

## Critique

Gilbert Gonzalez's "Racial Intelligence Testing and the Mexican People" is a major contribution in analyzing the educational factors which result in social inequality among the Mexican population in the U.S. For decades, the power elite has espoused the myth that educational achievement for minorities is the key to social upward mobility. Instead, Gonzalez views education as a system which perpetuates and maintains racial and class divisions in our society.

Other writers including David Smith (*Who Rules the Universities?*), Martin Carnoy (*Schooling in a Corporate Society*), and Samuel Bowles and Herbert Gintis (*Schooling in Capitalist America*) have provided evidence of the relationship between the ruling class (capitalists) and their control over the policies and objectives of education. When we examine closely the role of education, its class nature becomes quite clear. In elementary and high school, instruction serves three purposes: (1) cultural assimilation of minority children; this includes the lack of bilingual multicultural instruction and exclusion of minority contributions to U.S. society and textbooks which reflect middle-class values; (2) loyalty to the American political system, i.e., flag salute, assemblies, civics classes, student government, and the belief that authority is always right; and (3) the protestant ethic of preparation for the workplace. This regimentation and rewards system is based on hard work. Indeed, "good citizenship" is defined as not disturbing others, showing self control, working independently, being prompt and courteous, making good use of time and facing the consequences of tasks left undone.

Furthermore, as Gonzalez points out, I.Q. testing and academic tracking are historical methods used to program students. The occupational tracks include vocational, business, secretarial, homemaking, shop, ROTC (military), and college preparation. Gonzalez refers to these methods as "ideologically and socially reproducing labor power for a capitalist economy." One of the limitations of Gonzalez's article is that it does not continue to demonstrate tracking into higher education. In California, higher education is clearly stratified into community colleges, state universities, University of California, and private institutions. A student's acceptance into any one of these sub-categories is based on entrance exams, financial resources, and high school achievement—all of which discriminate against minority and working-class students. Each of the sub-divisions of higher education produces a particular class of people: community colleges (vocational), state universities (social services), University of California (professional and managerial), and private universities (domestic and foreign policy makers). William Dumholff's *Who Rules America?* shows that the corporate

and governmental leadership of the United States attended elite private colleges.

With the recent increase in student fees, stiffer entrance requirements, and required higher test scores, education is becoming less attainable for minority and working-class people. The major changes needed are the elimination of a stratified educational system—I.Q. testing, tracking, the influences of business interests on the Board of Trustees and Board of Regents, and discriminatory entrance examinations.

The major weakness of Gonzalez's article is that he fails to provide evidence of the structural integration between economic interests and education. While Gonzalez implies the class nature of education, he presents minimal proof of the direct involvement of capitalism upon education. Overall, Gonzalez's article is an excellent essay on the structural obstacles which continue to hinder Mexicans from acquiring equal education.

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### BLIND MAN'S POINT OF VIEW

Without mine eyes, no longer  
could I choose whom to greet.  
What difference, then, the color  
of the hand, that leads me  
across the busy street?

— J. L. (Pat) Roofff  
Submitted by Kay L. Roofff-Steffen