love, 1973, p. 14).
		S	3.5.32 Special events	The Mexican-American has recently been brought on campus by the establishment of special events that make them aware of opportunities (Despain and Orantia, 1971, pp. 20-24).
		S	3.5.33 Sensitivity seminars	Sensitivity seminars are used to develop awareness and emphatic feeling by faculty members toward various ethnic, racial, sub-culture and counter-culture minority groups (Berbert, 1971, p. 18).
	3.6 Educational language program philosophy and objectives	S	3.6.1 Knowledge and pride	Programs must impart knowledge and pride in ancestral cultural and language (Cordasco, 1969, p. 75).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.6.2 Classroom size	Programs must have equal numbers of English and non-English speaking children and teachers fluent in the non-English language (Wright, 1973, p. 183).
		S	3.6.3 Bilingual legislation	There is a bill passed in Texas that advocates bilingual American educational programs (Cordasco, 1969, p. 75).  The Bilingual Education Amendment of 1973 should be given new legislative life but with a stronger, more definite focus (Cranston, 1974, p. 58).
		S	3.6.5 Child's uniqueness	The schools must regard the child's uniqueness by developing and preserving the child's background and cultural heritage (Cranston, 1974, p. 59).
		S	3.6.7 Experiences	Bilingual/bicultural experiences should be considered strengths (Pollack and Menacker, 1971, p. 6).
		S	3.6.10 Language and cultural differences	Language and cultural differences should be considered advantages (Cranston, 1974, p. 58).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers Different Cultural Frames
3. Education	3.7 Teachers	S	3.6.13 Anti- assimilation	Underlying the bilingual education movement is a reaction against the melting pot theory of assimilation (Wright, 1973, p. 186).
		S	3.7.2 Sensitivity and awareness	<p>Teachers in elementary and secondary schools have no sensitivity to or awareness of socio-cultural differences, thus they perceive students as deviant from the larger cultural system, and their personal value system (Stoddard, 1973, p. 148).</p> <p>To develop a full person of Indian youth, a sensitive and positive person must work with him; in the past he has been exposed to insensitive and misdirected personnel (Spang, 1971, p. 101).</p> <p>Most teachers today have learned only superficially about Mexican-Americans and are not prepared to handle them in their classrooms (Stoddard, 1973, p. 147).</p>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.7.3 Under-representation of ethnic teachers	<p>The reason that community/junior colleges have not been able to be effective in solving the problem of the linguistically and culturally different is the under-representation of Chicano professionals (de los Santos, 1973, p. 103).</p> <p>There must be an effort to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent (Cordasco, 1969, p. 75).</p>
	3.8 Guidance and Counselors: Need	S	3.8.1 More Ethnic counselors	<p>There is a need for more counselors that will deal with students, rather than dealing with them in terms of discipline cases. There is a shortage of professional qualified counselors, who, by virtue of their skin color, language or inter-city social origin, have some advantages relating to minority students (Linberg and Wrenn, 1972, p. 371).</p> <p>A number of students feel that they can only relate to counselors of their own ethnic group, thus there is need for ethnic counselors (Linberg and Wrenn, 1972, p. 372).</p>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.8.1 More Ethnic counselors	In the employment of counselors, individuals should have qualities that permit them to form meaningful interpersonal relations with their students (Linberg and Wrenn, 1972, p. 372).
		S	3.8.2 Ethnic counselor responsibilities	<p>Among the responsibilities of the ethnic counselor are: addition of bilingual teachers, counselors, and other professionals and clerical school personnel, as well as support the notion of teachers and administrators being more attentive to the ideas and concerns of the Spanish-speaking community (Pollack and Menacker, 1971, p. 57).</p> <p>Guidance counselors must find ways to positively reinforce the client to develop in them a positive self-image (Aragon and Ulibarri, 1971, p. 89).</p> <p>The counselor should recognize the important informal leaders in the community that exert influence on his clients and their families (Pollack and Menacker, 1971, p. 64).</p>

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.8.2 Ethnic counselor responsibilities	Racial categorization of Puerto Ricans is highly ambiguous since they are a fusion of mixed cultures and races; the counselor must be sensitive to this (Pollack and Menacker, 1971, pp. 13-14).
		S	3.8.3 Counselor problems, failures	The greatest problem that Indians have with non-Indians is their total failure to understand, accept and treat the Indian as a human being (Spang, 1971, p. 97).  Historically, Chicano students have been counseled into the minority curriculum-- which are vocational programs (Barron, 1972, p. 23).
3.9 Guidance and counselor training		S	3.9.2 Inclusion of ethnics	Training for counselors should include ethnicity, race, or the minority perspective (Palomares, 1971, pp. 140-141).
		S	3.9.3 Quality development	The qualities needed for those in guidance are: empathy and understanding, knowledge of the social system, a clear and firm idea about who he is, and how he can be of help, to those working with the poor (Stoddard, 1973, pp. 10-11).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education		S	3.9.4 Attitude development	The attitude needed for successful guidance of Spanish-speaking students is the predilection of action rather than verbalization in coping with their problems (Pollack and Menacker, 1971, p. 4).
		S	3.9.5 Awareness development	The counselor should be aware that income levels vary in Mexican-American and Puerto Rican families and that this results in a different approach in dealing with these students from the different levels (Pollack and Menacker, 1971, pp. 10-11).
		S	3.9.6 Culture differentiation	There must be distinctions made between Mexican-American and Puerto Ricans because their cultures contain some differences; in counseling, these should be considered (Pollack and Menacker, 1971, pp. 4-5).
				Chinese students are caught between two cultures, and they thus react differently to the counseling situation; openness is difficult for many Chinese students who inhibit emotional expression, direct or subtle demand by the counselor for openness may be quite threatening to them (Sue and Sue, 1972, p. 641).

Table 16. Taxonomy Model (Continued)

Subject Matter Discipline	Categories Used in Analysis by Subject Matter	Code	Generic Components	Special Qualifiers for Different Cultural Frames
3. Education	3.10 Testing: Needs, fallacies	S	3.10.4 Handicapping	Many black children are handicapped because they have not received opportunities associated with educational skill development such as nursery school, tutoring and travel (Green, 1974, p. 70).
4. Psychology	4.3 Research	S	4.3.1 Lack of data	There is a dearth of data on minorities and many questions remain unanswered (Burbach and Thompson, 1971, p. 248).  The problem of educating the Mexican-American is rather complex and needs study and research (Farias, 1971, p. 604).

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