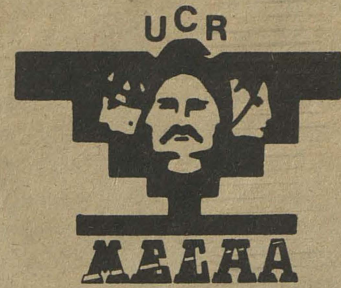


nuestra cosa

November 1973



Movimiento Estudiantil Chicano de Aztlan
University of California, Riverside

Vol. 2 No. 1

Bilingual Need Seen In schools

WASHINGTON (AP) — A Civil Rights Commission official told a Senate education subcommittee an approved bilingual education program is essential if millions of American school children are to receive adequate education.

Louis Nunez, deputy staff director of the commission, said these findings of his agency show the need for such improvement:

—A survey of schools in Arizona, California, Colorado, Texas, and New Mexico revealed that 40 per cent of Mexican-Americans who enter first grade never graduate from high school.

—The dropout rate among Puerto Ricans in New York City ranges from 59 to 66 per cent.

Studies of American Indian students have shown them to be three years below the national norm in reading, language ability and mathematics.

Nunez generally endorsed two bills before the subcommittee designed to bolster the present bilingual education program in the U.S. Office of Education.

One by Sen. Edward M. Kennedy, D-Mass., could extend the program for five years with authorizations totalling \$910 million.

The other, by Sen. Alan Cranston, D-Calif., provides for a four-year extension with a minimum of \$540 million for the period.

Both measures would provide considerably more than has been allocated to the program since it was set up in 1967. The appropriation for the current fiscal year ending next June 30 is expected to be about \$50 million.

Nunez said, "millions of American children enter school with insufficient English language skills to progress academically in a school program in which instruction is given in English...."



Last month several hundred MECHA members from all the UC campuses attended a three-day Conference at UC Riverside to discuss many important Issues. (See Page 7)
-photo by perez-

!QUE VIVA LA CHICANA!

History has shown the endurance of La Chicana. From a long line of oppressed Indian women and church-confined Virgin Marys she emerged as a revolutionary. La Chicana endured Mexico's war of independence and the Mexican Revolution despite losing whole families, violations of her body, and countless other horrors. She was not a passive weakling during those struggles, but a strong participant who rose in the form of Gertrudis Bocanegra, Adleita, Zenaida, Juana Gutierrez and many others whose names were buried with them.

With these strong roots, the Chicana of today survives the oppression of her family and herself. Barrio women have struggled through the stinking paternalistic welfare lines to see that the family eats. They have dealt with dehumanizing case-workers and racist policemen who tear down the door in search of a "suspect". They have raised children only to lose them to prisons, to senseless wars, and to the killer smack brought in by the C.I.A.

(con't p.3 col.1)

ALTERNATIVE SCHOOLS

The high school students of La Escuela de la Raza Unida, on November 6th, held a mock state assembly.

Assemblymen Daniel Garnica, and Richard Navarro received strong student support for Bill No. 2 by those attending, and by telegrams and letters urging support.

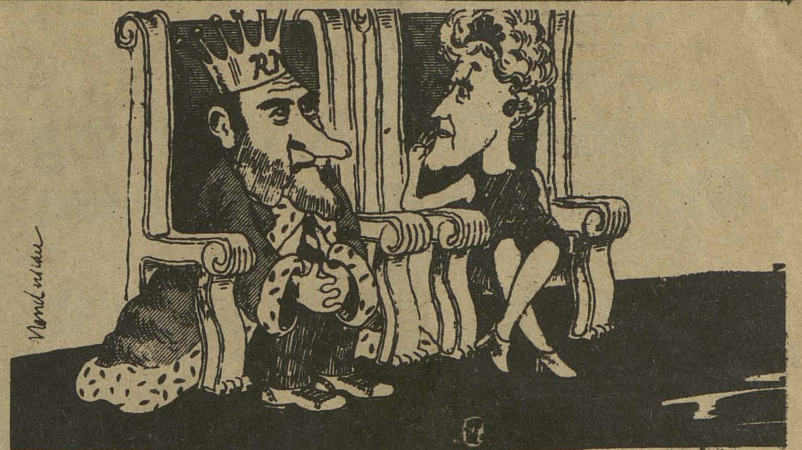
Bill No. 2 is reproduced below and you are encouraged to send Assemblymen Garnica and Navarro your views to: Escuela de la Raza Unida, P.O. Box 910, Blythe, California 92225.

"Matching Funds for Non-denominational Alternative Schools"

"Whereas: citizens of the United States have the Constitutional Right to send their children to schools of their choice, including alternative schools;

"Whereas: alternative schools serve the public by providing increased educational opportunity to ethnic groups, for the solution of language barrier problems, individual difference problems, and also for increased innovation and experimentation

(con't p.3 col.5)



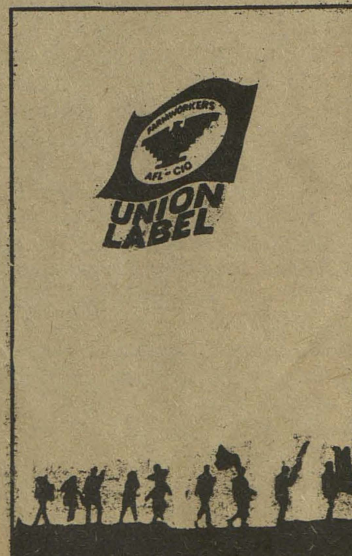
TUTORIAL CENTER

Are you having difficulty working math problems, reading and writing Spanish, solving chemistry problems and/or writing a paper? If so, then come in to the tutorial center which is located at 1139 Library South, and open from 8 a.m. to 5 p.m. We can help YOU.

A tutorial staff which consists mostly of students (both graduates and undergraduates) is ready and available to serve UCR students. The quarter is passing by very quickly, do not wait until it is too late to seek assistance. Come in and see us.

We will be looking forward to seeing you.

Betty J. Benzor, Coordinator
Educational Opportunity Program
Tutorial and Counseling Staff



Under long-standing concepts bail in criminal cases is designed to permit the release of an accused person from custody with the assurance that he will appear for trial. The eighth amendment to the Constitution of the United States prohibits excessive bail and the Federal Rules of Criminal Procedure guarantee a person's right to bail in noncapital cases before conviction.

Allegations were made that the bail system in the Southwestern States frequently was used more severely against Mexican Americans than others. Some persons alleged that discriminatorily high bail was set for Mexican American suspects; others alleged that excessive bail was set for Mexican American suspects; others alleged that excessive bail or denial of an opportunity to post bail was used by law enforcement officials to retain custody of accused Mexican Americans or to harass them rather than assure appearance at trial. In one area there were allegations that the misuse of bail by local authorities had created a situation resembling involuntary servitude or peonage.

