

Coral Way Elementary School Bilingual Program
Maria Andreu Navarro, March 14, 2008
UAL_080314_Navarro, 37:28 minutes
Interviewed by Richard Ruiz
Recorded by Bess DeFarber in Miami, Florida
For University of Arizona, Louise Greenfield
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Ruiz: This is an interview in Miami on the Coral Way Project. My name is Richard Ruiz. I'm at the University of Arizona. Bess DeFarber is also here from the University of Arizona. If you could just say your name.

Navarro: Okay, my name is Maria Navarro. I used to be Maria Andreu.

Ruiz: Can you tell us what years you were at Coral Way School?

Navarro: I was only at Coral Way for fifth and sixth grades. I believe that was '66-'67 and '67-'68. So that was only fifth and sixth grades.

Ruiz: Do you remember the names of your teachers?

Navarro: I think we had the same teachers for fifth **and** sixth grade, with the exception that they added Miss Sotolongo in sixth grade. I think we had Miss Sanchez and Miss Mikes for fifth grade, didn't we, Bess? No? You're not allowed to talk? I'm sorry.

Ruiz: I forgot to mention the date, didn't I? It's March 14, 2008. Okay, that's fine.

And it's about two o'clock in the afternoon, something like that.

So you were placed in which group?

Navarro: I was placed, because of my last name, with the Spanish speakers.

Ruiz: And you know that it was because of your last name?

Navarro: I am assuming.

Ruiz: You wouldn't have been tested or something like that?

Navarro: I don't remember being tested. I know that once the school year started in fifth grade, I guess you had to go at a certain time of the day to a particular Spanish class. And I guess after we had been attending those classes for maybe a few weeks, they realized that my Spanish was really weak. I could speak it, but I couldn't really read it too well, or write it. And I remember the Spanish speakers.... I didn't study. When we came from Cuba—I'm of Cuban descent—we went up north, we went to Illinois, and I started first grade through fourth grade in Illinois, where we were the only Cuban family where we lived in Aurora. So we would speak Spanish at home, but at school everything was in English. So I guess because of the fact that my name was Andreu, I was placed with the Spanish speakers. And when we went to the Spanish class, like I said, I guess they realized that I was not fluent in Spanish, and I think at that point maybe they changed me from the Spanish class—not from the program itself. I **think** that's the way I remember it, but it was a particular Spanish class, that at a certain time of the day you had to change classes or something, just like you went to art and you went to music, I think we used to go—or maybe they had the teacher come in, and they had us split up. I don't know, I just know that at that point they realized that I was not fluent in Spanish like they thought I was, and they changed me in with the English speakers, is what I think happened. Because I remember I was really struggling.

Ruiz: Do you remember who your friends would have been in the school at the time?

Navarro: Sure, Bessie [DeFarber], Summer Dowda [phonetic], Leticia Lopez, Gabriel Parais [phonetic], Becky Nuñez . I remember Roxanna Hernandez, Manuela Hernandez. There was a lot of group, because we continued with these people from elementary school to junior high, and then to high school, because the program continued.

Ruiz: These were all in the Spanish group? All of the ones that you mentioned, I think, were in the Spanish group.

Navarro: Well, they were the people, I guess, that I associated with in the school, and then the program continued, so I remember their names. But my friends, friends, friends, friends, friends that we hung out and stuff, were Bessie and Summer and Leticia.

Ruiz: And you spoke in English with your friends?

Navarro: Oh, yeah, all the time. We didn't speak in Spanish.

Ruiz: You never spoke in Spanish?

Navarro: At home.

Ruiz: I'm talking about among your friends.

Navarro: I don't remember speaking in Spanish, because Summer didn't speak in Spanish.

Ruiz: And so at home—and I know you mentioned this a minute ago, but I want to make sure that I'm clear on that—at home the pattern of language use was what?

Navarro: Spanish. At home? With my parents and my grandparents that lived with us, we spoke strictly in Spanish. My parents, sometimes we would speak to them in English, because they understood, but they would answer us in Spanish. But I would say that it was either 85% or 90% with my parents and the elders in Spanish, but with my siblings in English.

