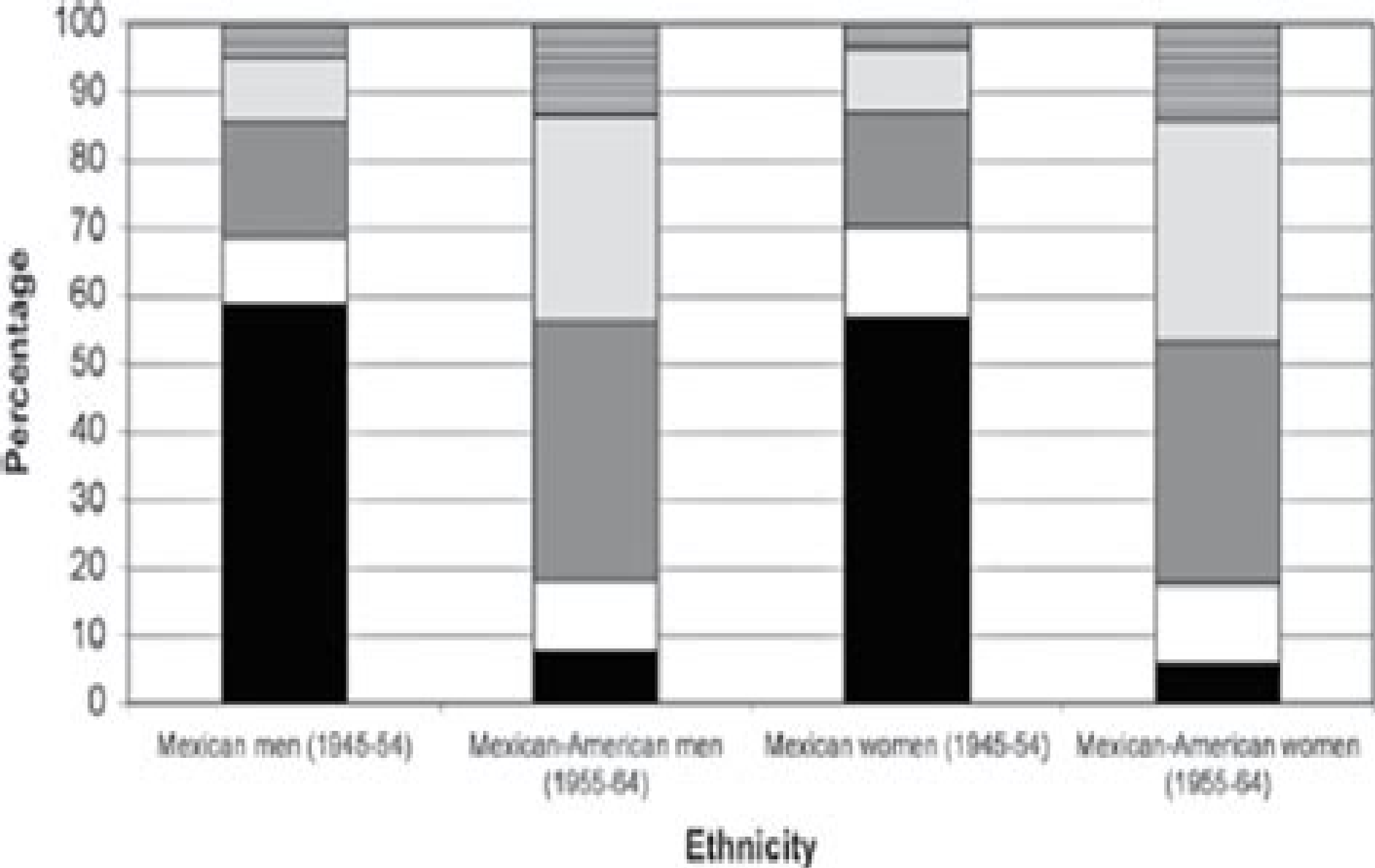




■ 8th grade or less

□ Some high school

■ HS completion

■ Some college

■ 4+ yrs. college

Mexican Americans And Educational Change

Tao Wei



Mexican Americans And Educational Change:

Mexican Americans and Educational Change Alfredo Castañeda, 1971 *Mexican Americans in School* Thomas P. Carter, Roberto D. Segura, 1979 *Chicana/o Struggles for Education* Guadalupe San Miguel, 2013-06-03 Much of the history of Mexican American educational reform efforts has focused on campaigns to eliminate discrimination in public schools. However, as historian Guadalupe San Miguel demonstrates in *Chicana/o Struggles for Education*, activism in the community, the story is much broader and more varied than that. While activists certainly challenged discrimination, they also worked for specific public school reforms and sought private schooling opportunities utilizing new patterns of contestation and advocacy. In documenting and reviewing these additional strategies, San Miguel's nuanced overview and analysis offers enhanced insight into the quest for equal educational opportunity to new generations of students. San Miguel addresses questions such as what factors led to change in the 1960s and in later years, who the individuals and organizations were that led the movements in this period, and what motivated them to get involved and what strategies were pursued, how they were chosen, and how successful they were. He argues that while Chicana/o activists continued to challenge school segregation in the 1960s, as earlier generations had, they broadened their efforts to address new concerns such as school funding, testing, English-only curricula, the exclusion of undocumented immigrants, and school closings. They also advocated cultural pride and memory, inclusion of the Mexican American community in school governance, and opportunities to seek educational excellence in private religious, nationalist, and secular schools. The profusion of strategies has not erased patterns of de facto segregation and unequal academic achievement. San Miguel concludes, but it has played a key role in expanding educational opportunities. The actions he describes have expanded, extended, and diversified the historic struggle for Mexican American education.

Hispanic Mental Health Research Frank Newton, Esteban L. Olmedo, Amado M. Padilla, 2024-03-29 This title was originally published in 1982. This title was originally published in 1982. **Research in Education**, 1974 **The Making, and Remaking, of a Multiculturalist** Carlos E. Cortés, 2002 Carlos Cortes has been involved in the growth of multiculturalism from the 1960s to the present day. He is a Professor Emeritus of History at the University of California, Riverside. Available in person in California and by request, Cortes has written the compelling story of his life in this thought-provoking collection of essays about diversity, society, and education. In many ways, Cortes's personal and professional story is the story of the multicultural movement itself. Containing thirteen momentous essays, this volume gives witness to the struggles and successes that Cortes and many others have experienced while striving to create a place for the voices, values, and visions of racial and ethnic groups in our culturally diverse nation and shrinking world. PROCEEDINGS OF A SYMPOSIUM ON MEXICAN AMERICANS AND EDUCATIONAL CHANGE. , Resources in Education, 2000-04 Mexican American Education, 1976 See Government Grow Gareth Davies, 2007 An award-winning historian's pathbreaking book uses federal education policy from the Great Society to Reagan's New Morning to demonstrate how innovative policies

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