A Mexican American school teacher in Los Angeles, arrested with 12 others on a felony charge of conspiracy to commit a misdemeanor in connection with a school walkout by Mexican American high school students, complained that the timing of the arrests late on a Friday night and the setting of excessive bail were designed to keep him and the other defendants in jail over the weekend. Bail was set at \$1,200 each. Unable to raise bail in this amount, they had to wait until Monday morning for a hearing on a petition for reduction of bail. On Monday the court reduced the bail to \$500 each. Subsequently this was lowered to \$250 and eventually changed to release on their own recognizance.

In the Southwest, Mexican Americans, who as an ethnic group have an average income appreciably below that of the total population in the region, frequently cannot afford to pay even modest bail and must remain in jail until trial. The cost of such a system, both to society and to the accused and his family, is enormous. Some of these practices in the Federal

Courts have been modified by the Bail Reform Act of 1966.

In both Phoenix and Tucson, Arizona, a number of people complained that Mexican American defendants were often forced to remain in jail until trial because they could afford neither the amount of money required for bail nor a bondsman's fee. An attorney in Phoenix said that many Mexican Americans are, in fact, punished in advance of their trial because they are unable to raise enough money for bail. A city councilman in Tucson complained that all attempts to lower bail bond requirements had met stiff resistance from bail bondsmen because this would lower their income.

Some alternatives to the traditional cash bail system have been tried in various jurisdictions in the Southwest. These programs hold a great deal of promise, but there have been some criticism of their operation.

One such alternative is the release of a defendant on his own recognizance. Under this procedure the defendant is released after he has promised to return for trial; no cash bail is

required. This method has been used in the past by courts to facilitate the pretrial release of certain citizens known to be reliable or prominent in the community. Now many communities have extended this system to defendants who cannot afford bail, but after a brief investigation are considered to be good risks to return for trial.

An attorney recalled a recent example in which he had encountered a great deal of difficulty in getting a Mexican American agricultural worker, a resident of South Phoenix, released on his own recognizance although he could always obtain such releases for Anglos in similar situations. In Los Angeles, similar allegations were made.

SUMMARY

Although the primary purpose of bail in criminal cases is to provide for the release of an accused person from custody with the assurance that he will appear for trial, the system of bail in the Southwest frequently is used more severely against Mexican Americans than against

Anglos as a form of discrimination. In certain cases, Mexican American defendants are faced with excessively high bail. Defendants in other cases are held without any opportunity to put up bail or are purposely confused by local officials about the bail hearing so that they unknowingly forfeit their bail. In one area local farmers put up bail or pay fines for migrant workers and make them work off the amount in a situation resembling peonage or involuntary servitude.

Even in the absence of such abuses, the high cost of bail under the traditional bail system prevents many Mexican American from being released prior to their trial, while others accused of similar crimes go free merely because they can afford to pay a bail bondsman to put up the bail. In some jurisdictions, alternatives to the traditional cash bail systems are being tried including the release of defendants on their own recognizance.

SS

World of Work

Number Of U.S. Working Mothers Shows Increase

By PETER J. BRENNAN
Secretary of Labor

I.S. of Edison, N.J., writes: I am the working mother of a seven-year-old son. Do you have any statistics on the number of children whose mothers are in the labor force and the ages of these children?

Dear I.S.: As of March 1973, about 40 percent (or 26.2 million) of the 64.3 million children in the U.S. had mothers in the labor force. Although most of these 26.2 million children were old enough to be in school, six million were under age six. More than one half of these pre-schoolers lived in fatherless families. Statistics gathered by the Census Bureau for the U.S. Department of Labor's Bureau of Labor Statistics, show that between March 1970 and March 1973, the number of working mothers increased over 900,000 from 11.9 million to 12.8 million. The major reason for this increase was the rise in the number of children in fatherless families, where the mother's employment served as a primary source of income. The report showed that nearly one out of every five children under age 18, was in a family where the father was either absent, unemployed or

out of the labor force. Nearly half of all black children were living under these circumstances, compared with 14 percent of white children.

L.M. of Greenbelt, Md., writes: I am 15 years old and looking for a part-time job. What type of work am I permitted to do under child labor laws? Also, am I required to have a work permit?

Dear L.M.: Federal child labor laws permit young people aged 14 and 15 to work outside of school hours in any jobs that have not been declared too hazardous by the U.S. Department of Labor. The jobs available to you include office and clerical work, cashiering, selling, modeling, grocery bagging and gasoline station work. Off-limits to your age group are jobs in manufacturing, mining, processing and several other industries which may pose dangers to youthful and inexperienced employees. While school is in session, child labor laws also restrict working hours of young people of your age group. They may work no earlier than 7 a.m. and no later than 7 p.m. and may work no more than three hours a day or 18 hours per week, except on weekends and holidays. States also have

their own child labor laws, and you should check with both your State department of labor and the U.S. Department of Labor's Wage and Hour Division office nearest you for a complete list of standards. These offices can also advise you on work permit requirements. Issued under State labor laws, permits are used by employers as proof of age.

Editor's note: If you have a question regarding job training and placement, labor-management relations, job health and safety, equal employment opportunity, wages and hours, employment and unemployment, prices and earnings and other matters involving the U.S. Department of Labor, send it to:

Peter J. Brennan
Secretary of Labor
"World of Work"
U.S. Department of Labor
Washington, D.C. 20210



to quench any movement. La Chicana has been the pillar of strength when her husband can't find a job, and his punching-bag when frustration becomes too much for him and he fails to direct his anger at the real enemy.

Older Raza women are of the strongest people, having lived through the Depression era. Some were migrants (and still are), working in one field and then another. Others raised children in train box-cars while the men laid track 50 miles away. They had to do without important things such as doctors. To keep the health of La Familia, they became curanderas, hierberas, parteras.

There are a few aspiring middle-class Chicanas but they are still oppressed because they are treated as sexual objects, things, not full human beings. Their existence is based on the success of their husbands and parents, or the respectability of the jobs they hold. Of the Chicanas who make it to college, some bring their skills back to help their people but as yet not enough of them. Chicanas with skills and clear political ideas are badly needed by La Raza to help win our liberation as a people.

Women are participating in the struggle today more than ever, but still not enough. The movement of La Chicana is a struggle within a struggle. La Chicana is chained by old, oppressive customs, prejudices and beliefs that make her feel inadequate and keep her at home bearing children. The idea that all women must be as pure as the Virgin Mary puts fear into the Chicana. False definitions of machismo is another big problem. The custom of domineering father and/or brother is one of the basic reasons why the Chicana is more inhibited than the man. Over-protectiveness makes her lack self-confidence as a person

and prevents her from getting more involved in the movimiento. Because of all these negative influences on our culture, Chicanas are not encouraged to be as active as they should or to become leaders.