Ruiz: So why is it that you say that your Spanish was not very good?

Navarro: I could speak it, but when it came to reading and writing, I was not very good with it—I struggled.

Ruiz: So when you went to Coral Way, they were expecting you to read and write Spanish right away?

Navarro: I'm assuming that since I started in the fifth grade—I didn't start in the earlier years, and I was of Spanish descent—I'm assuming they automatically thought that I knew how to read and write Spanish. But I was coming from Aurora, Illinois, where the only time we spoke Spanish was at home. There was no bilingual program and no Spanish **taught** in school.

Ruiz: Was there any change in the way your languages interacted at home? In other words, people interacted in language at home as you were going through the program. Was there more English that started to be spoken, or more Spanish, or did the balance change in any way at home?

Navarro: At home I think we always ... my parents always liked for us to speak in Spanish, because my grandparents that lived with us didn't speak any English, and they didn't like for us to speak in English in front of them. They thought it was disrespectful. Among ourselves, when I would talk to my siblings or to Bessie or to Summer, we would speak in English all the time. We wouldn't.... I don't remember speaking to them in Spanish.

Ruiz: Let's talk a little bit about the classroom. What was your day like in school? I know this was fifth and sixth grade.

Navarro: Right. Well, fifth grade we were still in the old building. I believe the way that it was, I believe it was only Miss Mikes and Miss Sanchez. And then they had the curriculum structured in a way.... I remember more about sixth grade than I do about fifth, but I think we used to have to change classes like kids do in junior high. You know,

like if it came time for you to have civics in Spanish, then you would go to Miss Sanchez. And if it was a subject that was going to be taught in English, then you would go to Miss Mikes. Wasn't that the way, Bessie? That's the way **I** remember it.

Now in sixth grade, it was completely different. I think that's when they started to do the curriculum a little bit different, because they integrated Miss Sotolongo into the program. They built a huge, air-conditioned building, that we, the sixth graders, got to.... It was **our** building, so then all the students in the bilingual program—I **think** it was all the students—even though Gabriel, Leticia's husband, says that he wasn't in that building. Because I guess you had to be of a certain grade, like GPA or whatever, to be in the structured, air-conditioned building. I don't remember it being that way, but Gabriel, Leticia's husband, when I spoke to him about it, he told me he wasn't in the A/C building, he was in the old building.

Ruiz: That's what you called it, the A/C building?

Navarro: Yeah. Well, because it was a new building. The rest of the building didn't have [A/C], they used to open the windows—right? At least that's how I remember it. Then again, I'm old, so.... But that's the way I remember. Then when class would start, all the kids, like Bessie, Summer, we were all in that air-conditioned building, as I remember—maybe I'm wrong. They had it set up like—it was kind of like a university type, the way they had it placed. It was like the teachers' desks were in a certain position, and the students were like a pie type of thing. And then you had to carry your textbooks in a book bag, and Miss Mikes would have a little bell that she would ring. They would take roll call in the morning, and you were assigned either to Miss Sanchez, Miss Sotolongo, or Miss Mikes. And after roll call, Miss Mikes would ring her little bell,

as I remember, and then you would have to pick up your books and go to your history class or your spelling class, or whatever class. And then you had, like in junior high, five minutes or whatever to get yourself together and go and sit, by the pie, with the teacher in front of you. Do you understand what I'm saying?

Ruiz: Yes.

Navarro: That's the way I remember it. And then she would ring the bell again, and then you would start. But we were all in that big building, all the students that were in this bilingual program. Gabriel says that he wasn't in it. I guess maybe his English wasn't as fluent, and he was in the old building.

Ruiz: So the distribution of language use in the classroom was by subject? That is, when you went to math, for example, you had it in Spanish? Or you had it in English? Or....

