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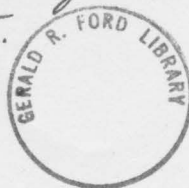
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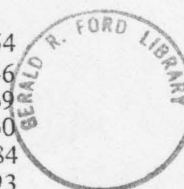
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<i>Manpower Research: Inventory for Fiscal Year 1969</i>	54.87



*Research Projects, *Research Reviews (Publications), Social Services, Socioeconomic Influences
Identifiers—*Obesity

This research bulletin includes reports of research in progress or recently completed from March through August 1972. Each entry includes information concerning the investigator, purposes, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services, and (8) Health Services. In addition to the reports, an extensive review paper entitled, "Obese Children and Adolescents: A Review" is included. The paper discusses the calibration of obesity and the physical and psychosocial causes, consequences, and cures of obesity in children and adolescents. (SDH)

RC

ED 098 000 RC 008 199
Special Education Programs & Services. [Bureau of Indian Affairs Guidelines].
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date Jun 72

Note—38p.; Developed by participants of the BIA Special Education Workshop (National Indian Training Center, Brigham City, Utah, June 1972)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Agency Role, *American Indians, *Educational Diagnosis, Educational Philosophy, *Exceptional Child Education, Government Role, Guidelines, Instructional Materials, Schools, *Special Education, Special Education Teachers

Identifiers—BIA, *Bureau of Indian Affairs

The Bureau of Indian Affairs (BIA) Guidelines for Special Education is a publication for use by educational personnel involved in special education. Emphasis is placed on the importance of preparing the exceptional child for the most useful future possible. Special education is seen as affording the exceptional child the opportunity to develop social, emotional, personal, and vocational skills to the fullest extent of his capabilities so that he has the opportunity to be a self-sufficient and contributing member of his community. BIA role and involvement in, and expectation for, local administration of special education programs are stated. For administrative use only, categorical descriptions of behavioral characteristics which can be observed and/or measured are given along with a suggested program plan for each category. Screening and assessment of exceptional children, professional personnel, materials and equipment, accountability, and information for the general public regarding special education are also discussed. (AH)

ED 098 001 95 RC 008 200
Survey of Education Related Attitudes of Tribal and Non-Tribal Workers at Langer Plant at Rolla, North Dakota. Final Report.
North Dakota Univ., Grand Forks.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-3-1413-FR
Pub Date 74

Note—115p.
EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Academic Aspiration, American Indians, *Economic Status, *Educational Attitudes, Educational Opportunities, *Employee Attitudes, *Expectation, Higher Education, *Reservations (Indian), Work Environment
Identifiers—Chippewas, *North Dakota

The study examined differences in education-related attitudes between a group employed in a technologically and scientifically oriented manufacturing facility and a group from a job environment that reflected chronic unemployment, low skill requirements, terminal achievement levels, and poor opportunities for advancement. Questionnaires were administered to 80 em-

ployees (both tribal and nontribal) of the William Langer Jewel Bearing Plant and 52 household heads from the Turtle Mountain Indian Reservation (Chippewa). Basic areas covered by the questionnaire were educational aspiration, individual achievement, educational experience, work evaluation, educational influence, public interest, life environment, and background variables. An analysis of attendance of Turtle Mountain enrollees in colleges and universities and an analysis of Belcourt High School students' educational achievements considering their parents' occupational status were also conducted. With the exception of a few items such as the expectation of government aid for their children, an assessment that the costs of education were too high, and a basic interest in tribal affairs, a very similar distribution of response existed for the three target groups. Significant differences existed between groups in regard to specific situations which placed attitudinal constraints on the group, such as the availability of Bureau of Indian Affairs post-secondary education grants. (NQ)

ED 098 002 RC 008 201
Banks, Vera J. And Others
Farm Population of the United States: 1973. Current Population Reports, Farm Population.
Bureau of the Census (DOC), Suitland, Md.
Population Div.
Pub Date Sep 74

Note—21p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (P-27, No. 45; \$0.45)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age, Birth Rate, *Census Figures, Family Income, Farmers, Farm Occupations, *Labor Force, Off Farm Agricultural Occupations, *Population Trends, *Rural Farm Residents, *Statistical Data

Selected characteristics of the United States' farm population for 1973 are presented. The farm population consists of all persons living in rural territory on places of: (1) 10 or more acres if as much as \$50 worth of agricultural products were sold from the place in the reporting year and (2) under 10 acres if as much as \$250 worth of agricultural products were sold in the year. Farm population estimate for 1973 was only 240,000 less than that of 9.7 million for 1970—an apparent decrease which was not statistically significant. Data are presented by age, sex, employment status, region, and income. The estimates in this report are based on data obtained from the Current Population Survey (CPS) of the Bureau of the Census, the March 1973 CPS on household and family characteristics of farm and nonfarm families, the March 1974 CPS, and the June 1973 CPS. (NQ)

ED 098 003 RC 008 202
Bryde, John F., Ed.
An Indian Philosophy of Education.
South Dakota Univ., Vermillion. Inst. of Indian Studies.

Pub Date 74
Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Administrator Education, American Indian Culture, *American Indians, Change Agents, Cultural Background, Curriculum Development, Doctoral Programs, *Educational Innovation, *Educational Philosophy, Leadership Training, Religious Factors, Self Actualization, *Self Directed Groups, Values

The University of South Dakota offered an unusual new class entitled "Indian Philosophy of Education," during the 1972-73 school year. The class was initiated in response to Indian leaders' requests to the university for educational leadership, trained at the highest level possible (doctoral), in order to bring about Indian self-determination in education. Indian doctoral students participating in the class did all of their own teaching and furnished all input for the class. The first step in the class organization was the development of a set of basic beliefs common to all participants. These basic beliefs are examined in depth in 10 personal philosophies written by the participants. The Indian Philosophy of Education class expressed basic beliefs in "the need to be Indian...the need to define Indian-ness...that education is a moral development, not only an intellectual one...that contemplation is the way to

reality and ultimate truth...that man without the Supreme Being is helpless and insignificant...that a successful person is one who has humility, self-denial, and wisdom...the need to know Indian ancestry...the return to Indian values." The 1972-73 class is the first faltering step toward a full-blown Indian education philosophy. Other Indian students will come along, build on, modify or add to these first building blocks—landmarks in Indian educational literature. (AH)

ED 098 004 RC 008 203
Famous Indians: A Collection of Short Biographies.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00036; \$1.05)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—American History, *American Indians, *Biographies, Booklists, Cultural Background, *Developing Nations, *Individual Characteristics, *Leadership Qualities

A collection of 20 short biographies of American Indian warriors, statesmen, prophets, and scholars highlights leaders in the often tragic, yet inspiring, saga of North American Indians. Most of the heroes and heroines whose lives are briefly described were chiefs; some of them have become famous around the world. All were leaders in a great struggle to preserve treasured lands and lifeways. With their tribesmen, they are inseparably linked to our country's history from its earliest beginnings through generations of growth. A suggested reading list with headings for "General Background," "Tribes and Individuals," and "Publications on Indians by the Bureau of Indian Affairs for Sale Through the Superintendent of Document" concludes the document. (AH)

ED 098 005 RC 008 204
Cabinet Committee on Opportunities for Spanish Speaking People Review: National Coordination of Migrant Programs.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.
Note—16p.

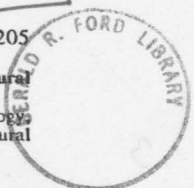
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Centralization, Education, *Government Role, Health, Income, Migrants, *Migrant Worker Projects, National Programs, *Program Coordination, *Program Proposals

The Cabinet Committee on Opportunities for Spanish Speaking People supports the belief that the coordination of migrant programs requires national responsibility. The problem of providing comprehensive services to migrant farmworkers transcends state and regional boundaries and goes beyond the limits of the separate legislative authority held by administering agencies. In the past, Congressional committees, public agencies, and private businesses have conducted a number of studies on the problems which confronted migrant farmworkers. In most cases, the findings produced similar or complementary conclusions and recommendations. Specifically, these studies identified the need for strong unified direction and coordination of migrant programs by Federal, State, and local agencies. A brief overview of selected proposals or projects related to establishing a national coordinating mechanism which would be charged with administering all programs that benefit migrants and other seasonal farmworkers is presented in this paper. Covered are: two proposed national coordinating units—Special Office for Migrant and Ex-Migrant Affairs and National Migrant Council; a list of 15 programs which could provide assistance to migrant farmworkers; Experimental and Demonstration Project conducted by the Rural Manpower Service; and Michigan's program coordination experiment Brief general information on the migrant stream and the migrant condition (income, health, and education) is also given. (Author/NQ)

ED 098 006 RC 008 205
Rogers, David L. Glick, Edward L.
Planning for Interagency Cooperation in Rural Development. CARD Report 45.

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.
Pub Date Feb 73



produced 11 interim reports on Menominee education in Wisconsin. This summary is the 12th and final report on this American Indian tribe's progress since Federal trusteeship was terminated in 1965. The Menominees, now citizens of Wisconsin, still have more than cultural ties binding them and setting them apart. They have their own county and government; are stockholders in Menominee Enterprises, a tribally-owned corporation; and have their own special set of economic and social problems. The summary covers the Parents and Students Committee for Better Education's solutions for problems in Joint District Number Eight; background of that district and its Title III (Elementary and Secondary Education Act) project; Indian parents; and elementary, middle, and high school student and teacher attitudes. Ten major problems are listed, such as the credibility gap, institutional overload, and an insensitivity to changing patterns of survival behavior. (FF)

ED 082 878 RC 007 323
The Rural Planning Specialist. A Unique Approach to the Problems of Poverty in Rural America.

Pennsylvania State Dept. of Community Affairs, Harrisburg.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agency Role, *Community Planning, *Economic Disadvantage, Educational Opportunities, Health Services, Housing Deficiencies, *Innovation, *Rural Development, *Social Services, Unemployment

Identifiers—*Pennsylvania

The Rural Planning Specialist (RPS) Project was an effort to study and analyze methods for providing community services in rural Pennsylvania. The approach for alleviating poverty described in this report evolved from that project. The RPS program was described by need for innovation, structure of the project, RPS role and responsibilities, administering the program, selecting a representative, and placing the program in a community. Steps necessary for incorporating RPS in the community included introduction and inventory, the initial project, working with the community, defining a problem situation, working toward change, and leaving the community. The chronologies of some programs in progress were described. An appendix contains information on announcing the position of Rural Planning Specialist, a nominal group technique, a method for looking at a community, a community action workbook, a senior citizen flood relief proposal, and notes on community aides. (PS)

ED 082 879 RC 007 324
Schweri, William F., Comp.
Bibliography of Appalachian Studies. CDC Development Paper Number 4.

Kentucky Univ., Lexington. Center for Developmental Change.

Report No.—CDC-4

Pub Date 73

Note—30p.; Revised 1973; preliminary work done by Don Stosberg, Jackie Bondurant, and Connie Davis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Community Development, *Economic Factors, Education, Housing, Migrants, Population Trends, *Rural Areas, *Social Factors, Social Services

Identifiers—*Appalachia

Studies of various aspects of Appalachian life are listed in this 396-item bibliography. Works are listed alphabetically by author, and include journal articles, books, conference proceedings, theses and dissertations. The selections cover the period 1930-1972 with examples from each decade. (PS)

ED 082 880 RC 007 325
The Project Approach: The Revitalization of Stump Creek. Paper Number One.

Institute on Man and Science, Rensselaerville, N. Y.

Pub Date Sep 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Community Development, *Demonstration Projects, *Economic Change, *Human Resources, *Rural Areas, Social Change

Identifiers—*Pennsylvania

The objective of the Project to Revitalize Stump Creek was to design and implement a comprehensive approach to community revitalization. A key aspect of the plan was transfer of ownership to town residents. The town, location and locale, and selection process were described in this report. The project activities occurred in 7 separate phases: community profiling, community organization and feasibility determinations, planning and blueprinting, an environmental impact statement, implementation, revitalization assessment, and transition. Additional information was proved on project strategies, a baseline for economic viability, a funding overview, and some general concepts about small towns. Some of the risks associated with the project were listed. (PS)

ED 082 881 24 RC 007 326
Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Oct 73

Contract—OEC-1-6-062469-1574(10)

Note—294p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-003, \$5.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Annotated Bibliographies, *Bilingual Education, Disadvantaged Youth, *English (Second Language), Ethnic Groups, *Mexican Americans, Preschool Children, Self Concept, *Spanish Speaking

Access to some of the latest research findings and developments in Mexican American education is provided in this bibliography. A supplement to 3 previous ERIC/CRESS publications: "Mexican American Education, A Selected Bibliography" (ED 031 352), "Mexican American Education, A Selected Bibliography—Supplement No. 1" (ED 048 961), and "Mexican American Education, A Selected Bibliography (with ERIC Abstracts)—ERIC/CRESS Supplement No. 2" (ED 065 217), the present bibliography contains 221 citations and abstracts which appeared in "Research in Education" from March 1972 through March 1973. Also included are 86 citations which appeared in "Current Index to Journals in Education" from April 1972 through March 1973. Bilingual education and English as a second language are emphasized. Ordering information and subject indexes are included. (NQ)

ED 082 882 RC 007 331
Tippecanoe, John W., Jr.