The Chicana is the slave of a slave. In a profit-making system that bleeds men of their dignity, it is no wonder that the men respond by abusing the women. It is much easier to beat or scream at the wife than to come down on The Man. The system makes the Chicano oppressive of the Chicana, who suffers from the same system. Chicanos need to understand this, as do Chicanas. Young Chicanas especially need to have clear revolutionary ideas of who and what they are. They need to see that all Raza are oppressed by racism and the capitalist system — while the Chicana has an extra burden, sexism. (Our men suffer from the effects of sexism — for example, when they go to war and get killed to prove how "macho" they are. But often they don't want to see how sexism hurts them too.) The three burdens cannot be separated.

Chicanas must support all Raza and especially other Chicanas for the total liberation of el pueblo. We must help to free each other in our minds. The movement of la Chicana is not a White Middle Class "Women's Lib" movement, but a movement of women for the sake of La Raza as a whole. Ponle, hembra, por tu Raza. Levantate y duro dale!

N. L. L.

(Taken from the last issue of El Grito Del Norte, July-August, 1973)

c/s

Everything ends.....
but everything begins,
amantes no more, but we gave
birth to another world.

Tu y Yo (Se Acabo)



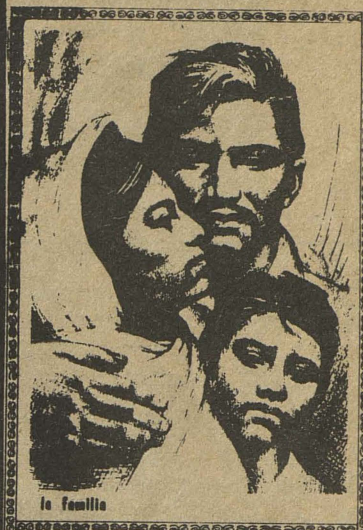
No hay
p a l a b r a s
to say where
we've been:
those subterrestrial passages
deep
in the earth,
beneath the maiz's
raices,
'way below
the topo's tunnels,
the piedras' birthplace,
tierra bajo

tierra
clay pits de
a m e r i n d i a
where jaro is offered
al mundo,
al c i e l o,
pa' ser ollas de vida
F U E R T E con tu
red-earth-clay venas
de sangre colorada (sagrada)
en mi tierra-cuerpo
sembramos/nacio
en mi-ti:

vida/fertilidad/yerba buena
a m o r,
d o l o r d o l o r -
No one knows where
we've been, (bajo la covija
tierra)

nomas ven
el soquete batido,
la cosecha amarga -

By Mercedes Paez
From my work: Terrones
A section entitled:
Mujer Sangrando



ESCUELA

in search for improved teaching methods;

"Whereas: a lack of funding threatens the development and establishment of new and existing shcools;

"Whereas: the Constitution does not prohibit the public funding of alternative schools, except those which are church-related;

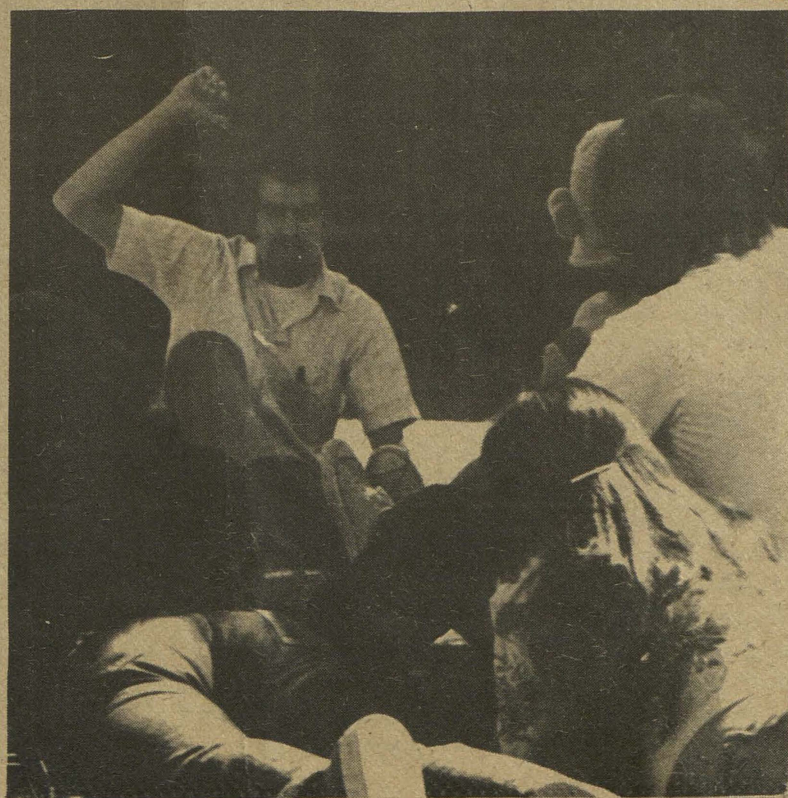
"Whereas: the lack of funding for alternative schools is unjust to the parents of alternative school students, who must also pay taxes to support the public schools.

"Be it enacted by the Assembly, that:

1. The Federal Government shall provide matching funds for non-church-related alternative schools, in the several States, to the extent of 50% of the normal average daily attendance funding of comparable public schools in the same district.

2. That no such school shall be funded under this enactment, unless it is approved by the State in which it operates, and unless it operates without discrimination on grounds of race, color, creed or national origin.

3. That it shall be unlawful for any state to discriminate against the parents of students in non-church-related alternative shcools, in the distribution of funds collected by taxation for education." •



FREE Academic Counseling For Chicanos!

FOR FURTHER INFORMATION CONTACT:

Eva Biffle, Chicano Studies Counselor
Juan Munoz Lujan, Chicano Studies
Counselor

Phone: 787-3863 or 7873864
University of California, Riverside

MEXICAN AMERICAN EDUCATION STUDY

The following are the summary and conclusions on Mexican Education in the Southwestern United States, by the United States Commission on Civil Rights. The Report was first issued in August, 1970.

In the next issue of *Nuestra Cosa* the summary and conclusions of Report II will be printed.

SUMMARY AND CONCLUSIONS

Three basic findings stem from the Commission's study of the demographic characteristics and ethnic isolation of Mexican American students and staff in the Southwest: (1) public school pupils of this ethnic group are severely isolated by school district and by schools within individual districts; (2) for the most part, Mexican Americans are underrepresented on school and district professional staffs and on boards of education, i.e., they constitute a substantially lower proportion of both staff and board membership than they do of enrollment; and (3) the majority of Mexican American staff and school board members are found in predominantly Mexican American schools or districts.