Navarro: I think, if I remember correctly, if you had.... They used to alternate one semester the core subjects were in Spanish, and the following semester your science, your math, your history, your health, was in English. So they would alternate. So depending on what semester you were in, you would change from teacher to teacher. Then you still had your regular English class, and your regular Spanish class within the day structure, that you also had.... And I'm thinking back now, maybe even like on Monday and Wednesday, you would have these subjects, and then on Tuesday and Thursday you would have the other subjects, and maybe the rest of the week or whatever, Friday, they would do something—oh, I'd say on Friday or whatever. But if I remember correctly, that's the way it was. You know, that the teachers had that pie thing, and then you would

go, depending.... They rang the bell, if you had to go to Spanish or you had to go to English, you'd go to that teacher, and they would alternate it.

Ruiz: So the only thing you remember that you did as a large group was to take roll.

Navarro: Yes.

Ruiz: Do you remember any other kinds of things that they would do as a large group?

Navarro: As a large group together?

Ruiz: Like watching a film, or doing something else. I know there were a lot—what, 90 to 100 kids in that same room. Singing songs, or doing the pledge of allegiance?

Navarro: Oh, yeah, the morning, when the principal would speak, and they would take roll call and so forth. Then once all that was finished, then the bell would ring and you would change class—as I remember, but maybe I'm forgetting stuff.

Ruiz: Do you remember—there were probably announcements over the loudspeaker, right?

Navarro: Yes.

Ruiz: That's almost universal in every school. Do you remember if those were in both languages, or were they just in English?

Navarro: English. I don't remember them being in Spanish. The only Spanish that was happening was when you were in class. I do remember whenever you had to do a presentation that semester you had Spanish, you had your history or civics or whatever, you had to stand up in front of the class and give your presentation in Spanish. And that, for me, was like really, really, really stressful. I mean, to begin with, I'm very shy. And then to have to speak in Spanish and have everybody looking at you was very embarrassing. I was more comfortable speaking in English—much less giving a report!

Ruiz: A lot of your assignments were reading and writing in both languages?

Navarro: Yes.

Ruiz: Do you remember the materials, the books or the handouts or whatever, in both languages? Do you remember something about them? Apparently they were in both languages, is that right?

Navarro: Yes. And you were responsible for carrying the books around. I think maybe they had a set in the classroom that you had to use, but you were responsible for making sure you had your materials with you when the teachers were ready to call on you. But if that semester you had health in Spanish, I'm pretty sure that our textbooks were in Spanish, because I remember that a lot of the words were not in the Spanish that we were talking at home. A lot of it maybe was Castilian Spanish, or it was Spanish from Central or South America. Not every word, but there were words in there that you would say, "What the heck is that?!"

Ruiz: So the materials probably came from Europe, maybe, or some other place. They weren't really locally developed?

Navarro: I don't think so. I don't know, I really couldn't tell you. But I know that there were a lot of words in there that it was not the Cuban Spanish that we spoke at home.

Ruiz: When the teachers would give their lessons, they would give them just in one language, and just the other language? They would never alternate languages? That would not be something that they would do?

Navarro: What do you mean, the same thing?

Ruiz: Mrs. Sanchez, if she were giving a lesson in social studies, for example, would she ever alternate, sometimes use Spanish, sometimes use English in the classes?

Navarro: I think one of their pet peeves was that if the class was in Spanish, they didn't like for you to do that. I remember that being one of their pet peeves.

Ruiz: So as far as you can remember, they didn't do that.

Navarro: I don't remember them changing like that, unless that class that she was teaching was in English, you could not revert to Spanish and back and forth. I don't remember her doing that.

Ruiz: Did Mrs. Sanchez ever teach in English?

Navarro: Yeah, I think she had some classes in English too.

Ruiz: So you were aware, as a student, that some of your teachers were bilingual, they spoke both languages?

Navarro: Oh, yeah! Yeah, yeah, yeah, definitely.

Ruiz: Other than in the classroom—on the playground or in the courtyard or whatever, in the cafeteria—when you saw your teachers, would it be expected that you would speak to them in one language or the other? Or did it matter?