The Institute of American Indian Arts Background Information (Task One of the Transition Evaluation). Background Paper.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 4 Oct 72

Note—54p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, *Art Education, *Background, Counseling, *Educational Facilities, Guidance, *Institutions, Instruction, Program Administration, Program Descriptions

Identifiers—*Institute of American Indian Arts

The paper, prepared as Task One of the Institute of American Indian Arts Transition Evaluation, provides pertinent background information about the Institute of American Indian Arts in Santa Fe, New Mexico. A brief history of the Institute is given, with information about its philosophy and purpose; objectives; organization and administration; the high school, post graduate, and counseling and guidance programs; the student body; admission policy; recruitment program; student government; educational performance; staff; facilities; budget; major accomplishments; and past problems. The 1969 and 1970 evaluations, which are the 2 most comprehensive evaluations done, are included in the appendices. The 1970 evaluation is given in its entirety. Recommendations are given for art instruction, guidance and counseling, and administration. Among these are: (1) more emphasis should be placed on traditional Indian art instruction

tion to instill in students a greater pride in preserving their cultural traditions and crafts; (2) the school should give a greater priority to its public relations work; and (3) a professionally trained psychologist with an understanding of cultural differences should be added to the staff. Data are given for age and grade, tribes and reservations, and reasons for dropouts. (NQ)

ED 082 883 RC 007 332
Revenue Sharing and the Spanish Speaking.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Community Action, Community Planning, Economic Factors, *Federal Programs, *Local Government, Needs, *Revenue Sharing, *Spanish Speaking, Tax Effort

Information of interest to Spanish speaking people on revenue sharing was presented in this booklet. Major topics were the utilization of General Revenue Sharing Funds, fund distribution, community action, reports on planned and actual use of funds, assurances to the Secretary of the Treasury, and civil rights provisions. Additional information on these topics was presented in the appendix. It was noted that in order to create more awareness, the Cabinet Committee on Opportunities for Spanish Speaking People was instrumental in the adoption of a regulation requiring local governments to issue reports on revenue sharing plans and expenditures to the Spanish language media. (PS)

ED 082 884 RC 007 334
Edington, Everett D.

A Communication System for the American Indian in Higher Education.

Pub Date Jul 71

Note—8p.; Paper presented at University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Counseling, Curriculum Development, *Educational Problems, Financial Support, Guidance, *Higher Education, *Recruitment, *Telecommunication

There are fewer American Indians in higher education than most other minority groups. Among the few who are enrolled, there is a large percentage of dropouts. It has been extremely difficult to recruit, select, and keep Indian students, even at the graduate level. Several recommendations for obtaining more active Indian participation in higher education and in special programs such as administrator training fellowship programs can be suggested. A coordinated communication system could be established to inform students about available programs. In this system, a person could be designated to be responsible for selecting and recruiting Indian students. Colleges enrolling these students could have an Indian coordinator or counselor aware of all Indian students in their college who could help them from the very beginning. These counselors could coordinate their programs with those of local high schools. One of the major goals of this system could be to inform these students about financial aids and special programs. The curriculum should also be developed to help these students adjust to college life. Thus this system could aid in getting American Indians into higher education. (NQ)

ED 082 885 RC 007 335
West, Richard, Jr.

A Proposed Course in Law, Sociology, or History. American Indian Historical Society, San Francisco, Calif.

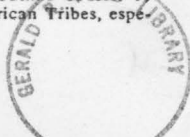
Pub Date 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Beliefs, *Constitutional History, *Course Organization, Court Litigation, Culture, Curriculum Guides, Federal Laws, History, *Law Instruction, *Legal Responsibility, Legislation, Reservations (Indian), State Laws, Treaties

"The American Indian and the Constitution" is a proposed course in law, sociology, or history. The document gives a course justification and intended audience. The course outline covers: 1) the sovereignty of Native American Tribes, espe-



ED 076 268 RC 006 941
Task Force on Education, Cabinet Committee on Opportunities for Spanish Speaking People, Fiscal Year 1971.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date 25 Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Educational Needs, *Educational Programs, Elementary Education, *Federal Programs, Higher Education, *Needs, Secondary Education, *Spanish Speaking

Seventeen recommendations by the Education Task Force for the improvement of education for the Spanish speaking are given. These recommendations were made to the President and to departments which provide programs and services for the Spanish speaking. The recommendations pertain to funding applications, job specifications, teacher education, supplemental and supporting services, special programs, career education, elementary and secondary education, adult education, the needs of higher education, and community and junior colleges. Two of the recommendations are to: (1) ensure participation of Spanish speaking individuals in development of guidelines for programs which affect the educational attainment of their communities and (2) intensify the efforts of the Commission on Civil Rights to insure equal educational opportunities for the Spanish speaking. The report also discusses the status of Federal programs, commenting on: the lack of specific goals and objectives; the lack of Spanish speaking in leadership positions; rules and regulations; proposal requests; panels; and prime contractors for Federal government operations. (NQ)

ED 076 269 RC 006 950

Norris, Robert

Politics of Local Control: Ramah Navajo Community Forms a School.

Pub Date 27 Mar 73

Note—17p.; Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas, 25-27 March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Schools, *Curriculum Design, Educational Programs, Program Content, *School Community Relationship, *School District Autonomy, *Self Directed Groups

Identifiers—*Ramah Navajo High School

For more than 100 years the Native Americans of the U.S. have been dominated economically, socially, educationally, and culturally by the larger society in which they live. The U.S. government has set policies, primarily through the Bureau of Indian Affairs (BIA), without consulting Native Americans. The Ramah Navajo Community experienced relatively greater Federal and local domination because of their isolation from the larger Navajo reservation. In February, 1970, the Ramah Navajo Community voted 44-0 to create a school board. The 44 represented the intent of the entire Navajo community to assume responsibility for control of the already existing school. On March 25-27 the school board received support from Representatives and Senators and eventually from the BIA. The curriculum stressed the bicultural setting. Many of the traditional subjects taught in public schools were included with adaptations, i.e., English was classified as a foreign language. Physical education stressed continuing leisure activities rather than pure calisthenics. The curriculum attempted to combine Navajo culture, international humanistic values, and competence in individually chosen fields. (FF)

ED 076 270 RC 006 951

Pierce, James M.

The Condition of Farm Workers and Small Farmers. Report to the National Board of National Sharecroppers Fund and Rural Advancement Fund.

National Sharecroppers Fund, New York, N.Y.

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, *Economic Disadvantage, *Farm Labor, Farm Labor Legislation, Housing Needs, Migrant Worker Projects, Racial Discrimination, *Reports, *Ru-

ral Population, Sharecroppers, Welfare Problems

Discrepancies in the U.S. Department of Agriculture (one of America's largest industries) and its relationship to farmworkers and small farmers are discussed in this report. Statistics supporting this are: (1) although 60% of all substandard housing is in rural areas, less than 25% of all Federal housing has been allocated for these areas; (2) approximately 50% of the nation's poor live in rural areas, and 70% of these individuals survive on less than \$2,000 per year; (3) almost half of America's 2.7 million farmers earned less than \$2,500 in 1972; and (4) the average annual wage for 270,000 migratory laborers was \$1,830, while the average farmworker earned \$3,170. All these figures are well below the Federal poverty standard. The discussion focuses on achieving rural revitalization through a comprehensive Federal policy which would maintain a common direction in its programs and provide for coordination and cooperation between governmental agencies. Other topics included in this discussion on the indifference of large corporate farming are the land-grant university's concern with industry rather than farmers and racial discrimination in the Extension Service. A related document is ED 054 885. (HBC)

ED 076 271 RC 006 953

Flores, Juan Modesto

A Study of Mexican American Cultural Characteristics as Perceived by Members of 100 Impoverished Mexican American Families and its Educational Implications.

Pub Date May 72

Note—201p.; Ed.D. Dissertation, University of Houston

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Cultural Factors, Educational Strategies, *Ethnic Studies, *Family Attitudes, *Low Income Groups, *Mexican Americans, Self Concept Tests, Statistical Analysis, Tables (Data)

Two questions were investigated in this study: (1) Does the low socioeconomic Mexican American perceive himself as he is portrayed in literature? and (2) Are there relationships between educational achievement, perceived cultural characteristics, and the 7 specific themes: 1) ethnic isolation, 2) Spanish language, 3) fatalism, 4) present day orientation, 5) limited aspirations, 6) "machismo", and 7) family solidarity? A questionnaire was developed for the 100 ninth grade students tested in Corpus Christi while another was administered to the 76 parents. The results indicated that Mexican American cultural characteristics as perceived by 100 low socioeconomic families tested are not in total accordance with literature. There was general agreement on ethnic isolation, Spanish language, family solidarity, and, to some extent, present day orientation, while there seemed to be general disagreement in the areas of fatalism, limited aspirations, and "machismo". The findings showed the Mexican American living in isolation, maintaining the Spanish language, and having strong family ties. He was also prone to function in the present rather than the past or future, was non-fatalistic, had high aspirations and generally disregarded the "machismo" concept. (HBC)

ED 076 272 RC 006 955

Kuvlesky, William P. And Others

Aspirations of Rural Black Women and Their Orientations Toward Migration.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2906

Pub Date [73]

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Aspiration, *Females, Goal Orientation, *Negroes, *Relocation, *Rural Areas, Social Mobility, Statistical Analysis, Tables (Data)

Identifiers—*East Texas

Ambitions for social mobility among rural southern Blacks and their influence on out-migration trends were explored in this analysis. Data utilized were collected as part of a more comprehensive study of living patterns among disadvantaged families. In the summer of 1970, samples of Black, female adults were drawn from 2 rural villages and a town of about 5,000 inhabi-

tants in a nonmetropolitan county of East Texas. The total sample numbered 52 village and 207 town homemakers. The data indicated that, in general, level of educational aspiration had little impact on desire for rural out-migration. It was observed that those desiring high levels of education (i.e., more than high school) were slightly more inclined to want to remain in the area. While differences were not statistically significant, this evidence was in direct contradiction with the original proposition that aspirations for higher education would be positively associated with rural out-migration. It was further concluded that, except for age and certainty of educational aspiration, family income and subjective income status had little influence on desire for out-migration. (HBC)

ED 076 273 24 RC 006 956

Biglin, James E. Pratt, Wayne

Indian Parent Involvement in Education: A Basic Source Book.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Jun 73

Contract—OEC-1-6-062469-1574(010)

Note—126p.; Slide/cassette presentations (in Navajo and English) to accompany this source book are available on a special order basis

Available from—Northern Arizona University, Box 5774, Flagstaff, Ariz. 86001 (\$1.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Board of Education Policy, *Board of Education Role, Comparative Analysis, Curriculum, Educational Finance, Federal Government, *Parent School Relationship, Parent Student Relationship, *Policy, Public School Systems, School Administration, Schools, State School District Relationship, Student School Relationship, Trustees

The source book is designed for parents of American Indian children. The primary objectives are to provide: basic information on the operation of Federal and public schools; practical suggestions on how parents can become involved; and guidelines for the parents to better prepare their children for educational success. Topics include duties of administrators, school services, funding, curriculum, parent-teacher relationships, parents' role in motivating the child, and a self-help guide for a behavior modification program at home. Also available with this source book are 2 slide/cassette presentations. They are "Help Begins at Home": a presentation designed to provide Indian parents with practical suggestions for preparing their pre-school children for school; and "Passing of the Sun": a presentation which provides information on school operations, administration, and parental involvement. (Author/FF)

ED 076 274 RC 006 957

Coombs, Madison L.