There are about two million Spanish surname students, including Mexican Americans, Puerto Ricans, Cubans, and other Latin Americans, in the public schools of the continental United States. The second largest minority group in the public schools, they constitute about 5 percent of the total U.S. school population.

Approximately 1.4 million, or 70 percent of the Spanish surname pupils attend school in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. Almost all of these pupils are Mexican Americans. The largest minority group in the schools of the region, they comprise 17 percent of the total enrollment. More than four-fifths are in two States, California and Texas, with nearly 50 percent in California alone. However, Mexican Americans constitute more of the enrollment [38 percent] in New Mexico than in any other State.

The Mexican American population is primarily urban. The majority of Mexican American pupils attend school in large urban districts that have enrollments of 10,000 or more. In each State one or more of the large urban districts contain a significant proportion of the Mexican American enrollment:

Los Angeles, Calif.; San Antonio, El Paso, and Houston, Tex.; Denver, Colo.; Albuquerque, N.Mex.; and Tucson, Ariz.

Within each of the States the Mexican American school population is concentrated in specific regions or geographic areas. In Texas nearly two-thirds of all Mexican American pupils attend school in the counties located along or near the Mexican border. In this area, about three of every five students are Mexican American. To a lesser extent Mexican Americans also are concentrated in the counties of north-central New Mexico, southern Colorado, southern Arizona, and in the agricultural valleys and southern coastal areas of California.

While Mexican American pupils are unevenly distributed among the States and concentrated in specific geographic areas within each State, they are also concentrated or isolated in districts and schools of the Southwest. About 404,000 Mexican American pupils, or 30 percent of this ethnic group's enrollment in the Southwest, attend schools in approximately 200 predominantly [50 percent or more] Mexican American districts in the region.

The largest number of predominantly Mexican American districts is in Texas. Ninety-four predominantly Mexican American districts, almost all of which are located in the southern part of the State, contain nearly 60 percent of the State's total Mexican American enrollment. About 20 percent of Texas' Mexican American students attend schools in districts which are nearly all [80 percent or more] Mexican American.

Most of the other predominantly Mexican American districts are in California and New Mexico. Together, these States contain as many predominantly Mexican American districts as Texas [about 90]; however, the total Mexican American school population of these districts is much smaller. They include only about 94,000 Mexican American

pupils [55,000 in California and 39,000 in New Mexico].

The isolation of Mexican American pupils in predominantly Mexican American districts results in part from their concentration in specific geographic areas of each State. However, many of these students are isolated in districts which are contiguous to predominantly Anglo districts. In San Antonio, five districts located in the heart of the city are predominantly Mexican American and contain 90 percent of all Mexican Americans in the area. Well over one-half of the Anglo public school enrollment is in eight predominantly Anglo districts which surround the core city. Each of the five predominantly Mexican American districts borders on one or more of the Anglo districts.

A large proportion of the Mexican American enrollment in the Southwest also tends to be concentrated in a comparatively small number of schools. Approximately 1,500 schools [12 percent] are predominantly Mexican American. They house about 635,000 pupils, or 45 percent of the total Mexican American enrollment in the Southwest. Nearly 300,000 pupils, or more than 20 percent, are in schools which have between an 80 and 100 percent Mexican American student body. These pupils are most severely isolated in schools in Texas and New Mexico. In these two States, two-thirds of all Mexican American students attend predominantly Mexican American schools. In Texas about 40 percent are in schools nearly all-Mexican American. Students of this minority group are least isolated in California, where less than 30 percent are found in predominantly Mexican American schools.

A major aspect of the Commission investigation was directed to ascertaining the extent to which the Mexican American composition of schools does not closely resemble that of the districts in which they are located. Schools with a Mexican American enrollment significantly at variance with that of the district's school population were considered to be ethnically imbalanced.

In applying the concept of ethnic imbalance to the Mexican American enrollment in the schools, a 15 percent standard of deviation is permitted. Thus, schools are categorized as imbalanced only if the Mexican American composition is more than 15 percent greater or less than the composition of the district.

Three facets of ethnic imbalance were examined: (1) its presence throughout the Southwest; (2) its presence in both



large and small districts; and (3) its presence in both predominantly Mexican American and Anglo districts.

Several important findings emerge when the Mexican American composition of the schools in the Southwest is compared to that of the districts in which they are located:

(1) A considerable proportion of Mexican American students in the Southwest attend ethnically imbalanced schools. About 30 percent are in schools that have a Mexican American enrollment in excess of the 15 percent of standard deviation. Two-thirds attend ethnically balanced schools.

(2) The extent of ethnic imbalance does not differ sharply among the five States. Even in New Mexico and Texas, the extent of imbalance does not vary appreciably from that in other States although in each of these two States two-thirds of the Mexican American pupils are isolated in predominantly Mexican American schools. Many of these schools fall within the 15 percent deviation and are ethnically balanced.

(3) Four of the largest school districts in the Southwest account for a significant percentage of the Mexican American students who are in school that have a disproportionately high Mexican American enrollment. Each of these districts—Los Angeles, Denver, Albuquerque, and Tucson—contains proportionately more of the students in these imbalanced schools than their share of the total Mexican Amer-

ican enrollment in each respective State.

(4) Although these four large districts account for much of the imbalance in their States, ethnic imbalance is not necessarily contingent on the size of district. Imbalanced schools can be found in both predominantly Mexican American and predominantly Anglo districts.

For example, in Harlandale Independent School District, a large district located in the south-central part of the city of San Antonio, about half of the Mexican American students attend schools that have a disproportionately high Mexican American enrollment. In two small predominantly Mexican American districts in south and west Texas, there is nearly complete segregation of Mexican American and Anglo pupils at the elementary school level. In the Tucson School District, which is predominantly Anglo, three-fourths of the Mexican Americans are two small predominantly Anglo districts—one in northern Colorado and the other in the central coastal area of California—about 90 percent and 50 percent, respectively, of the Mexican American students are in schools that have a high Mexican American enrollment.

California alone of the five Southwestern States has taken action to eliminate ethnic imbalance in its schools. This State has enacted a law to eliminate and prevent the growth of segregation in the schools caused by patterns of residential segregation. The law declares a school to be imbalanced "if the percen-

tage of pupils of one or more racial or ethnic groups differs by more than fifteen percentage points from that in all schools of the district." It also requires districts having imbalanced schools to study and consider alternative plans to correct such imbalance.