Navarro: Out of school, like after there was no class going on, I guess, if you felt comfortable speaking to her in Spanish, she would speak to you in Spanish. But I think their biggest pet peeve, if I remember that correctly, they liked for you to speak to them in....

Ruiz: One language or another.

Navarro: Exactly.

Ruiz: Sometimes in these kinds of programs, it's not.... Teachers don't like for their students to know that they can speak both languages, to force them to speak one, as

opposed to the other. So do you ever remember going up to Dr. Sanchez and speaking to her in English? You did speak to her in English?

Navarro: Yeah, yeah, yeah.

Ruiz: Did you ever speak to her in Spanish, outside the classroom?

Navarro: I think maybe I did in sixth grade. In fifth grade, probably not, because I was afraid of it. But I guess since you got to know the teachers, (addressing DeFarber) because we did have them in fifth and sixth grade, right? I'm not nuts? You can't talk? Oh my goodness!

Ruiz: So you started feeling more comfortable speaking in Spanish?

Navarro: Oh yeah.

Ruiz: Can I ask you about your parents?

Navarro: Sure.

Ruiz: Your parents placed you in that school?

Navarro: My parents placed me in that school because it was our neighborhood school. I mean, you just walked half a block, and there was the school. But my mom was here last Sunday, and she knows that I was going to give Bessie the interview and all that, and I told her, "Mom, Bessie wants you to be present and stuff." And I was telling her and my aunt both about the program, and my mom said, "Nobody ever told me that your textbooks were going to be in Spanish. Nobody ever explained to me." And I said, "Mom, are you sure?" [And she said], "The only thing we were ever invited to go, was to parent open house." And you know how parent open house is. You're there, I think they do it like in the end of October, so you have some of the little *trabajitos manuales* [phonetic] up on the wall for the parents to see how the kids are doing and so forth, but

they didn't really have time to interact with the teacher, or for them to ask the teacher, "How's my child doing?" blah, blah, blah. So my mom and my aunt were both floored that we had the program where one semester you had core subjects taught in Spanish, and then the following semester it was in English. At least that's the way I remember—maybe I'm wrong—but that's the way I remember it.

Ruiz: So sometime during that year, they found that out, right?

Navarro: No! My mom just found out last Sunday! My mother had no idea. My mom had no idea. But then again, when we moved from Illinois back here, my mom was working two jobs. *Abuelitos* were the ones that were taking care of us during the day so both my parents could work. Mom had a day job, and then she had a night job. So they really didn't have time to mingle with the school. But I told her, "Mom, when you went to enroll us...." She said, "They told me that this was a fantastic new approach to teaching, that it was called the bilingual program. I knew that they were going to be stressing Spanish," but she thought it was basically going to be a **Spanish class**, everything else English, and that they were going to focus a big chunk of time in like Spanish class, making sure that you knew how to speak Spanish, write Spanish, interact in Spanish—but not to have the subjects, per se, taught in Spanish to us. Because, I mean, we were what, ten, eleven years old? At least for me, fifth and sixth grade, you had to learn the English language, and you had to learn the adverbs, like in my report card says. So if they're taking so much time in teaching you in Spanish, they're taking time away from concentrating more on you being a better speller in English, or a better English speaker, or being able to conjugate or speak proper. My mother was flabbergasted that they had done this. And I said, "Mom, where were you? On what

planet were you living?” Because when my kids were going to school, I was very involved. But then again, I haven’t worked. So it’s a different thing.

Ruiz: You said that they’d sometimes come to open houses. Do you remember other kinds of things? Did the school ever invite the community in for, I don’t know, a party or a picnic or some information meeting, or [unclear]?

Navarro: I don’t remember. I know they do that now, but back then, I don’t remember them doing.

Ruiz: So it’s a question that actually has come up since we started having these interviews. They really didn’t place you in that school because they wanted for you to have this particular kind of experience in school?

Navarro: No.

Ruiz: It was your neighborhood school....

Navarro: Exactly.

Ruiz: And they felt like it was a good school, but not necessarily this kind of....