An Evaluation of the Johnson-O'Malley Program: Muskogee Area, Bureau of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Muskogee, Okla. Muskogee Area Office.

Pub Date Aug 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Educational Finance, *Federal Programs, *Program Evaluation, *State Federal Aid

Identifiers—*Johnson O Malley Act, Oklahoma

The Johnson-O'Malley Act (JOM), passed by Congress in 1934, authorized the Bureau of Indian Affairs (BIA) to contract with the states and other political entities for educational services to American Indians. Although the rationale for the JOM program was not understood well by a high proportion of the Indian patrons of public schools or by the school administrators, the nature of JOM funding and recent developments made the evaluation of these programs an inevitable requirement. In April, 1972, the Muskogee Area Office of the BIA sent the Indian Education Section of the Oklahoma State Department of Education a 1 page set of suggestions for evaluating and monitoring JOM projects. This document was shown in its entirety. About a month later the BIA office in Albuquerque, which handles the JOM program, forwarded to the Muskogee Area

task-group reports on recommended strategies for improving the coordination of supportive services and the development of realistic plans of action. (JH)

ED 051 954 RC 005 381

Fitzwilliams, Jeanette

Open-Country Poverty in a Relatively Affluent Area - The East North Central States.

Economic Research Service (DOA), Washington, D.C. Farm Production Economics Research Div.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—AER-208

Pub Date Jun 71

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Economic Disadvantage, Education, Employment, *Family (Sociological Unit), Farmers, Food, Housing, *Human Resources, *Income, Production Techniques, *Rural Areas, Sex Differences

Identifiers—*East North Central States

Poverty among open-country households in the East North Central States (11%) was slightly above the incidence found among U.S. whites in general. Incidence of poverty was greatest among the aged, disabled, and small farmers of all ages who made farming their major source of earnings. Of the respondent households in this 1967 survey, 87% had earnings. Most respondents were nonfarmers. Although 42% received some income from a farm, only 12% got the major portion of their earnings from this source. Some 72% of poor households with heads under age 45, and 57% of those with heads aged 45-64, reported no income other than earnings, interest, or dividends. Even more received no welfare payments. In this area, where two-fifths of all houses were built before 1901, substandard housing was prevalent among the poor. In addition to the narrative portion of the text, a list of 23 references, an appendix of tables showing relative income deprivation criteria, a cross index of tables in this report with those in "Rural Poverty in Three Southern Regions," and 16 other pertinent tables are included. (Author/MJB)

ED 051 955 88 RC 005 382

Region One Bilingual Education Project. 1970-1971 Final Evaluation Report.

Education Service Center Region 1, Edinburg, Tex.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 31 Jul 71

Grant—OEG-0-9-530133-4206(280)

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Early Childhood Education, English Education, Kindergarten, *Mexican Americans, *Primary Grades, *Program Evaluation, Reading Programs, Research Projects, Socialization, Statistical Analysis

Identifiers—Texas

The report evaluates the Texas Education Service Center bilingual program provided in Region I during 1970-71. The 3-year program, for Mexican American students having little or no knowledge of the English language, was designed to enroll students at the kindergarten level and carry them through grade 2. Program components included a kindergarten course designed to teach Spanish-speaking students to read Spanish, a 2-year sequence of oral English instruction (kindergarten and grade 1) coupled with a 2-year experimental English reading program (grades 1 and 2), and a 2-year program in English and Spanish designed to teach 1st and 2nd graders about their families, culture, and school. The program, serving 1,210 students from 5 public and 2 parochial schools, had as its specific objectives (1) to field-test and revise the first-year Spanish reading program, (2) to field-test and revise the English as a second language program, (3) to develop and pilot-test a first-year transitional English reading program, and (4) to develop and pilot-test a first-year social education program. In the report, each major objective is examined in terms of its specific objectives, the

students, evaluation measures, and results of student testing. Conclusions and recommendations are provided for each objective. Included are 26 tables and 2 figures. (MJB)

ED 051 956 RC 005 383

Spanish Surnamed American College Graduates 1971-72. Parts I and II.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date 71

Note—899p.

Available from—The Cabinet Committee on Opportunity for the Spanish Speaking, Suite 712, 1800 G St., N.W., Washington, D.C. 20506 (free while supply lasts)

EDRS Price MF-\$0.65 HC-\$29.71

Descriptors—*College Graduates, *Directories, *Higher Education, *Spanish Americans, *Surveys

In this recruiting directory, information is provided on junior and senior Spanish-surnamed students from more than 800 United States colleges and universities. The table of contents shows schools alphabetically by state; each graduating student is then listed alphabetically by state, with information given on his school, discipline (major), and date of graduation (month and year); tables show total numbers of Spanish-surnamed students graduating within each discipline (arranged according to state), their school, and their date of graduation; and the final table provides a total of all Spanish-surnamed persons graduating within each discipline in 1971-72. (MJB)

ED 051 957 RC 005 387

Smith, Waldron P.

The Attitudes and Beliefs of Teachers Concerning the Education of American Indian Children in the Southwest. American Indian Education Papers, No. 1.

Arizona Univ., Tucson. Dept. of Anthropology.

Pub Date Mar 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Educational Problems, *Interviews, Parent Participation, *Student Characteristics, *Teacher Attitudes, Teacher Characteristics, Teaching Methods

Interviews with 15 groups of teachers in Arizona and New Mexico, representing 10 schools serving predominantly Indian children on or near the periphery of Indian reservations, are summarized in this report. Major areas discussed are teacher attitudes toward methods of teaching Indian students and toward Indian control of schools, as well as teacher beliefs concerning characteristics of (1) Indian students, (2) Indian parents, and (3) teachers of Indian children. Major problems identified by teachers are the lack of competence in English among Indian students and the lack of parental interest in the schools. It is concluded that the education of American Indian children in the Southwest is rigid and inflexible, that classrooms are almost totally lacking in local materials, and that schools seem unwilling to make any concessions to enlist the enthusiasm or interest of the Indian community in the education of their children. (JH)

ED 051 958 RC 005 389

Chilcott, John H.

The Navajo Bordertown Dormitory in Flagstaff, Arizona. American Indian Education Papers, No. 4.

Arizona Univ., Tucson. Dept. of Anthropology; Museum of Northern Arizona, Flagstaff.

Pub Date Dec 70

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Acculturation, *American Indians, Cultural Factors, *Dormitories, Elementary School Students, Objectives, *Program Evaluation, Research, Secondary School Students, *Second Language Learning, Sex Differences, Teacher Attitudes

Identifiers—*Navajos

Purposes of this study of the Bordertown Dormitory Program were (1) to provide a description of the social situation as it existed in 1963 and 1968 as perceived by the teachers, students, dormitory aides, and parents; (2) to ascertain the patterns, if any, arising within individual variations, resulting in group

perceptions rather than individual perceptions; and (3) to develop a set of criteria for assessing the dormitory program. Data collection was accomplished using personal interviews, classroom and playground observations, sociograms, standardized tests, and informal conversation. In addition, 71 student case studies from the 1963 sample and 42 student case studies from the 1968 sample were used to supplement information obtained from 15 members of the dormitory staff, 2 school board members, 10 administrators, 54 teachers, 21 Anglo students, and the parents or relatives of 26 Navajo children. It was concluded that, in spite of an inadequate goal orientation, the Flagstaff Dormitory Program enjoyed much success, as evidenced by the student, parent, and teacher reactions to it. (LS)

ED 051 959 32 RC 005 390

Achilles, Charles M.

Trends in Federal Programs for the 70's.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency—Tennessee Univ., Knoxville. State Agency for Title I.

Pub Date Apr 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Demonstration Programs, Educational Accountability, *Educational Development, Educational Finance, *Federal Programs, *Rural Urban Differences, *Teacher Education

The early 70's will see educational programs in transition as the Nixon administration attempts to redesign Health, Education, and Welfare. The program thrust is beginning to become apparent in 1970. Local educators need to take into strict account the fact that education can no longer do the job alone. Educators must use other social agencies and must refine a partnership with the private sector to provide youngsters with realistic educational opportunities. This will be difficult in regions of the South where strong political influence has always pervaded education. As education must broaden its base and develop sources of support in other sectors of the community, it will erode the power base of the school superintendent and his traditional hold over decisions in education. Educators must develop innovative approaches to utilization of the total resource allocation available to them; the classroom must expand into the community. School experiences must relate to real things, and the spirit of discovery must be tied to an analysis of society's needs. Education programs for the 70's will be designed to provide better-trained teachers, new program thrusts, and innovative structures so that education may continue to develop. (LS)

RE

ED 051 960 RE 003 543

Dunn-Rankin, Peter

Analyzing the Development of Reading Skill Using an Error-Word Preference Inventory.

Pub Date Feb 71

Note—33p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Behavior Rating Scales, Comparative Analysis, *Error Patterns, Factor Analysis, Item Analysis, *Perceptual Development, Preschool Children, *Reading Development, Reading Difficulty, Reading Skills, Reading Tests, *Word Recognition

Subjects ranging from preschoolers to professors were asked to choose between pairs of stimulus pseudowords, the one most like a given target word. Unidimensional scale analysis, item analysis, and factor analysis of the data resulted in the following findings: (1) Adults showed a dominant preference to "addition" errors as opposed to errors of changes in letter order. (2) Preschoolers showed a definite lack of preference; those who did show some consistent choice behavior preferred the letter order distortions. (3) The fourth graders had almost reached the preference position of the adults. (4) Half of the second graders were approaching the adult pattern of preference. (5) Poor readers in



ing to ARDA, regional development, comprehensive planning, and bureaucracy are given. The document contains a bibliography. (AL)

ED 044 217 24 **RC 004 791**
Havighurst, Robert J.

The Indian Self-Image as Evaluated with the Semantic Differential. The National Study of American Indian Education, Series III, No. 9. Final Report.

Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0147
Pub Date Aug 70
Contract—OEC-0-8-080147-2805
Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Achievement, *Adolescents, Age Differences, *American Indians, Anglo Americans, *Cross Cultural Studies, Dropouts, Education, Eskimos, Maladjustment, *National Surveys, *Self Concept, Self Evaluation, Sex Differences, Socioeconomic Status, Spanish Speaking

As a part of the National Study of American Indian Education, the self-image of the Indian student was evaluated with the Semantic Differential (SD) in terms of attitudes toward self as well as toward other persons or institutions. Study groups were expected to describe themselves in favorable, neutral, or derogatory terms. The SD used in the study was partially identical with a form used with teenagers in Chicago, Buenos Aires, Kansas City, and Puerto Rico, thus allowing for comparison of non-Indian boys and girls of the same ages in Chicago and elsewhere. The instrument, as noted, asked for a rating of several concepts including Myself, My Future, Teachers, This School, Indians, Indian Way of Life, and White People's Way of Life; it also included several pairs of adjective scales which included Good-Bad, Happy-Unhappy, Strong-Weak, and Active-Lazy. It was believed that if Indian youth were severely alienated and if they were antagonistic toward teachers and schools, the SD would reveal these differences. The study concluded that, given a like socioeconomic status, Indians have about the same level of self-evaluation as non-Indians. Some evidence indicated that Indian girls are slightly more self-critical than Indian boys. A list of the various tribes included in the study from Alaska to North Carolina is given, along with the number of participants and scores derived from each correlation. Tables of statistics are appended. (EL)

ED 044 218 **RC 004 792**

Poehlman, Charles H.
Indian Education Program: 1969-1970 Annual Report to United States Bureau of Indian Affairs.

Nevada State Dept. of Education, Carson City.
Pub Date Oct 70
Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Adult Programs, *American Indians, *Annual Reports, Community Involvement, Cultural Background, Cultural Enrichment, Dropouts, *Education, *Educational Finance, Educational Television, Enrichment Activities, Enrollment, Evening Classes, Federal State Relationship, *Program Descriptions, School Community Relationship, Student Needs, Teaching Guides

Identifiers—*Nevada

A brief history is given of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, and Nevada's plan for distribution of these funds is discussed. Procedures for determination of state apportionment for Nevada public schools are included, as are the beneficiaries of the special fund allocations. Basic objectives for educational programs and the problems encountered in developing these programs are cited. Two programs for Indian children in Nevada are described: (1) the Summer Educational Program for Southern Paiute Children and (2) The First Ones, an educational television series for all school children in Nevada. (Lesson plans and a teacher's guide for the series are included in the document.) Public Law 89-10 Title I programs serving Indian children in Nevada are listed, and school district news, financial reports for 1969-70, enrollment data, and results of the 5-year dropout survey conclude the report. (LS)

ED 044 219 **RC 004 793**
North Carolina Migrant Education Program Evaluation Report, 1970.