Utilizing information gathered in October 1968 and applying the 15 percent measure of racial and ethnic imbalance, the California State Department of Education has determined that 222 of the State's 1,138 school districts have imbalanced schools. These districts contain approximately 1,800 imbalanced schools or slightly more than one-fourth of the 6,600 schools in the State. According to the California procedure for measuring imbalance, 46 percent of the Mexican American enrollment in the State attends ethnically imbalanced schools. In December 1969 these districts were requested to file notice with the State department of education of their intent to study and consider possible alternative plans for preventing and eliminating racial and ethnic imbalance. Twenty-five districts have been removed from the list of those maintaining imbalanced schools. The overwhelming majority of the remaining districts [189] have declared their intention of studying plans to eliminate imbalanced schools. Only eight districts have declined to declare such an intention.

The Commission's report also examines the representations and school assignment of Mexican Americans holding the following school positions: classroom teachers, school principals, assistant or vice principals, counselors, librarians, other professional nonteaching school staff, secretaries, custodians, and teachers' aides. Except for those in the positions of custodian or teachers' aide, Mexican Americans on school staffs are more likely to be found in predominantly Mexican American schools than are students.

Mexican Americans are grossly underrepresented among teachers. Of approximately 325,000 teachers in the Southwest, only about 12,000 or 4 percent, are Mexican American, while about 17 percent of the enrollment is Mexican American. In contrast, proportionately more teachers than pupils are Anglo. Furthermore, black teachers, although they are also underrepresented, outnumber Mexican American teachers by almost two to one. School systems in Texas and California employ three-fourths of all Mexican American teachers. Most of the other Mexican American teachers [15 percent] are found in New Mexico.

Proportionately more Mexican American teachers [55 per-

cent] than pupils [45 percent] are found in predominantly Mexican American schools. One-third of the teachers are in schools whose enrollments are 80 percent or more Mexican American. Although the larger number of Mexican American teachers is assigned to predominantly Mexican American schools, they still constitute a very low percentage of teachers in these schools, mainly because so few members of this ethnic group are employed as teachers.

A much higher percentage of Mexican American teachers in Texas than in California are in predominantly Mexican American schools. More than 80 percent of all Mexican American teachers in Texas are assigned to schools that have at least a 50 percent Mexican American enrollment; more than 60 percent of the Mexican American teachers are in schools with an enrollment that is at least 80 percent Mexican American. The distribution of Mexican American teachers in California is roughly the reverse of that in Texas. In California more than 80 percent of all Mexican American teachers are assigned to schools in which pupils of this ethnic group *do not* constitute the majority of the enrollment. Two-thirds of Mexican American teachers are in schools in which less than 25 percent of the enrollment is Mexican American.

An even smaller proportion of principals than teachers is Mexican American. Of approximately 12,000 school principals in the Southwest, less than 400 [3 percent] are Mexican American. More than 90 percent of all Mexican American principals are employed in Texas, California, and New Mexico. As with teachers, proportionately more principals than students are Anglo. Further, Mexican American principals are outnumbered by black principals.

Mexican American principals are even more likely than either pupils or classroom teachers to be assigned to predominantly Mexican American schools. Nearly 65 percent of Mexican American school principals are found in schools in which Mexican American pupils form the majority of the enrollment. More than 40 percent are in schools in which from 80 to 100 percent of the pupils are Mexican American. However, Mexican Americans represent a very low proportion of all principals assigned to predominantly Mexican American schools. This is true primarily because so few Mexican Americans are employed as principals.

Employment and school assignment patterns for Mexican Americans in other nonteaching professional positions such as assistant principals, counselors, and librarians, is similar to that

of Mexican American teachers and principals. Very few occupy such positions, and those who do, are, for the most part, assigned to schools that are predominantly Mexican American. To a greater extent Mexican Americans are employed as teachers' aides or as nonprofessionals, especially custodians, rather than as professionals.

In the area of the Southwest surveyed by the Commission, approximately 480, or about 7 percent of more than 6,750 professionals employed in school district offices, are Mexican American. About 50 of the 480 are superintendents or associate or assistant superintendents. The majority of Mexican Americans holding these positions are in New Mexico. Most Mexican Americans in other district level professional positions are in Texas and California. Mexican Americans constitute a smaller proportion of total district professional staff than they do of enrollment. Generally, they occupy a larger proportion of the work force in the positions of social worker, attendance officer, Federal programs director, and community relations specialist than they do in other district level staff positions. Almost half of the Mexican Americans in the survey area who hold staff positions in district offices are employed by districts that are predominantly Mexican American. More than 70 percent of the 235 persons so situated are in Texas. The majority of those employed by districts not having a predominantly Mexican American enrollment are found in California.

Mexican Americans are also underrepresented on local boards of education. Of approximately 4,600 school board members in the Commission's survey area only about 470, or 10 percent, are Mexican American. Slightly more than two-thirds of these Mexican Americans serve on boards in Texas and New Mexico. Nearly 70 percent of the 470 Mexican American board members are found in predominantly Mexican American districts. However, even in predominantly Mexican American communities, this ethnic group is generally underrepresented on the board of education. About 175 Mexican American board members, or 55 percent of the 320 who are in predominantly Mexican American districts, serve on a school board in which they constitute the majority of members. Nearly all [113] of those serving on predominantly Mexican American boards are in districts that are 80 to 100 percent Mexican American in school population.



Hablo
Y el eco es débil
Como si mis palabras
Fueran una queja...

Vocífero
Mi voz es fuerte
Pero mis frases
Vuelan y se pierden
Sin tener respuesta...

Quiero hablar
Hablar con alguien
No contigo
Pues mis palabras se fugan

Quiero hablar solo
Para que mis pensamientos
Sigan perdidos
Para que mis frases
Suenen mas absurdas.....

— c/s —

Fr
©1900-?

DEPUTY MAYOR - LA

Manuel Aragon, Jr. has been appointed Deputy Mayor of Los Angeles by Mayor Thomas Bradley. Aragon becomes the highest ranking Mexican American in Los Angeles City Government. As deputy mayor he will bear major responsibilities in the areas of rapid transit, housing, health and economic development.

Aragon, the oldest in a family of nine, holds degrees in Political Science and Economics from San Francisco State College. He previously served as Regional Director of the Los Angeles Economic Development Administration.