Navarro: Program. She had no idea how the program worked. Nobody ever had a meeting that **she** recalls, where they sat the parents down and they said, “This is what....” But then again, I started in the fifth grade. Maybe they did it with the kids like Bessie, that started first grade, or started kindergarten. Maybe they used to do it at the beginning. But I came into the program late, in fifth and sixth grade, so maybe that was all done with already.

Ruiz: That also means, I guess—you can answer this—that neither you nor your parents really knew the kind of historic significance of this particular school.

Navarro: No, not really.

Ruiz: When did you find out that in fact this was a historic school, this was an important school historically in the United States?

Navarro: When my sister's sister-in-law, Lourdes Rodriguez started working there, she became a teacher, and at family gatherings she would talk about the school, and she would comment that she was writing on the board, and the kids would correct her. And sometimes she had literally made a mistake, and she would [unclear]. So then we started hearing more and more about the program, and then she got really involved. I think she became assistant principal. So from hearing the stories at my sister's house during family functions, I started realizing, "Hey! this thing is still going on, they're still doing this bilingual program."

Ruiz: As an adult, you mean?

Navarro: Yes, as an adult.

Ruiz: Did you ever hear anybody say, you know, "This was the first. This is the most important. This is in all the history books. Everybody in the world knows about this school."?

Navarro: No, never.

Ruiz: So you never had a sense of the historic significance of **your** having attended that school when it first started?

Navarro: No, none whatsoever.

Ruiz: That's pretty amazing. Okay, let me ask you now about some of your impressions and attitudes in the program. Do you remember how you felt then about your experience in the program? Were you enjoying yourself? Did you feel as if this was frustrating, or a problem for you?

Navarro: I was very frustrated, because like I said before, my forte was English, not Spanish. We spoke Spanish at home, but to have to read health textbooks and history, civics, even the math, when they would try to.... And math, I was really weak in math. And I remember.... Bessie can't talk, but I wish she could! I remember when that particular semester that you had to have math in Spanish, Miss Sanchez or Miss Sotolongo, whoever it was—I think it was Miss Sanchez—you had to talk about the fractions and everything in Spanish—unless I'm crazy, but that's the way I remember it. And it was **very** difficult, very difficult.

Ruiz: It was difficult, but did you like it then? Was it enjoyable, or was it just a bad experience for you, or a good experience?

Navarro: I would have been more comfortable, to be honest with you, had the curriculum been in English, because I came from up north, and that's what I was accustomed to. And it was frustrating, because my parents didn't have time to help me, and there was a lot of words in the textbooks and stuff that I didn't know what it was. My oldest sister had stayed in Chicago, living with my aunt. And my brother had his own problems, he was in high school. So it was hard to get somebody to be able to help you when you had.... Me, when my kids were in school, if they had an issue, they could come to me and sit down, and I would be able to help them. We would go over it, we would read the material. My parents weren't available. Nowadays, I think kids have.... If you see the website for Coral Way Elementary, there's links in there where kids can actually, if they're having trouble with their homework, that they can link on, and if they're doing projects, it gives them—granted, it's technology also, you know, that we didn't have back in our day—but I didn't have that extra help. And I don't think we had

after-school teacher help either, available back in those days. I'm pretty sure we didn't, so it was tough, it was tough.

Ruiz: Let me just clarify, because this is an interesting question for me. You said it would have been better if you had been in an English curriculum. Do you mean that it would have been better if you had been, for example, in another school completely English....

Navarro: Yes.

Ruiz: Or if you had been in Coral Way, but assigned to the other group, not the group that you were in.

Navarro: Maybe. Maybe that might have been it. Maybe if I was assigned with.... But I think the way they assigned you was, like I said before, because of your last name.

There was no testing involved to see what you were comfortable in. Leticia, Lettie, also told me that I think she started in Coral Way either at the end of fourth grade, or the beginning of fifth grade, and she came also from a school that didn't have this program, so she had a lot of struggles also in the beginning, and her parents weren't available for helping her either. But I tell Lettie that I think her recollection of the program is because she stayed living in that part of Miami, she's worked with Cubans, she's been able....