Learning Inst. of North Carolina, Durham.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date Oct 70
Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Annual Reports, Counseling Programs, Educational Needs, Institutes (Training Programs), Interagency Coordination, *Migrant Education, *Program Descriptions, *Program Evaluation, Special Services, *State Programs, *Supplementary Education, Vocational Education

Identifiers—*North Carolina

The second annual report on the effectiveness of North Carolina's migrant education program summarizes information compiled in 22 individual project reports. The information is based on attendance reports, application/authorization forms, on-site visitation reports, and state department questionnaires. Objectives of the state's migrant education program are (1) to provide a continuous educational program for migratory children; (2) to maintain and improve reading and other basic educational skills of migratory children; (3) to provide vocational and prevocational instruction for migratory youth; (4) to provide food, clothing, health, and other supporting services; and (5) to provide cultural enrichment activities. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children and for coordinating these programs and projects with similar programs and projects in other states. Six new programs and 4 exemplary projects are described. Recommendations are made for instructional programs, ancillary services, and state administration. (JH)

ED 044 220 **RC 004 794**

Conde, Carlos, Ed.
The Spanish Speaking People of the United States: A New Era.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.
Pub Date 70
Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Committees, *Cultural Awareness, Disadvantaged Groups, Economic Development, Educational Improvement, Federal Programs, *Government Role, *Interagency Cooperation, *Mexican Americans, Organization, Social Disadvantage, Spanish Americans, *Spanish Speaking

There are an estimated 10 million Spanish-speaking Americans who constitute the second largest minority group in the nation. Included in this group are Mexican Americans, Puerto Ricans, and Cubans. Life styles of the Spanish-speaking Americans, who were here before the Pilgrims, did not change significantly with the arrival of the Northern European cultures. However, the conflict which developed between the cultures has severely affected the social conditions of the Mexican American, his descendants, and the recent Mexican migrant. The Mexican American is looked upon as the remnant of an alien culture and an interloper on what had once been his ancestors' soil. Statistics and attitudes poignantly reflect the nation's social and political neglect of the Mexican American and other Spanish-speaking people. In 1969, the Federal Government created an inter-agency committee on Mexican American affairs: the Cabinet Committee on Opportunities for Spanish Speaking People (CCOSS). Activities of CCOSS are concerned with manpower and equal employment opportunity, economic development, housing, community and neighborhood development, education, comprehensive social and rehabilitative services, public affairs, and research. (EJ)

ED 044 221 32 **RC 004 795**

Chilcott, John H., Comp. And Others
Handbook for Pima and Maricopa Indian Teacher Aides.

Arizona Univ., Tucson. Bureau of Educational Research and Service.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 70
Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*American Indians, Community, Cultural Differences, Curriculum, Discipline, *Education, Elementary Schools, Enrichment, Games, *Guides, Health Needs, *Inservice Education, Recreation, *Teacher Aides

Identifiers—Arizona
The handbook is the result of an Indian Teacher Aide Training Program conducted in 1970 at several Indian schools in Arizona. Content of the document was derived from talks, discussions, projects, and lectures included in the training program. As noted, rather than using a university-program-centered approach, a problem-centered approach was used by drawing from what teachers and Indian aides felt was important in their day-to-day classroom operations. Information contained in the document is specifically designed for use of the Pima Reservation. Questions are posed and answers provided regarding the role of the teacher aide in the classroom, duties thought to be appropriate for the aide, and the role of the aide as a school agent in the community. Cultural differences which are likely to create learning problems are discussed, and information is provided on discipline, health, and games. (EL)

ED 044 222 88 **RC 004 796**

Clarke, Michael J. And Others
Art-by-Telephone: Design and Evaluation.
Clark County School District, Las Vegas, Nev.
Spons Agency—Division of Plans and Supplementary Centers, BESE.

Report No—DPSC-67-3922

Pub Date 70

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Art Education, *Educational Innovation, Master Teachers, Planning, *Program Evaluation, Reports, Rural Education, *Small Schools, Tables (Data), *Telephone Communication Systems, Telephone Instruction

The Art-by-Telephone program, funded under Title III of the Elementary and Secondary Education Act, involved rural high schools in Nevada, Oregon, Idaho, and Utah. The program was designed to offer art instruction from a master teacher to students enrolled in high schools with limited financial resources. Instruction in art was provided by joining a number of widely separated small rural high schools into a conference situation in which all units of the system, including the instructor, were served by a common, 2-way-communication, amplified telephone service. The necessary telephone lines were leased at a special conference service rate for 50 minutes per week. In accordance with a prearranged schedule, the telephone conference operator initiated the necessary line signals to bring all participating schools and a master teacher into a joined, open-line communication setting. Each school was equipped with a telephone amplified receiver and transmitter so that students in any area of their classroom could hear all conversation and could also initiate oral responses. In addition to the amplified telephone equipment, each participating school was equipped with an overhead projector, 35-mm slide projector, tape recorder, and projection screen. The program operated for 2 years and was considered a pioneering success for the Western States Small Schools Project. Eight appendices are included. (AL)

ED 044 223 **RC 004 798**

Osborn, Lynn R.
A Bibliography of North American Indian Speech and Spoken Language.

Kansas Univ., Lawrence.

Pub Date Dec 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*American Indians, Anglo Americans, *Bibliographies, Communication Problems, *Cultural Awareness, Educational Problems, English (Second Language), Grammar, *Language Classification, Language Handicaps, *Language Research, Linguistics

The "War on Poverty" has focused on the economic, educational, and social disadvantage of great segments of our population. Prominent among the disadvantaged is the North American Indian, living in the mainstream of the dominant culture and in the more isolated setting of the government reservation. One of the basic difficulties faced in efforts to improve the lot of the Indian in today's society is that of communication between the Indian and the non-Indian. Government and private agencies concerned with such

The study was designed to determine the relationship between a student's intention to migrate from his community of residence and his vocational and educational expectations. In rural North Carolina, 1068 senior students (Negroes and whites) in 23 high schools were interviewed. Variables examined included sex, socioeconomic status, intelligence, residence, and race. The general conclusion reached was that the social context within which socialization occurs tends to create attitudinal sets among students, resulting in expression of migration intents bearing direct relationships to vocational and educational expectations. The document is appended with 11 tables. (AN)

ED 042 541 RC 004 592

McNamara, Patrick H.

Some Factors Associated with Differential Grade Performance of Mexican American and Non-Mexican American College Students.

Pub Date Mar 70

Note—16p.; Paper presented at annual meetings of the Southwestern Social Science Association (Dallas, Texas, March 1970)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Academic Achievement, *Anglo Americans, *College Students, *Cross Cultural Studies, *Dropouts, *Educational Research, *Grade Point Average, *Mexican Americans, *Sex Differences, *Socioeconomic Background

The study investigated an area of education in which few studies have been published: the area of the Mexican American college student. Most studies have focused on elementary and high school experiences because these have been the most frequent targets of militant Mexican American groups from California to south Texas; therefore, very little is known about Mexican American college students. Even in areas of the Southwest, where the Mexican Americans may number 50% of the total population, the college dropout rate is significantly high. El Paso, Texas, is such an area, yet only 30% of the enrollment at the University of Texas at El Paso (UTEP) is Mexican American. For purposes of this study, 782 students at UTEP filled out questionnaires. Of these, 760 were divided into 2 groups: those marking Mexican or Spanish American as their "predominant ethnic background" and those marking Anglo American. It was found that family background factors affecting Mexican American elementary and high school students seem to have little value in predicting success in college as measured by grade point average. If there is a set of ethnic-related factors which account for differences between the groups, it may be found in sociopsychological relationships on family and peer levels. This study strongly suggests that UTEP, for example, is not successfully recruiting more academically proficient students regardless of ethnicity. (EJ)

ED 042 542 RC 004 593

Webster, William Douglas

Recreation Leadership Training for Teenage Youth: A Study of Basic Program Development. Oregon Univ., Eugene. Center for Leisure Study and Community Service.

Pub Date 70

Note—63p.

Available from—Center of Leisure Studies, University of Oregon, 1587 Agate Street, Eugene, Oregon 97403 (\$2.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Career Opportunities, *Career Planning, *Community Service Programs, *Course Content, *Curriculum Guides, *Employee Attitudes, *Evaluation Criteria, *Guidelines, *Leadership, *Manpower Needs, *Planning, *Program Design, *Recreational Programs, *State Agencies, *Teenagers, *Youth Agencies, *Youth Leaders

Twenty-eight agencies throughout the nation which are responsible for recruitment and training of teenagers into responsible leadership roles in the recreation field were surveyed for the purpose of producing a set of guidelines for creating and planning leadership programs through which the nation's youth might fulfill the need for more trained personnel in the recreation occupations. Specific program guidelines, based on the descriptive survey, include basic criteria for selection of trainees, program philosophy, supervision and evaluation, and use of awards. A suggested basic program for teenage recreation leadership training is discussed in terms of objectives, control of the programs, fees, recruitment, enroll-

ment size, program length, program content, and other related areas. Four tables and a bibliography are presented. (AL)

ED 042 543 RC 004 594

Careers in Parks and Recreation.

Oregon Park and Recreation Society, Salem.; Oregon Univ., Eugene. Center for Leisure Study and Community Service.

Pub Date [70]

Note—8p.

Available from—Center for Leisure Study and Community Service, Department of Recreation and Park Management, University of Oregon, 1587 Agate Street, Eugene, Oregon 97403

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Career Opportunities, *College Students, *Counselors, *Curriculum, *High School Students, *Leisure Time, *Management Education, *Outdoor Education, *Parks, *Program Descriptions, *Recreation

As reported in the document, the park and recreation profession, a growing field, emphasizes involving people in meaningful leisure activities. This service profession offers varied career opportunities in the areas of public recreation, park management, conservation and outdoor recreation, and park and resource planning. Positions are also available with institutional, private, and cultural arts organizations; voluntary youth agencies; armed forces; commercial enterprises; recreation education institutions; and agencies for outdoor education and interpretive services. Salaries, advancement opportunities, and types of careers are discussed. It is noted that recreation and park administration curricula at most colleges and universities combine broad liberal educations with professional and technical studies essential for careers in specific areas of recreation. Examples of program options and specific courses are given, along with suggested high school preparation. Sources of information concerning programs and/or professions are listed. (AN)

ED 042 544 RC 004 596

Rillo, Thomas J., Comp.

A Bibliography of Articles Pertaining to School Camping and Outdoor Education.

Pub Date [65]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, *Camping, *Curriculum Enrichment, *Outdoor Education, *Periodicals

The 408 entries included in this bibliography of journal articles on outdoor and camping education are arranged by year of publication, beginning with the year 1928 and ending with 1965. (LS)

ED 042 545 RC 004 600

Migrant Children in Alabama. A Survey to Identify Children of Migrant Workers and Certain Former Migrant Workers in Alabama.

Alabama Univ., Tuscaloosa. Coll. of Education.

Spons Agency—Alabama State Dept. of Education, Montgomery.

Pub Date Aug 69

Note—198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors—*Agricultural Laborers, *Childhood, *Curriculum, *Environment, *Ethnic Distribution, *Federal Programs, *Legislation, *Migrant Children, *Migrant Education, *Migrants, *School Demography, *Self Concept, *Socioeconomic Status

Identifiers—*Alabama

A 1-year study was completed in August of 1969 by the University of Alabama on procedures to identify the children of migrant workers and of former migrant workers in 6 school systems in Alabama (Blount, Cullman, Pike, and Washington County School Systems and Demopolis and Elba City School Systems). The report of this study (1) includes detailed results of surveys which identified migrant children, (2) documents processes followed to provide a basis for developing a system for identifying these children, and (3) provides background information to those interested in migrant education through a survey of pertinent literature. A number of statistical tables are included, along with 64 pages of annotated bibliography. (EL)

ED 042 546 24 RC 004 604

Summary - National Dissemination and the Five Target States, Part 3, Final Report for Phase II—Dissemination, Rural Shared Services.