Los incas, Hijos del Sol

Sillas For Secretary of State

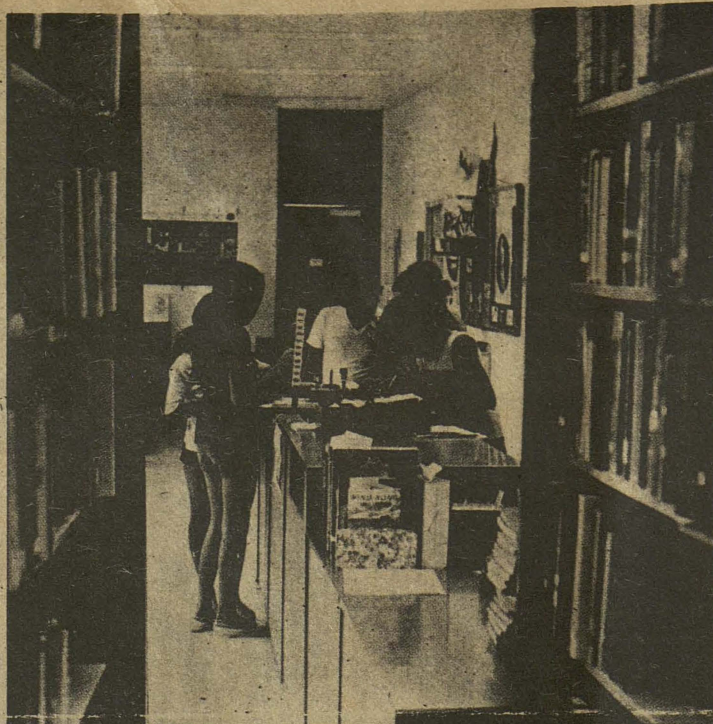
Herman Sillas, Jr., senior partner of the Los Angeles law firm of Sillas and Castillo, will probably announce his candidacy for California Secretary of State.

Sillas has been chairman of the California Committee on the U.S. Civil Rights Commission since 1965, and for the past two years has been serving as the southern secretary of the California Democratic Central Committee.

The California Attorney is a member of the Commission on Delegate Selection and Party Structure and was a delegate to the 1972 Democratic National Convention.

Sillas and his wife Socorro, have four children: Phillip, Deborah, Monica and Marie Ellena.

Donations and inquiries can be mailed to Sillas' business office, 2351 West Third Street, Los Angeles, California 90057.



CRYSTAL CITY, Texas, 14 de enero. (AP).—El Presidente de México, Luis Echeverría, cumplió una promesa que hizo en agosto pasado, y donó 2,000 libros a la biblioteca de esta ciudad del norte de Texas. Los volúmenes fueron entregados el jueves pasado a funcionarios municipales de Crystal City, por el mexicano Manuel de Santiago, en representación del Presidente Echeverría.

Los textos están escritos en español y tratan de temas relativos a la cultura, la historia, el folclor y la literatura de México y de Hispanoamérica en general.

De Santiago dijo que el donativo era una expresión de la solidaridad cultural, espiritual y humana de México hacia los mexicano-norteamericanos, y que también era una forma de hacer patente el agradecimiento de su país por el interés que los mexicano-norteamericanos tienen por la cultura mexicana y sus expresiones.

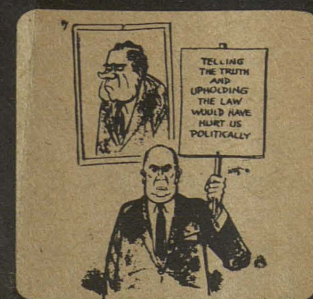
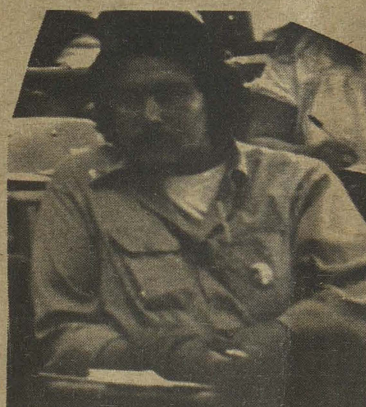
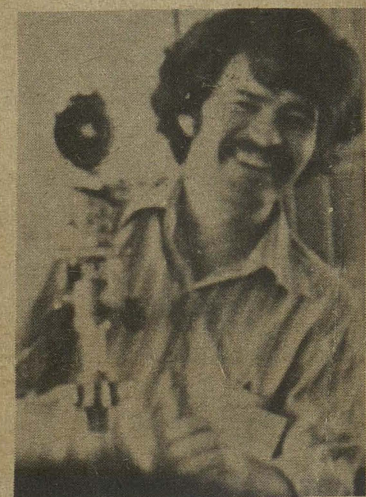
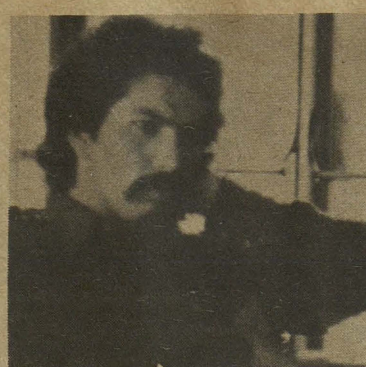
Los volúmenes fueron entregados al alcalde de la ciudad, Francisco Benavides; a la bibliotecaria municipal, Marta Cotera; y al presidente de la Junta de Educación, José Angel Gutiérrez. Este último es fundador del Partido "Raza Unida", cuyos afiliados son norteamericanos de origen mexicano. Tras la entrega de los libros, Gutiérrez, al agradecer el obsequio del Presidente Echeverría, dijo:

"Nos satisface ver que el Presidente de México reconoce que los mexicanos residentes fuera del país, necesitan alguna ayuda que los Estados Unidos no están dispuestos a darnos".

Añadió que los libros permitirán a los mexicanos familiarizarse con sus "símbolos culturales", y luego agregó:

"Lincoln y Washington son símbolos de nuestra nacionalidad, pero no de nuestra cultura. Estamos orgullosos de este obsequio".

Crystal City ya tiene una estatua del Presidente mexicano Benito Juárez, que también fue donada por el gobierno de México.



Nixon Fails To Keep Promise

During the last Presidential campaign we heard how much the Republicans had done for the people of Spanish surname. We heard about all the appointments. We heard about all the grants. We heard that the Republicans would reward us well if Nixon got more than 20 per cent of the Mexican vote.

Estimates are that Nixon got 31 per cent of the Mexican vote, but where the appointments? Where are the grants?

What we have had have been firings of Spanish surnamed appointees in the Administration, and reneging by the Administration on grant after grant.

The Project SER grant is a good example. The President himself signed the contract giving SER a 50 per cent increase before the election, and then in early January SER got the word not to buy any equipment, and not to make unnecessary phone calls or take unnecessary trips.

But this is only one of many. The list is endless.