Where you work, and who you work with, and what language you speak, has a lot to do with it. And she's in the last, I would say, maybe fifteen, twenty years of her life, she's been working among Spanish-speaking people, in a Spanish-speaking arena, where she's been able to practice, partake.... You understand what I'm saying? Whereas I always worked. When I did work, I worked for American companies, for companies that if you spoke Spanish, you spoke Spanish during your breaks with your Spanish coworkers. But

your day-to-day working on the phone or whatever, was not in Spanish. There was no Spanish, everything was in English.

Ruiz: Was there anyone who was able to help you through some of those struggles?

Navarro: Not during Coral Way Elementary days. I think once I got into junior high—and for some reason it wasn't as difficult. Maybe I had learned more. But once I got into Shenandoah Junior High, I think I had maybe science, I think—bilingual science, and bilingual history was it? Oh, Bessie can't talk. Oh gee! I should have called you first! (laughs) I think I remember being—and my report card shows it—it said bilingual science or whatever. For some reason, I guess it got easier. But then again, I was only for two years in the bilingual program at Coral Way. Whereas Bessie and the other people who started from kindergarten or first grade, whenever it was that they started, had the advantage that I didn't have.

Ruiz: When you went to Shenandoah from Coral Way, you didn't **have** to be in the bilingual science did you?

Navarro: I know, but you wanted to be with the people you knew.

Ruiz: So that was the reason?

Navarro: That was the reason.

Ruiz: But it was easier for you than it would have been?

Navarro: It got easier. Oh yeah, it got easier. I think my grades showed it. Like I told Bessie in the e-mail I sent her, "Take **this** Miss Mikes!" after all those comments she gave me on my report card about the adverbs and all that. My grades improved a lot.

Ruiz: So that's how you remember feeling then. Thinking back, now, how do you feel about your participation? How do you feel about the fact that you went to that school, and you participated and you had that experience?

Navarro: Well, I guess back then, as a child, I was not **happy** that I was in that program, but I guess now as an adult, I guess maybe it was a good thing, because it did help me improve my Spanish. But I don't know, had I to do it all over again, I don't think.... I wouldn't do that to my children. I wouldn't, in elementary school. Maybe once you get into junior high, where you've mastered your adverbs and your whatever in English, and you're able to speak and write better, you have a better command of the English language, I think it **might** be a good idea, but not in elementary school.

Ruiz: So again, some of that might have to do with your placement in the group that you were in?

Navarro: Uh-huh, might be.

Ruiz: But some of it might also be your sense that it would be better for them to develop that language first, before they got to something else.

Navarro: I think so, especially since my forte was English, it wasn't Spanish. And I was placed in the Spanish group.

Ruiz: Do you consider yourself bilingual and biliterate? That is, can you read and write in both languages?

Navarro: Oh yeah. I mean, my accents aren't that good, but I can write Spanish. My husband came from Cuba when he was one. He came before Fidel. He lived in the area that's close to the airport, and he started kindergarten and everything here in Miami, which I find amusing, because in his house—all his siblings were born here, he's the

oldest—in his house they did not speak [Spanish]. With the elders they did, but his parents, as they mastered the English language, spoke to them in English, and everything was English, English, English, English. They didn't push the Spanish at all. So he brought that home when we got married, and didn't really force my children to speak Spanish at home. When they were with me, I would force them to speak Spanish. But my husband said, "No, they're in the United States, they have to speak in English because that's where they're gonna work."

Ruiz: Do you remember doing anything outside of school—did I ask you this before? I don't think I did—you know, extracurricular activities, those sorts of things.

Navarro: In sixth grade, we were in the patrol. I remember Bessie, and I think Summer was in patrol too. And I think Leti was too. So being part of the patrol in sixth grade, we did have functions, field trips and stuff. Maybe the regular class also too. They took us to museums and stuff, but I don't remember that. I remember the sixth grade patrol party that they took us to the Seaquarium. Then we went to a little party at somebody's house. I don't know if it was Joanie Blackford, or whose house—had a pool.