Northern Montana Coll., Havre.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0583

Pub Date Apr 70

Contract—OEC-0-8-080583-4532(010)

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Case Studies, *Curriculum, *Demonstration Programs, *Educational Innovation, *Information Dissemination, *Projects, *Publicize, *Rural Education, *Shared Services

The dissemination phase (Phase II) of the Rural Shared Services Project is reported in this document. Efforts of the dissemination phase were concentrated in 5 target states: Vermont, Georgia, Wyoming, Montana, and New Mexico; national dissemination was limited to attendance at national conferences, the U. S. Office of Education PREP materials for state departments of education, and articles in national and regional magazines. Four stages of work included (1) contacting Federal leaders to communicate Phase I findings; (2) visiting leaders in rural education, particularly in target states, to determine commitment to the project; (3) planning and conducting presentations on data obtained from Phase I; and (4) assessing strategies and writing up case-study summaries. In the document, anticipated outcomes of Phase II are listed, and case studies are given for each target state. Related documents are ED 028 882 through ED 028 885. (AN)

ED 042 547 RC 004 607

Directory of Spanish Speaking Organizations in the United States.

Congress of the U. S., Washington, D. C. Cabinet Committee on Opportunity for the Spanish Speaking.

Pub Date Jul 70

Note—240p.

EDRS Price MF-\$1.00 HC-\$12.10

Descriptors—*Community Organizations, *Directories, *Objectives, *Organizations (Groups), *Spanish Speaking

Over 200 organizations, having as their primary emphasis the betterment of the Spanish-speaking American, are listed in this directory. Brief resumes of the organizations include name, address, principal officer(s), date of establishment, and a synopsis of objectives and activities. Six organizations are considered national in scope and constitute a separate section. All others are compiled in alphabetical order by state, city, and name of organization. An alphabetical listing by name of organization is also included. (JH)

ED 042 548 RC 004 608

Mickey, Barbara H.

A Bibliography of Studies Concerning the Spanish-Speaking Population of the American Southwest. Museum of Anthropology Miscellaneous Series, No. 4.

Colorado State Coll., Greeley. Museum of Anthropology.

Pub Date May 69

Note—43p.

Available from—Colorado State College, Museum of Anthropology, Greeley, Colorado 80631 (\$0.50)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Anthropology, *Bibliographies, *Bilingualism, *Books, *Demography, *Doctoral Theses, *Masters Theses, *Mexican Americans, *Periodicals, *Sociology, *Spanish Speaking

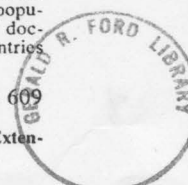
Identifiers—*Southwest

The purpose of this bibliography is to gather references useful to an anthropological study of the Spanish-speaking population of the American Southwest. Relatively few of the books and articles listed are ethnographic in nature. Many report sociological studies emphasizing sociological problems, interpretations, and techniques. Many are concerned with the problem of the child in the classroom; these emphasize the problems of language deficiency and bilingualism. The document contains 544 entries which range from books resulting from long-term research to popular journal articles; from travel accounts to doctoral dissertations. Publication dates of entries range from 1888 to 1968. (EL)

ED 042 549 RC 004 609

Ratchford, C. Brice

Role of State and Land-Grant University Extension Services in Eliminating Rural Poverty. Missouri Univ., Columbia. Extension Div.



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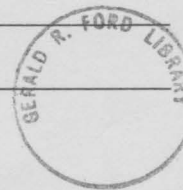
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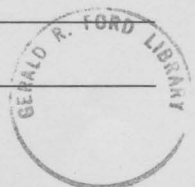
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LA LUZ MAGAZINE

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April 25, 1975

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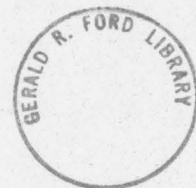
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The following data is extracted
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LA LUZ READERSHIP DATA

Circulation (see attached for geographical breakdown)

Paid Circulation*	26,994
Bulk Circulation	16,500
Controlled Circulation	21,500
	<u>64,994</u>

* Includes 3,000 military subscriptions and 1,800 subscriptions to libraries and schools.

Estimated Total Readership (based on comparable research methodologies employed by such syndicated media research groups as W. R. Simmons and Co., Associates Research and Target Group Index of J. Walter Thompson)

$64,994 \times 5.8 = 376,965$ (pass along factor-estimated adult readers)

Pass along factor is defined as the average number of people who may read each copy of La Luz. For example, one copy of La Luz going to a Hispano household of 9 is passed along not only to members of that family but also to its "extended" members such as parents, grandparents, uncles and padrinos. Moreover, one copy of La Luz in a Chicano studies department may be seen by as many as 70 people.

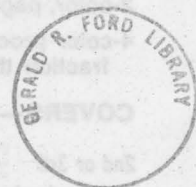
Average Age of La Luz Readers (see attached Reader's Profile for additional demographics)

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(The Hispano population in the U.S.A. is fairly young with a high birth rate.)

Identification of La Luz Readers by Sex

Male readers	53%
Female readers	47%



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2.	Los Angeles SCA	1,449,479	
3.	San Francisco SCA	388,246	
4.	San Antonio	385,126	
5.	Chicago/N.W. Ind. SCA	363,839	
6.	Miami	299,217	
7.	Houston	212,444	
8.	El Paso	204,549	
9.	San Bernardino/Riverside	188,883	
10.	San Jose	186,525	
TOP 10 MARKETS		6,173,080	56%
11.	San Diego	174,209	
12.	McAllen/Pharr/Edinburg	143,611	
13.	Phoenix	140,607	
14.	Denver	138,928	
15.	Corpus Christi	126,774	
16.	Albuquerque	123,814	
17.	Brownsville/Harlingen	107,000	
18.	Fresno	104,177	
19.	Dallas	101,168	
20.	Tucson	82,916	
TOP 20 MARKETS		7,317,335	67%
21.	Sacramento	80,597	
22.	Oxnard/Ventura	73,684	
23.	Laredo	62,380	
24.	Tampa	58,034	
25.	Bakersfield	55,310	
26.	Salinas/Monterey	52,715	
27.	New Orleans	44,451	
28.	Ft. Worth	44,327	
29.	Pueblo	37,088	
30.	Lubbock	31,182	
TOP 30 MARKETS		7,857,103	71%
Balance of U.S.		3,142,897	29%
TOTAL U.S.		11,000,000	100%

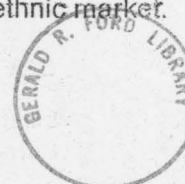
The Spanish speaking market will double in five
years. So states:
Mr. Luis Diaz Albertini

Chairman of the Board of Directors
Spanish Advertising and Marketing Services
New York, New York

Ethnic marketing has been used extensively by the
following corporations in order to reach the Spanish
speaking consumer:

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Goya Foods	Proctor and Gamble
Miller Beer	Bristol Myers
Piels Beer	Bustelo Coffee
Lorillard	Kent Cigarettes
True Cigarettes	Eastern Airlines
Polaroid	Howard Johnsons
Coca Cola	Green Giant
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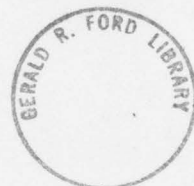
"...committed to an examination of violence and the reasons why the Mexican people are not permitted to enjoy the fruits of their labor; why they are made to live in fear of their lives and on the margin of society. Regeneracion has an equal commitment to proclaim the nature, the humor and the cultural heritage the people give to this land."

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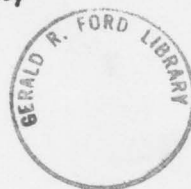
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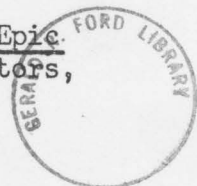
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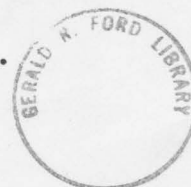
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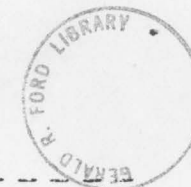
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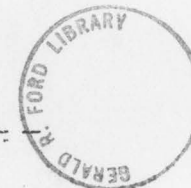
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1	Mexican Americans: An Invisible Minority	C	Superior: Rental \$12.50 Purchase: \$300.	Indiana Univ.	documentary summarizing the Chicano movement & its leaders views
2.	CHICANO	C	Superior: Rental \$25. Purchase \$315.	B.F.A.	Differing commentaries on the Chicano movement are voiced during the moratorium
3	MINORITY YOUTH- ANGIE	C	Good: Rental \$8.00 Purchase: \$145.	B.F.A.	film touching various Chicano problems as seen by Angie, a Chicana
4.	MEXICAN AMERICAN: QUEST FOR EQUALITY	B/W	Excellent: Rental \$10. Purchase \$100.	Anti-Defamation League	Account of the Chicano's endless effort to achieve full equality: Dr. Galarza
5	MEXICAN AMERICAN: A HISTORICAL PROFILE	B/W	Good: Rental \$10. Purchase \$100.	Anti-Defamation League	look at the history of the Chicano
6.	HUELGA (2 parts)	C	Superior: Rental \$30. Purchase: \$545.	McGraw Hill	Documentary portraying the grape worker's strike & the formation of the Union.
7.	DECISION AT DELANO	C	Superior: Rental: \$20. Purchase: \$200.	Nat'l. Educational Media	Documentary portraying the 1965 Grape Strike.

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8.	NORTH FROM MEXICO	C	Good: Rental \$25. Purchase \$250.	Greenwood Press	Documentary presenting the role & contributions of the Chicano in the Southwest U.S.
9.	EDUCATION AND THE MEXICAN AMERICAN	C	Excellent: Rental \$18. Purchase \$340.	Univ. of Calif. Extension Media	Documentary examining the educational problems of the Mexican American
10.	HOW'S SCHOOL ENRIQUE?	C	Superior: Rental \$25. Purchase \$240.	AIMS	A young boy's experience in school as seen by two teachers of opposing view
11.	MEXICAN AMERICAN: HERITAGE & DESTINY	C	Good: Rental \$20. Purchase \$350.	Handel	Documentary showing the many achievements of Mexican Americans in U.S.
12.	MEXICAN AMERICAN CULTURE: IT'S HERITAGE	C	Good: Rental \$20. Purchase \$235.	Communication Group West	Historical account of Mexican American culture in the Southwest
13.	MOST HATED MAN IN NEW MEXICO	C	Good: Rental \$15. Purchase \$330.	N.B.C.	Negative account of Reis Tijerina's struggle to reclaim ancient land grants of Mexican America
14.	I AM JOAQUIN	C	Superior: Rental \$40. Purchase \$300.	Centro Campesino Cultural	Dramatization of "Corky" Gonzalez's poem of Chicanismo
15.	FELIPA-NORTH OF THE BORDER	C	Excellent: Rental \$20. Purchase \$210.	Learning Corp. of America	Film of a young girl's efforts to teach her uncle to read English

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17.	MEXICO'S HISTORY	C	Excellent: No rental Purchase \$195.	Coronet	An overview of Mexico's History from early Indian culture to present
18.	MEXICAN HANDICRAFT & FOLK ART	C	Excellent: No rental Purchase \$130.	Coronet	Introduction to various Mexican handicrafts and folk art as they exist in Mexico today.
19.	MEXICAN OR AMERICAN?	C	Good: No rental Purchase \$200.	Atlantis Corp.	A man must decide between a job promotion and retaining his culture.
20.	MEXICAN AMERICAN FAMILY	C	Good: No rental Purchase \$200.	Atlantis Prod.	... view of the better than average Mexican family.
21.	TO BE SOMEBODY	C	Good: No rental Purchase \$300.	Atlantis Prod.	Account of a young woman's efforts to improve herself
22.	HENRY-BOY OF THE BARRIO	B/W	Good: No rental Purchase \$200.	Atlantis Prod.	account of social problems in New Y.
23.	MAKING A PINATA	C	Excellent: No rental Purchase \$130.	Atlantis Prod.	Art film instruction on making a pinata

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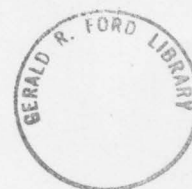
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boletín

Hay Fondos para Asegurar Nuestro Porvenir ?



Are There Funds for the future ?