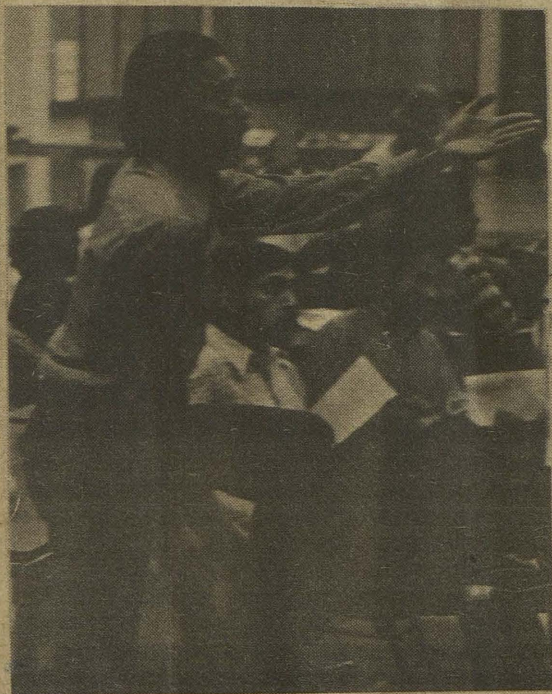
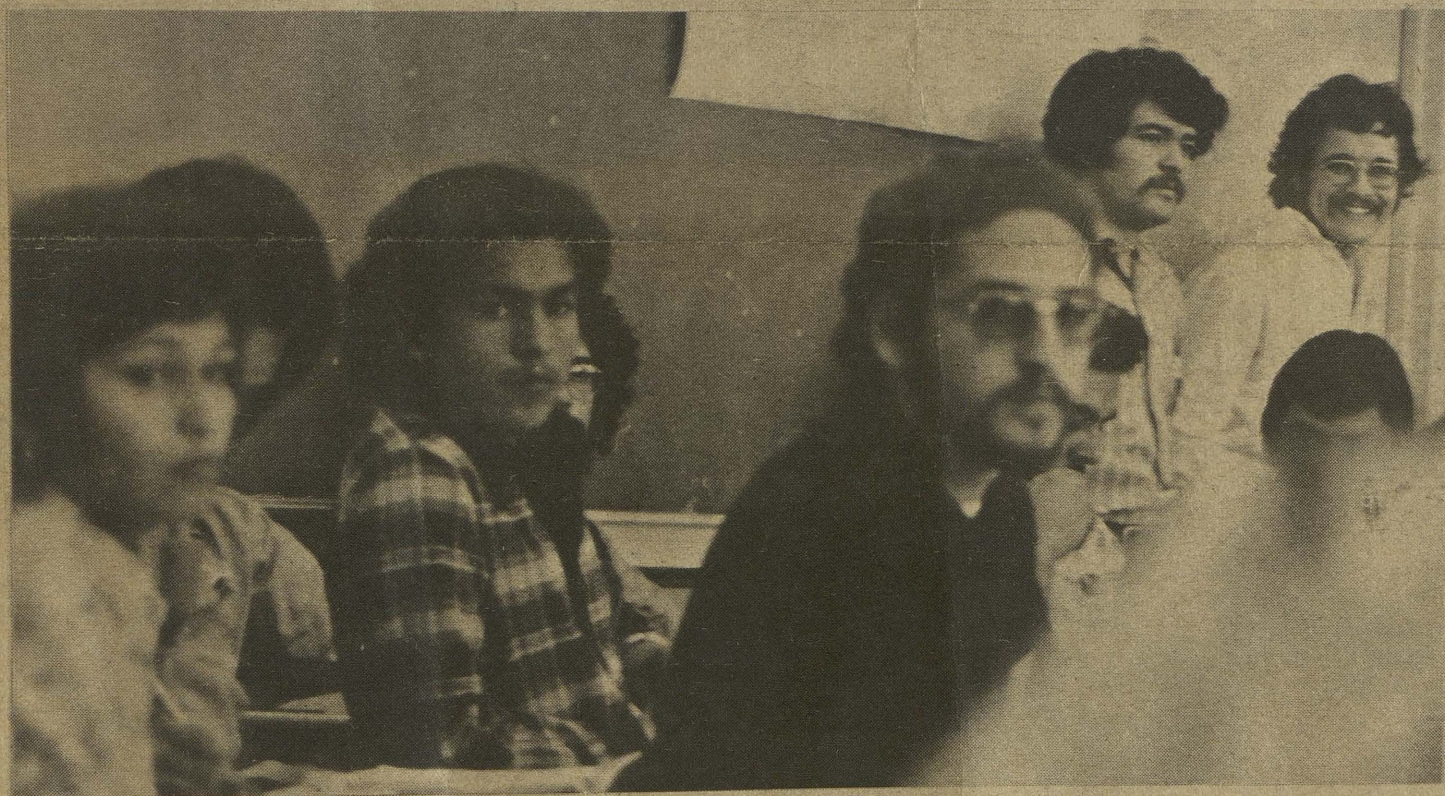
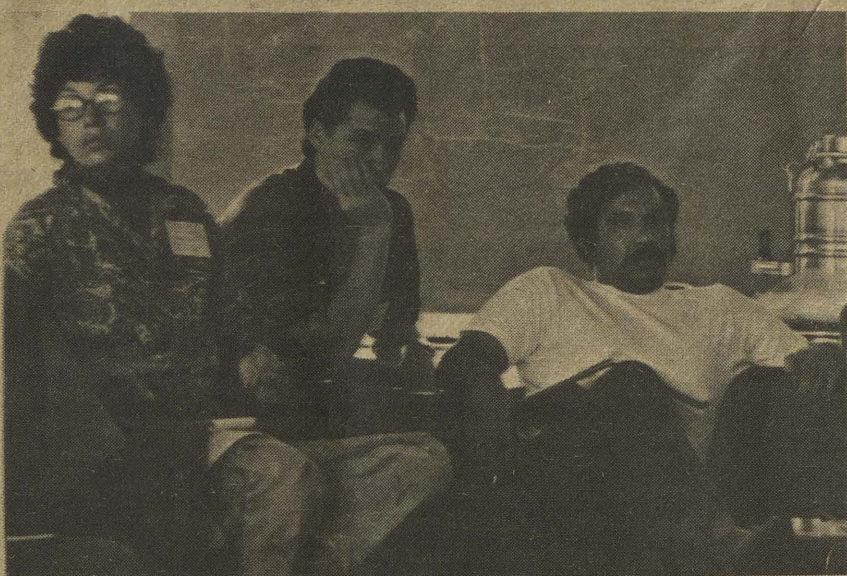
Efforts to get the Department of Labor to refund the LULAC summer intern program failed. The reply from two different officials at DOL was that "although the activity has merit, we will be unable to provide funding."

A letter dated June 1 from Oakland, California outlined the plight of the efforts to get the necessary funds for the creation of a national bilingual television program. The \$3.5 million at stake is part of \$9 million in educational television monies available under the Emergency School Assistance Act.