Ruiz: So you've already answered this in your previous response, but maybe again, taking a slightly different angle, how effective do you think this approach is? That is, this dual language approach, this bilingual approach, in educating children. Is it only for **some** children, could it be a general model for education for everybody? What do you think about that?

Navarro: To be honest with you, I think elementary school kids—then again, I'm talking because I only had it since the fifth grade and I came from a different program—maybe if they begin as early as Bessie, it is beneficial. But I think it's confusing, because

you need to master one language. And I have a really bad case of Spanglish. When I talk to people that speak in Spanish, I'll start to talk in Spanish, and then I'll change and I'll say a few words in English. And I don't know, maybe I have a learning disability that's never been diagnosed. I don't know. But that does happen to me **a lot**, but only when I speak to people that I know speak Spanish, that we're going to be talking Spanglish.

Ruiz: Do you, in your home now, or even in your home when you were a child, if you remember this, was there any media in other languages, in Spanish or English?

Navarro: Media, like television?

Ruiz: Like television, newspapers, books, magazines, things of that sort.

Navarro: Oh yeah. My parents and my grandparents would have their Spanish TV shows that they would watch—that **they** would watch, not us. We wouldn't be caught dead watching it! And then they had [unclear, in Spanish, Min. 33:48] *America*, and then *The Miami Herald*, and they had little magazines that they would receive. Well, not really magazines. I think they were more like little [unclear, Spanish] *quitos*, that they would receive that were in Spanish and so forth, because my dad, in Cuba, was a P.E. professor, and he was of a group—he was part of a group here that they were very much into tennis playing and stuff. So they would all put out like a little newspaper thing that they would receive in Spanish. I think Mom still receives it too.

Ruiz: But these were not things that you would be reading as a child?

Navarro: No. My grandparents didn't force us to read in Spanish.

Ruiz: What about now? Do you have Spanish language media in your home?

Navarro: No.

Ruiz: Anything?

Navarro: Uh-uh, no.

Ruiz: You don't watch *telenovelas* or....

Navarro: Oh no! My kids would **kill** me! (laughs) My kids would kill me. Uh-uh!

Ruiz: Well tell me, maybe as a final question, what you found most enjoyable about your experience at Coral Way. And you can tell me what kinds of things you found least enjoyable. And these can be kinds of things, or they can be very specific kinds of things.

Navarro: Well, the things I liked, first of all, sixth grade, being in that portable. If you were in sixth grade in the bilingual program, you were in that **beautiful** new portable. It wasn't a portable! It was a concrete building, actually. **Huge** building. We got to *estrenar* that new building. That was the best part of it. I guess being with the same core people, for me, that I had met in fifth grade; continuing with the people that you know. I'm not much into getting to know new people. I'm kind of shy. But that was good. And the teachers, continuing with the same teachers that you already knew how they were, what they expected of you. I'm pretty sure we continued with Miss Sanchez and Miss Mikes. Bessie can't help me.

The least that I liked was being forced, in alternating semesters, to do the curriculum—civics, math, or science—to be forced to read it in Spanish and to have to report on it in Spanish—uh-uh, I didn't like that at all. I think they could have, like maybe had a Spanish class that was three or four days a week, or maybe every single day, instead of one hour, two hours or three hours, and concentrated heavily in Spanish, instead of making you use the Spanish textbooks for these regularly-taught-in-English subjects like science and math and history and so forth.

Ruiz: Great. Well, that really is all the questions that I have for you. If you can think of anything else, either now or later, you have our contact information. You can send us things or write us. You can call us, you can whatever.

Navarro: If I find any more pictures.

Ruiz: This is a continuing project, it's going to be continuing for maybe years to come. It depends, really, on what we find, and where we go, and what needs we have. At some point, we'll do some things, like write some reports up, or some articles or whatever, but that doesn't mean those will end. So we're always interested in new information, so if anything occurs to you, that'll be good. So thank you very much.

Navarro: Great. You're very welcome.

[END OF INTERVIEW]