JOEL GARCIA, J.D. (Executive Director-Director Ejecutivo)

Nosotros en La Clínica de La Raza creemos que buena calidad en el servicio de salud y servicios de salud costosos no son sinónimos o sea iguales. Como director de La Clínica y como persona que anteriormente solo tenía contacto con doctores cuando había un problema serio, he tenido la oportunidad de ver la relación entre el dinero y el proveimiento de

servicios de salud por dos lados. De ambos lados, la importancia del dinero y de servicios médicos en esta sociedad es desafortunadamente una injusta realidad de la vida. He visto establecerse programas financieros que han tratado de aliviar el peso del costo financiero. Estos programas públicos son; Medi-Cal, Medi-Care, y programas de las uniones que ofrecen seguros de enfermedad para los trabajadores y sus familias. Estos cambios, sin embargo, no alcanzan a suficientes personas y a la vez no son suficientemente extensos para cubrir muchas de las necesidades medicas. Algunas necesidades que casi siempre no son cubiertas adecuadamente son; servicios primarios (los servicios de una clínica), mantenimiento de la salud, prevención y servicios educacionales sobre la salud. Esto a veces resulta en costosos gastos de hospitalización para el paciente. Los programas financiados por el publico son tan inmensos

insensibles que las personas son clasificadas como si fueran números y muchas veces por tanta burocracia los "pierden" y la culpa de todo cae sobre la computadora. (continúa en la página 2)

At La Clínica de la Raza we believe that good health care and expensive health care are not synonymous. As director of La Clínica, and as a person who previously has had contact with health professionals only when there was a serious health problem, I have come to view the relationship of money and the provision of health care from two sides. From either side the importance of money and health care in this society is an unfortunate and unjust reality of life. I have seen adjustments in health care financing that have attempted to lighten the burden; such public programs as Medi-Cal and Medi-Care, and also successes of labor unions in obtaining group health plans for workers and their families. These changes however, far from reach enough people, and they are often not extensive enough to cover MANY health care needs. Needs often not covered adequately include primary care (outpatient services) health maintenance and prevention, and educational services. This failure many times results in expensive hospitalization.

Under publicly financed programs available, vast and complex impersonal bureaucracies tend to "lose" people and then blame it on their computer; in a sense, people become little more than a number. Additionally, there is also the problem of finding health care personnel who will treat everybody respectfully. For those of us who are not part of the white "all-american" (anglo) or English speaking majority there is often an insensitive racial or cultural barrier that also hinders maintaining our good health. Clearly, then, simply applying money to the problem is not enough.

In organizing La Clínica we have been attempting to change this sad reality, at least in the Fruitvale Community. What has mattered most to us since our beginning has been the provision of high quality health care and we went about obtaining it even before there was any money available. When we started we were mostly volunteer; most of the expenses were those of setting up an office.

Throughout our history La Clínica has been able to continue on and grow through the dedication of its people; they work at a pay rate that is far far below what is customary. (continued on page 2)

(continuado de la primera página)

También existe el problema de poder encontrar el personal en servicios de salud que trate a todos con respecto. Para esos entre nosotros que no formamos parte de la raza anglosajona o de la mayoría que hable inglés, frecuentemente encontramos una barrera racial y cultural que nos impide mantener buena salud. Está claro entonces, que sólo dinero no va a resolver el problema.

Al organizar La Clínica hemos estado haciendo la lucha de cambiar esta realidad por lo menos en la comunidad de Fruitvale. Lo que más nos ha importado a nosotros desde el principio ha sido el poder proveer servicios de salud de alta calidad y tratamos de hacer esto desde antes de tener dinero para funcionar. Cuando comenzamos casi todos éramos voluntarios; los únicos gastos eran los que se necesitaban para establecer una oficina.

La Clínica continua y ha crecido por la dedicación de su gente que trabaja con una cantidad de pago mucho mas baja de lo que deben de ganar. Este humanismo que es como deben de ser los servicios de salud, ha sido nuestro recurso mas valioso. Esta dedicación de servir a la gente que ha sido desatendida y despreciada por otros, es lo que hace que nuestros esfuerzos aparezcan ser disputables ante otros profesionales de salud.

Dedicación y conciencia, que se obtiene al luchar por la justicia antes que luchar por el dinero (en una sociedad que no está al corriente de tales intereses éticos), es últimamente lo que determinará el futuro de los esfuerzos de La Clínica y su contribución a nuestra comunidad.

Podemos decir que el dinero no es importante pero todos sabemos que esto no es la realidad. Sin embargo, el dinero no debe de ser el factor más importante al rendir servicios médicos. Este es idealístico pero en los últimos cuatro años hemos comprobado que es posible y realístico. Clínicas o Centros médicos gratuitos nunca son realmente gratis o sin costo. Para seguir en operación necesitan fondos de algún lado. Es una ironía que en la nación más rica del mundo y a pesar de tantos impuestos que pagamos, no hay suficientes recursos para asegurar buena salud a todos sin tomar en cuenta la nacionalidad o los antecedentes raciales de la persona.

Hasta ahora La Clínica ha podido obtener suficientes fondos del gobierno federal, del estado y otros recursos locales para mantener servicios de alto nivel. Estos fondos han sido usados para emplear personal con dedicación que sirven a nuestra comunidad y han llegado a ser conocidos por las familias como "nuestro dentista", "nuestro pediatra" "nuestro optometrista", etcetera. Además de estos fondos, los pacientes han contribuido como han podido, sus donaciones, desde el principio de La Clínica.

Presentemente, la fuente más grande de fondos públicos vienen del programa "Revenue Sharing" del condado de Alameda. Para el año 1974-75 le asignaron a La Clínica, \$320,000 para servicios médicos, optométricos y dentales. Al Centro de Salud Mental, el ramo de La Clínica que se entiende de la salud mental, le asignaron \$135,000 adicionales. El segundo fondo más grande que tenemos para servicios primarios para el año 1974-75 fueron \$66,000 asignados por el estado de California bajo el programa "Maternal Child Health", o sea Programa de salud para mujeres y niños. La Ciudad de Oakland, sin embargo, nunca nos ha contratado para servicios directos para sus residentes.

Estas y otras fuentes de fondos nos han dado un total de cerca de tres cuartos de un millón de dólares. Este dinero paga sueldos a aproximadamente 70 empleados, treinta de ellos profesionales. Para poder ofrecer servicio al mismo nivel que ahora, el próximo año, se deben juntar mucho más de tres cuartos de un millón de dólares entre todas las fuentes de fondos disponibles. El impacto de la inflación y el aumento de tarifas del seguro para protección en caso de procedimientos ilegales en La Clínica (Mal-practice Insurance), nos aumentará, con gran significancia, nuestros costos el próximo año.

Cual es entonces el futuro de La Clínica en una ciudad que tiene el número más alto de gente desempleada en el estado de California? Tenemos fondos para seguir operando hasta el fin del mes de Agosto de este año. Parece ser que los fondos del Programa "Revenue Sharing" los van a rebajar a menos que el público se deje oír ante los supervisores de la ciudad. Por medio de este Boletín, le mantendremos informados sobre el desarrollo de este asunto en los próximos meses.

Como algo positivo, el estado de California ha aumentado un poquito su contribución para los servicios de salud para madres y niños para el próximo año. El gobierno federal está en el proceso de implementar cambios importantes como resultado de una ley llamada "Acta Nacional de Planamiento de Salud y Desarrollo de Recursos de 1974". Como consumidores ustedes deben tener derecho, bajo esta ley, a expresar sus opiniones en todas las decisiones. Le mantendremos informados sobre esta ley también por medio del Boletín.

El futuro de La Clínica depende del involucramiento de esta comunidad en asuntos de salud. La mejor manera de apoyarnos, por el momento, es de mantenerse informado sobre la Clínica quien la gobierna, sus problemas y la manera en que usted puede hacerse oír ante los oficiales

(page 2) (página 2)

públicos quien deben dar cuentas al publico. Toda persona interesada está invitada a las juntas de miembros. La próxima junta será el Miércoles, 25 de Junio del 1975 a las 7:00 P.M. en el salon Franciscano de 1503 34 Avenida en Oakland. Por medio de este Boletín seguiremos informandolos.

* (continued from page 1) *

This humanism, which is what health care should be about, has been our most valuable resource. Commitment to serve people who are disregarded and unappreciated by others is what makes our efforts seem controversial in the eyes of other health professionals. The commitment and consciousness that come from seeking justice before money (in a society which for the most part is out of touch with such ethical concerns) is ultimately what will determine the survival of La Clinica's efforts and its long-term contribution to our community.

Well, we might say that money is not important! We all know, however, that is quite unrealistic. But it should not be the most important factor in health care. This is idealistic but over the past four years we have proven that this is possible and realistic. Free Clinics and Community Health Centers, (such as La Clinica) however, are not ever really "free or without costs. This means that if they are to continue funds must come from somewhere. It is ironic that in the wealthiest nation in the world there are not enough resources (in spite of all the taxes we pay) to assure good health for everybody, (regardless of their cultural or racial background).

So far, La Clinica has been able to attract enough non-patient revenue to build up and maintain a high level of service from federal, state and local sources. These funds have been used to hire the dedicated personnel who serve our community and have become known to many families as their "family" pediatrician, physician, social worker, optometrist, dentist etc.

In addition to this funding the patients and clients of La Clinica have contributed to the best of their ability (even from the very beginning) either through donation or fees.

Currently, our largest source of public funding comes from the Alameda County Revenue Sharing program. For the 1974-75 year La Clinica was allocated some \$320,000 for its various services (medical, dental, and optometric); El Centro de Salud Mental, the branch of La Clinica that deals with mental health, was allocated an additional \$135,000. Our next largest source

(continued on page 5)

LAS SIGUIENTES CARTAS HAN SIDO HECHAS A LA SECCIÓN MÉDICA. SI USTED QUIERE HACER ALGUNA PREGUNTA EN ESTA FORMA, ESCRIBA Y TRATAREMOS DE CONTESTARLA SEGÚN EL ESPACIO Y EL TIEMPO QUE TENAMOS. DIRIJA SUS CARTAS A LA CLÍNICA A JOSEFINA BILLINGTON. NO USAREMOS SU NOMBRE

THE FOLLOWING CONSIST OF QUESTIONS THAT MEDICAL IS OFTEN ASKED, IF YOU HAVE ANY QUESTIONS WRITE US AND WE WILL TRY TO ANSWER THEM AS TIME AND SPACE. WRITE TO LA CLÍNICA 40 JO BILLINGTON, NAMES WILL NOT BE USED Thank You

Querida Josefina, Mi hija tiene doce años y tiene un seno más grande que el otro. ¿Esto es abnormal?

¡No! Jovencitas que se acercan a la edad de menarche (la primera regla mensual) tienen muchos cambios glandulares en sus cuerpos; los senos, en particular, empiezan a crecer y a desarrollarse en este tiempo. A menudo un seno se desarrolla más pronto que el otro. Esto se puede corregir con tiempo. Además puede también notar que su hija se queja de dolor o sensibilidad en los senos cuando se le aproxime la menarche.

Dear Jo, My daughter is 12 years old and one breast is larger than the other, is this abnormal?

No! young girls near menarche (the time of first menstruation) have many glandular changes in their bodies. The breasts in particular begin to grow and develop at this time. Very often one breast will be larger than the other. This may correct itself with time. You may also expect that your daughter will complain of breast pain or sensitivity as menarche approaches.

Querida Josefina, He oído que hay una nueva medicina para prevenir la concepción. Es la "pastilla de el día después". ¿Porque no es su uso mas común?

La medicación a que usted se refiere es una dosis muy elevada de un tipo de ESTROGENA, por ahora solo se puede utilizar en casos de extrema emergencia. No se puede usar libremente porque hay indicaciones que las niñas que nacen a las madres que tomaron esta droga corren el peligro de contraer cancer vaginal o del cervix a una temprana edad.

Dear Jo, I've heard there is a new medicine to prevent conception. It's the "morning after" pill. Why is it not used more commonly?

(continued)

The medication you are refering to is a very high dose of a form of ESTROGEN. At this time, it can only be used in extreme emergency cases. It can not be used freely because studies indicate the female children born to mothers who took this drug are at risk to develop vaginal or cervical cancer early in life.

X-RAYS RADIOGRAFIAS

(AUMENTO EN EL COSTO DE RADIOGRAFIAS)

Recientemente el número de radiografías que se han tenido que ordenar para los pacientes ha aumentado tremendamente. Estas radiografías son necesarias para el buen cuidado médico, pero cuestan tanto que pronto vamos a tener que usar fondos que han sido asignados para otros servicios. Por esta razón, tenemos que comenzar a cobrar un costo mínimo de \$10.00 por cada radiografía.

Recently, La Clínica has had to order an increasing number of X-Rays for patients. These X-Rays are necessary for proper care, but cost so much that we will soon have to pay for them with money that is budgeted for other areas of care. For this reason, we must begin charging a \$10.00 minimum fee per X-Ray.