The summer neighborhood youth organization program was not funded, subsidized housing starts have been frozen, and employment and welfare reform needs are not being met.

Where is the voice of La Raza? Now is the time to make yourself heard! •





NOTE

Due to time, Nuestra Cosa will carry a story on the UC Mecha Conference held at UC Riverside, in the next issue.

For your enjoyment, though, the following photographs of the Conference are being published. These photos were taken by the Nuestra Cosa staff, the Mecha Documentation Committee.

WANTED!

WANTED: Chicano Students

—who have not forgotten the Barrio;

—who themselves have experienced the struggle faced by the Carnalitos still in the public schools;

—who have seen children and youth abused, oppressed, and busted because the system did not want to accept their barrio lifestyle or their language and culture;

—who themselves have MADE IT to a college or university and would like to help other youth que se les prenda el foco in all the opportunities open and available to them;

—who want to see our language and culture preserved and strengthened by being an ejemplo in the barrio.

To help in Culturing Projects, Tutoring, Counseling, Barrio Research Projects, and in whatever your thing is: CONTACT

Robert Murillo
Casa Blanca Home of Neighborly
7680 Casa Blanca Street
Riverside, California 92504
688-3043

Jess Valenzuela
UCR-Mecha

Andres Soto
RCC-Mecha

You will not only help your Carnalitos, you will also help yourself. All these projects can be done for course credit through the Chicano Studies Department 190 Sections.



Those UCR-MECHA students wishing to develop their writing talents should contact the Editor of Nuestra Cosa. You will then be assigned a story to be written for the next issue of the paper.

If you have information about a story, or have something that you would like to appear in Nuestra Coas, leave it at the Editor's Desk, in the Mecha-Cultural Center on the second floor of Library South on campus.

(Taken from: El Grito, July-August 1973)

EL GRITO TO SUSPEND

With this issue, El Grito del Norte completes five years of publication. El Grito will now suspend publication for the time being. Subscribers who wish a refund should notify us immediately; we can also send back issues as a substitute for future ones.

We understand that many carnales and allies--especially those in prison--count on El Grito as a source of information not available elsewhere, and as a way of getting the truth published when other media will not do it. We have decided to suspend publication only because the time has come to analyze our situation, the priorities of the movimiento today, how best to use our resources, and how to find new resources. We may suspend publication but we are not suspending our commitment to la gente and to revolutionary change.

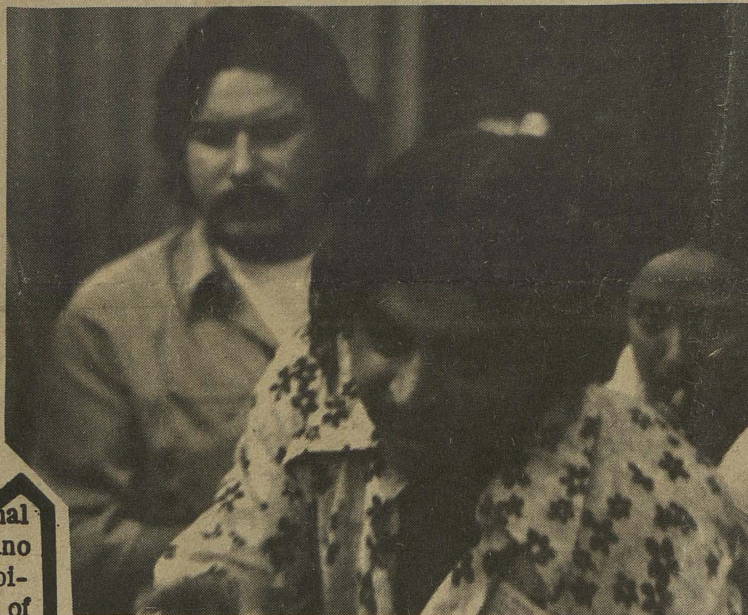
We would like to thank everyone who has participated in making El Grito, whether it was by writing an article, sending us an encouraging letter, lending a car, selling the paper, or whatever. No one has ever been paid a fee or salary for their work, so we know that they gave out of puro corazón

To our enemies, we say: don't celebrate. The spirit that El Grito voices will never die. And one day El Grito itself will again be out in the barrios and villages, fields and factories, making its cry for justicia. Hasta la victoria, **EL GRITO**

Note: Apologies for the lateness of this issue. It was printed July 31 but had to be printed again, in Arizona, because of poor quality.



Editor seeking original stories and poems by Chicano writers in English or bilingual for anthology of Chicano literature. All royalties donated to United Farm Workers. Write: Dr. Dorothy E. Harth, Department of Modern Languages, Onondaga Community College, Syracuse, New York College, Syracuse, New York, 13215.



Jess Valenzuela, UCR-Mecha President, confers with other members during three-day UC*MECHA Conference. —photo perez—

Dejo el ir
Para el que esta aquí
Y no se mueve...

El venir
Para el que se fue
Y quedo paralítico...

El agua para el que se ahoga...

El fuego para el que se incendia...

El aire para aquél que repta...

Y todo lo demás...
(Aunque lo dudes)

Al animal que lee este poema...

Kung Fu



CAREER PLANNING AND PLACEMENT CENTER

STUDENT EMPLOYMENT

Students seeking employment during the school year, between quarters or for the summer can receive assistance in the Career Planning and Placement Center. The staff attempts to make available as many specific job opportunities as possible by systematically contacting employers on campus and in the community. Information on how to apply for summer jobs with the Federal Government, State Agencies, State and National Parks, private camps and Intern Programs is also available.

CAREER INFORMATION LIBRARY

With the assistance of a counselor, students may explore career or vocational choices through the use of materials in the Career Information Library. The Library contains literature related to university degree oriented careers, salary ranges, employment trends and prognoses in addition to business, industry and government brochures.

CAREER PLACEMENT

Undergraduate and graduate students who seek careers in business, industry or government are encouraged to register with the Career Planning and Placement Center early in their last year of study. The Placement Center coordinates on-campus recruitment by employers and maintains notification of job openings. Students and graduates may call 787-5012 for a brief description of jobs listed with the Center. The recording is updated by 10 a.m. on Tuesdays and Fridays.

A series of career seminars is offered utilizing off-campus representatives from business, industry and government, and placement counselors to assist students in the exploration of career possibilities. The first seminar, Careers in Museums, will be offered Tuesday, November 27, in the small dining room of the Commons. Workshops on interview techniques and resume development are scheduled throughout the year.

Career Planning and Placement Center, 2129 Library South; hours are 8 a.m. to 5 p.m.; 787-3631.