What is YOUR opinion?

This month a group of volunteer students will be interviewing clínica families to find out their opinions of our services and to obtain suggestions on how we might improve. The following students will be calling families to arrange appointments; Rochelle Flores, Emma Arroyave, Oscar Perez, Jose Arevalo, Juan Viniegra, Mariana Rivera, Yvonne Lozo, Lupe Viniegra, and Eliseo Holguin. We feel that your cooperation is very important, but it is optional and you may refuse if you want.

THANK YOU!

la Sección Médica

CUAL ES SU OPINIÓN?

Este mes un grupo de estudiantes voluntarios van a visitar a algunas familias de La Clínica para que den sus opiniones sobre nuestros servicios y para obtener sugerencias para mejorarlos. Los siguientes estudiantes llamarán a varias familias para hacer citas con ellas; Rochelle Flores, Emma Arroyave, Oscar Perez, José Arevalo, Juan Viniegra, Mariana Rivera, Yvonne Lozo, Lupe Viniegra, and Eliseo Holguin. Nosotros creemos que su cooperación es muy importante pero usted tiene el derecho a no participar si usted no quiere.

GRACIAS!

CAMBIOS CHANGES

La Srta. Janie Saenz que antes trabajaba con el Centro de Salud Mental pero que tenia mucho interés en trabajar con niños, ahora está trabajando en El Centro Educativo de La Clínica. Janie vino a reemplazar a la Srta. Maria Carleton quien regresó a Massachusetts para continuar sus estudios.

Bien Venida Janie!
Buena Suerte Maria!

Janie Saenz who worked at El Centro de Salud Mental but was interested in working with children, is now working at Clinica's Child Care Center. Janie took the place of Mary Carleton who went back to Massachusetts to continue her schooling.

Welcome Janie!
Good Luck, Mary!



OPTOMETRIA

La Clínica de Optometría le ofrece a sus pacientes un servicio único y unificado para el mantenimiento de la buena visión, la corrección de los defectos visuales, y la corrección de los defectos visuales, y la detección de patología ocular; como la glaucoma, cataratas, conjuntivitis, etcetera. El Doctor en La Clínica de Optometría examina los ojos en relación a la salud total del individuo. Por ejemplo, enfermedades sistémicas como el diabetes, hipertensión, enfermedades del corazón y tuberculosis tienen significantes señas diagnósticas en el fondo ocular, o sea dentro del ojo. Si el doctor confirma que hay señas diagnósticas de enfermedad sistémica o enfermedad ocular, el se encargará de referir al paciente al lugar apropiado dentro de la Clínica o a otras agencias médicas fuera de La Clínica. Básicamente, La Clínica de Optometría esta diseñada para servir las necesidades de servicios de la visión del paciente. Podemos hacer el examen en Inglés o Español.

OPTOMETRY

Vision is our most important sense. We are seldom aware of it but we rely heavily on it in our waking hours. Since eyes change with time, periodic examinations are necessary to safeguard their health and efficiency. The eye examination includes analysis of all visual function, not just how clearly we see. Thus, the examination begins with the patient history. The doctor will ask questions concerning your visual and general health and visual requirements.

Then the doctor will test your ability to see clearly or recognize detail, by asking you to read a letter chart. People with differing visual conditions will see the letters differently.

The nearsighted eye has clear near vision, but blurred far vision. The normal eye has clear vision for both near and distant objects. Finally, the farsighted eye may also have clear near and distant vision, but maintaining clarity requires effort and this eye sometimes fatigues. As we grow older, eyes gradually lose their focusing ability at near; close objects become more and more difficult to see clearly, even though distant vision may continue to remain clear. This change is noticeable in the early forties and is normal, occurring to everyone. Eyes with astigmatism may see objects as blurred or distorted if the amount of astigmatism is large.

Next a number of functional tests will be given to determine your eye coordination, focusing and aiming abilities, and muscular reflexes. These tests determine if your two eyes are working together properly to make one mental image. Otherwise a number of visual problems may develop, such as double vision, eyestrain, or loss of visual efficiency.

The optometrist will examine the external portion of your eyes and surrounding areas. He will also examine your eyes with an instrument which enables him to view the internal parts of the eye. When the optometrist looks inside your eyes, he sees the inner surface of the eyeball, the retina, or the seeing membrane. The optometrist is trained to detect any abnormalities and determine if medical attention is required.

Also, the optometrist will measure the curvature of the front surface of the eye, the cornea. This is a smooth transparent structure which provides most of the focusing power of the eye. This measurement is useful in determining the nature of your visual problem and in the fitting of contact lenses. You will look through an instrument containing a number of lenses and supplementary devices that the optometrist uses to test your visual function. He will perform a number of different but related tests while you look through the instrument. He may ask you simply to look at a target while he shines a light in your eye. Or, he may ask you to look at the letter chart and report the appearance of the letters as viewed through pairs of lenses, telling him which lens makes the letters on the chart clearer. The letters may look very different. Or, there may be less of a difference. Other times they will look very similar, and you need only report that they look the same. Do not worry about making a mistake or giving a wrong answer. At no time will the results of the visual examination depend on any one answer. Do not worry if one answer you give seems to contradict the previous answer. This is part of the testing procedure and the optometrist is constantly checking and rechecking your responses.

Other aspects of the visual examination involve your abilities at near distances where reading and other close visual tasks are performed. The optometrist that the visual demands differ greatly between individuals, selects those tests which are appropriate for each patient's visual requirements. There are also a number of auxiliary tests the optometrist may use if indicated. The examination of the visual field is often a valuable tool in the evaluation of your visual health. In certain disorders the visual field is restricted, or portions of it are missing. The optometrist is able to identify and locate such areas of visual loss. The peripheral visual field is important for normal visual function, even though objects off to the side are seen indistinctly.

Certain structures of the eye are best observed with specialized instruments. The slit lamp biomicroscope is used to examine several of the transparent layers of the eye under high magnification and illumination. Many details not visible without magnification can be discerned with this procedure.

A test which is routinely performed on patients over 40 years of age is the measurement of the pressure of the fluid inside the eye. In the disease process known as glaucoma, this pressure is elevated to a dangerous level. The delicate visual receptors of the eye are highly vulnerable to damage by the increased pressure, and visual loss may result.

The optometrist is able to measure the pressure inside the eye to determine if it is within normal limits. The optometrist touches the eye gently with the sensor, and the pressure is recorded on the graph paper. There is no pain, only a touch sensation. This is a safe, fast, and reliable technique.

The eye examination encompasses all aspects of visual care. It is a communicative experience that begins with the patient's history and continues through the testing procedures and into the therapeutic phase.

At the conclusion of the examination, the doctor will analyze his findings and discuss them with you. He will then advise and aid you in obtaining the care that will insure your visual health, comfort, and efficiency.

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AY! EYE! I!



By Anacleto Gutierrez, O.D.

El Foro de la COMUNIDAD The Community Forum

El Centro ha iniciado un nuevo programa de utilización para la gente de la comunidad. Este programa se conduce como un foro, en el cual se explican los servicios del Centro, y a la vez, se discute de lo que se trata la Salud Mental y las cosas que intervienen en la vida, que perjudica esto.

No se olviden que el último Jueves de cada mes es el Foro de la Comunidad del Centro de Salud Mental. Nos juntamos en la Biblioteca Latino-Americana 1457 Avenida Fruitvale a las 7:00 P.M.

El tema de este mes, 26 de Junio, va a ser sobre los cambios internos de la persona o sea los periodos cíclicos; cuales son, vivir como darse cuenta de ellos, como nos afectan y como vivir más en el ritmo natural.

* * *

por
Guillermo Ribas, msw

The Centro has initiated a new program for the community. This program is conducted as a forum in which the services of the Centro are explained and at the same time, there are discussions as to what mental health is and the things in life that may affect your mental well-being.

Don't forget that the last Thursday of every month Centro de Salud Mental holds its Community Forum at the Latin American Library 1457 Fruitvale Avenue, at 7:00 P.M. The next forum is June 26.

This month's theme will be on the topic of internal body rhythms and cycles; what they are, how to become aware of them, how they affect us and how to live more in harmony with the natural rhythm.

of funds for primary health care services for 1974-75 was \$66,000 from the State of California under the Maternal and Child Health program. The city of Oakland, however, has never granted or contracted with us for direct health services to its residents.

These and other sources bring our total annual operating budget to around three quarters of a million dollars. This money employs approximately seventy people, (thirty of whom are professionals)

on a salaried basis. In order to keep the present level services going in the next year, well over three quarters of a million must be raised through all of the different sources available. The impact of inflation and Malpractice Insurance rate increases alone will significantly increase our costs next year.

What then is the future for La Clinica in a city which has the highest unemployment rate in the

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state? For the near future (through August of this year) La Clinica can account on enough funds to operate as it is.

It appears that however, there will be cutbacks in County Revenue Sharing Programs unless public outcry is heard by the Board of Supervisors. These developments will be reported to you through the news letter in the upcoming months.

An the positive side the State of California has slightly increased (continued on page 9)



El Centro de Salud Mental y la Asociación Atlética de la Raza han estado tratando de establecer un programa recreativo para el verano para los niños entre las edades de 8 a 14 años.

Actualmente estamos en el proceso de preparar detalles particulares, pero tenemos 3 sitios en mente. Estos sitios serán: Havenscourt, Fruitvale, and la área de San Antonio. (Escuela Franklin y parque de San Antonio).

Si Ud. está interesado en registrar a su hijo, amigo, o pariente, llame a Rosa Johnson al número 832-6683 y dele el nombre del niño, domicilio, número telefónico, y edad. Rosa tomará la información.

En el futuro el coordinador del programa le llamará, contestará cualquier pregunta y le dará mas información necesaria.

Ron Soto **msw**
Director del
Programa Juvenil

* * *

El Centro de Salud Mental and La Raza Athletic Association have been in the process of establishing a summer recreation program for Raza Boys between 8 and 14 years old.

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We are still in the process of working out the particular details but have three recreation sites in mind. These areas will be the Havenscourt, Fruitvale and San Antonio areas. (Franklin school and San Antonio Park).

If you are interested in enrolling your son, friend or relative call Rosa Johnson at 832-6683 and give the child's name, address, phone number, and age. Rosa will record the information.

In the near future the program coordinator will return your call, answer any questions you may have and provide further needed information.

Ron Soto **msw**
Youth Program Director

ABOUT TUBERCULOSIS....

LA TUBERCULOSIS YA SE PUEDE CURAR!

En los años anteriores, la tuberculosis era una enfermedad temerosa porque causaba muchas muertes, pero hoy día hay medicinas que son sumamente efectivas en el tratamiento de esta enfermedad. Porque en nuestra comunidad hay numerosos casos de tuberculosis activos y inactivos, queremos que los miembros de La Clínica sepan lo que es la tuberculosis, el tratamiento y el programa de prevención que tenemos en La Clínica para que así, unamos nuestros esfuerzos para disminuir sus malos efectos.

¿QUE ES LA TUBERCULOSIS? Es una infección causada por un gérmino que por lo regular se pasa de una persona a otra en el aire. Esta infección regularmente comienza en los pulmones y se extiende a otras partes del cuerpo. En casi todas las infecciones de tuberculosis la infección con el tiempo se vuelve inactiva con el tratamiento de medicinas al reaccionar el cuerpo a la formación de una cicatriz alrededor de los gérminos que los mantiene contenidos. Un problema serio con una infección calmada es que puede volverse activa mas adelante.

¿COMO SE DESCUBRE UNA INFECCION DE TUBERCULOSIS? En un caso activo, la persona regularmente se siente enferma, pierde peso, tose, y se siente débil. En estos casos por lo regular podemos descubrir los gérminos en la flema de la persona enferma. Pero el mejor modo es una prueba contra la tuberculosis o una radiografía del pecho. Las personas que tienen una infección inactiva, tendrán un resultado positivo en la prueba contra la tuberculosis.

¿CUAL ES EL TRATAMIENTO DE LA TUBERCULOSIS? Se han descubierto medicinas que matan los gérminos de la tuberculosis sin hacer daño al cuerpo. Casi todas las personas con tuberculosis activa se mejoran después de dos o tres meses de tratamiento, pero por lo regular el tratamiento dura un año o más.

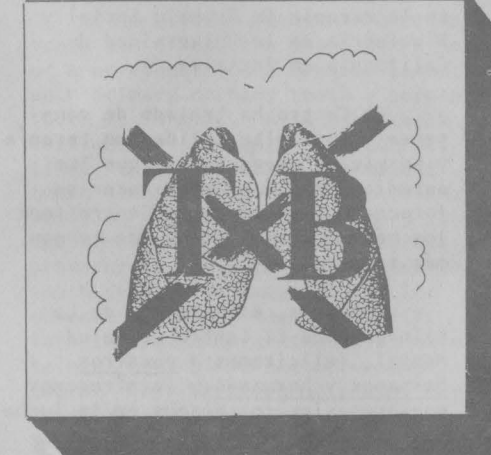
¿QUE PELIGROSO ES ESTAR CERCA DE UNA PERSONA QUE ESTA BAJO TRATAMIENTO? No es muy peligroso después de dos o tres meses de tratamiento, no es posible que otra persona se contagie. Sin embargo, si una persona tiene contacto con otra que tenga tuberculosis activo debe obtener una prueba contra la tuberculosis para asegurarse que no está contagiada.

¿CUAL ES EL TRATAMIENTO DE UNA INFECCION INACTIVA? Por lo regular una persona con infección inactiva se pone en tratamiento por un año para prevenir que la enfermedad se vuelva a reactivar. La medicina que se usa con más frecuencia se llama ISONIAZID y no causa efectos secun-

darios a la mayor parte de la gente que los usa.

¿CUAL ES EL PROGRAMA DE TRATAMIENTO Y PREVENCIÓN DE LA CLÍNICA? Lo más importante en el programa de prevención es una prueba contra la tuberculosis anualmente para todos los que no han tenido una prueba positiva. Para esas personas que han tenido pruebas positivas, La Clínica le provee tratamiento y radiografías del pecho.

Presentemente tenemos aproximadamente 50 personas que están tomando medicina por un año o más. Estas personas vienen una vez por mes a recoger medicinas y a una corta entrevista para ver si se sienten bien. Usted nos puede ayudar en este programa viniendo a que le den pruebas contra la tuberculosis regularmente. También nos puede ayudar no teniéndole miedo a esta enfermedad porque el miedo puede retardar el tratamiento y las pruebas y esto puede tener serias consecuencias.



TUBERCULOSIS, A DISEASE WHICH CAN BE CURED! In past years, tuberculosis was greatly feared because many persons died from it, but today, medicines are used which are highly effective in curing the disease. There are numerous cases of tuberculosis in our community, both active and inactive, and for this reason we want everyone in our membership to know the facts about it and about our treatment and prevention program, so that a cooperative effort can be made to minimize its effects.

FIRST, WHAT IS TUBERCULOSIS? It is an infection, caused by a germ which is usually passed from one person to another through the air. Infections usually begin in the lungs and then spread to other parts of the body. In most Tb infections, the infection eventually becomes inactive through treatment with medicines, or quiet, through the reaction of the body in forming a scar around the germs, thus containing them. One serious problem with quiet infections is that they may again become active in life.

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SOBRE LA TUBERCULOSIS....

por / by David Teagarden, M.D.

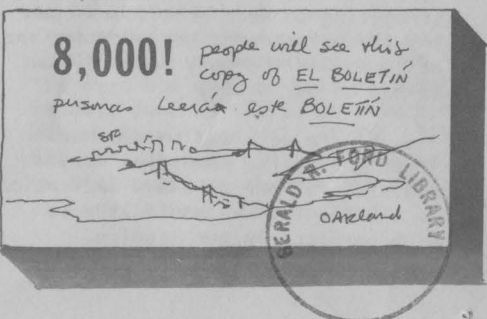
HOW DO WE DISCOVER A TUBERCULOSIS INFECTION? In an active case, a person is usually sick, losing weight, coughing, and feeling weak, and in these cases we can usually discover the germs in the phlegm of an ill person. However, the surest way is with a skin test and a chest X-Ray. Many persons have a positive skin test because they had an infection earlier in their life which is now quiet in their body.

HOW IS TUBERCULOSIS TREATED? Medicines have been discovered which kill tuberculosis germs without harming the body. Almost all persons with active Tb get better after two or three months of this treatment, but usually the total length of treatment time is a year or more.

HOW DANGEROUS IS IT TO BE NEAR A PERSON WHO IS BEING TREATED? It is not very dangerous at all after two or three months of treatment it is not possible to infect another person. However, on any occasion of contact with an active case, it is best to have a skin test to see if there is any possibility of an infection.

HOW IS A QUIET INFECTION TREATED? Usually, a person who has a quiet infection is treated with medicines for one year, in order to prevent reactivation of the disease. The most common medicine used is called ISONIAZID, and for most persons causes no side effects.

WHAT IS LA CLINICA'S PROGRAM FOR TUBERCULOSIS PREVENTION AND TREATMENT? The most important aspect of a prevention program is to do skin tests yearly on everyone who has not a previous positive test. For those whose skin test is positive, the clinic provides X-Ray and treatment. Presently we have approximately 50 persons who are taking medicines for a year or more. These persons come once a month to pick up medicines and to have a brief interview to see that they are feeling well. During the summer, we hope to have several educational sessions on tuberculosis. You in the community can aid us with this program by having regular skin tests and most important by not being afraid of this illness, because fear can only cause unnecessary delays in treatment and testing and therefore greater risk of serious consequences.



ESTAMOS TRISTES PORQUE...



La Doctora Roswita Dickerhoff, una Pediatra en nuestro personal en esté año pasado, se ira el día 15 de Junio para ampliar sus estudios en Hematología en el Hospital de Niños de Oakland, California.

Ella asistió a la Escuela de Medicina en Alemania y extendió su entrenamiento en Africa y Los Estados Unidos. En 1972 y 1973 cuando La Clínica estuvo luchando por mantener sus puertas abiertas, Roswita ofreció sus servicios y a veces era la única Pediatra en nuestro personal.

Nosotros estamos tristes de verla ir pero a la vez agradecidos por su tiempo y dedicación a La Clínica. Le deseamos buena suerte en sus estudios.

WE ARE SAD BECAUSE...

Doctor Roswita Dickerhoff, a Pediatrician on our staff for the past year will be leaving on June 15th, to do a Hematology Fellowship at Children's Hospital in Oakland, California.

She attended Medical School in Germany and had further training in Africa and the United States. In 1972 and 1973 when the Clinic was struggling to keep it's doors open Roswita volunteered her services and at times was the only pediatrician we had on our staff.

We are very sad to see her leave but at the same time very grateful for her time and dedication to the Clinic. We would like to wish her luck in her studies.

FELICIDADES

Y BUENA SUERTE!!

por / by

Roberto Vargas msw →

El 9 de Junio de 1975 El Centro de Salud Mental co-auspicio una fiesta/picnic en honor de los estudiantes que recibieron su titulo de Maestría en la escuela de Trabajo Social y Siquiatría de la Universidad de California en Berkeley.

El Centro ha tratado de mantener la más alta calidad en terapia y servicios asegurandose que los estudiantes que quieren hacer su internado Clínico en El Centro sean los más dedicados y los que tengan más talentos.

Nosotros, el personal de La Clínica y de El Centro de Salud Mental, felicitamos a nuestros hermanos y hermanas y le ofrecemos nuestros sinceros deseos en la lucha que les espera en el trabajo de desarrollar nuevos programas de servicio de salud mental.

Los graduantes son:

- *Regina Armas, MSW - Octubre 1972 hasta Junio 1973
- *Yolanda Baldovinos, MSW - Mayo 1974 hasta el presente
- *Roberto Carrillo, MSW - Octubre 1973 hasta Junio 1974
- *Linda Chaparro, MSW - Octubre 1973 hasta Junio 1974
- *Nancy Nogales, MSW - Octubre 1973 hasta Junio 1974
- *Irene Ortiz, MSW - Octubre 1973 hasta Junio 1974
- *Ramon Parada, MSW - Octubre 1973 hasta Junio 1975

gracias 'thank you's'

ANA MARÍA DUEÑAS, CECILIA MORA, MARCOLINA FELICIANO, SUSANA PAEZ, JUDY VASQUEZ, JOEL GARCIA, YOLANDA BALDOVINOS, DAVE TEEGARDEN, WICK GUTIERREZ, JULIE OLGIN, JAMIE SAENZ & MARY MARTINEZ, ALLEN, RON SOTO, ROBERTO VARGAS, GUILLERMO RIVAS, DOLORES RIVAS, ALAN HOFFMAN, CLEMENCIA GARCIA, MARY PAIDILLO, JOEL LUCERO, WYNN, FRANK WEST-LAKE, SHAW ALVAREZ,

(page 8 - página 8)

On June 9, 1975, El Centro de Salud Mental co-sponsored a picnic party to honor the social work graduate students who received their Master Degrees in Psychiatric Social work at the University of California, Berkeley.

El Centro strives to maintain the highest quality of therapy and social services by selecting the most talented and committed students to perform their clinical internships at El Centro. During the past years we have tried to provide these students a relevant experience which will provide them the abilities to continue the struggle of developing necessary Raza programs throughout California.

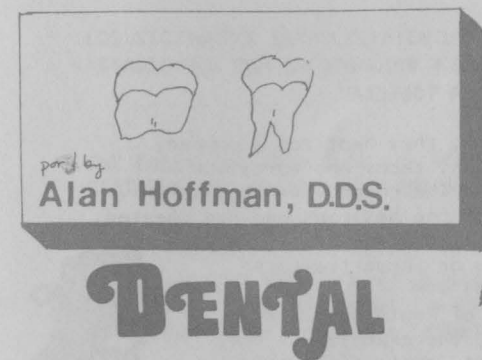
In exchange for the opportunity to work at El Centro, many of these students have left a lasting impression of their good work within our program and our community.

We at La Clinica and El Centro extend our congratulations and well wishes in the struggle nuestros hermanos y hermanas have before them to continue the development of necessary mental health programs to provide relevant and quality services to our Raza communities.

The graduates are:

- *Regina Armas, MSW - October 1972 to June 1973
- *Yolanda Baldovinos, MSW - May 1974 to present
- *Roberto Carrillo, MSW - October 1973 to June 1974
- *Linda Chaparro, MSW - October 1973 to June 1974
- *Nancy Nogales, MSW - October 1973 to June 1974
- *Irene Ortiz, MSW - October 1973 to June 1974
- *Ramon Parada, MSW - October 1973 to June 1975

BUT WE ARE HAPPY BECAUSE



Los dientes primarios o dientes de leche son mucho más importante de lo que muchos creen. Nosotros creemos que como los vamos a perder de todos modos, no importa que les pase. Pero la condición de nuestros primeros dientes pueden afectar a nuestros dientes permanentes o nuestra dentición esmerada para la dieta y higiene oral de nuestros hijos durante el tiempo que están pequeños les ayudará a tener dientes permanentes sanos para el resto de su vida.

Los niños que tienen la oportunidad de ver el dentista y aprender buenas maneras de como lavarse y como usar el hilo de ceda (dental floss) para los dientes cuando están jóvenes (edad de 3-5 años) desarrollan mejores actitudes y maneras para mantener sus dientes en mejor condición. Aquellos que no aprenden buenas maneras a una temprana edad son muchas veces forzados a aprenderlas más tarde después de que han experimentado varias caries en sus dientes permanentes. Aunque es mejor tarde que nunca, ya para este tiempo, el daño hecho es grande.

También un abceso grande en un diente primario puede afectar la forma y color del diente permanente, porque bajo cada diente primario o diente de leche un diente permanente se está formando. También los dientes de leche no se deben de perder hasta el tiempo correcto. Es entonces cuando el diente permanente se mueve naturalmente en la misma posición y empuja el diente primario fuera. Cuando un diente primario se pierde prematuramente, (como en el caso de un diente que está muy podrido), otro diente que no debe entrar ocupa el espacio que debe ocupar el diente permanente. Este movimiento de dientes antes de tiempo puede, más tarde, causar mala condición en la dentadura. Puede resultar en mal ensamblamiento, mal aliniamiento de los dientes o mala mordedura. El mejor modo de prevenir esto es higiene diaria y buenos modales de alimentos. Los niños deben de aprender lo más pronto posible los modos correctos de usar el hilo de ceda (dental floss) y de como lavarse los dientes.

Primary or baby teeth are far more important than many believe. We usually think that since we are going to loose them anyway, it really doesn't matter what happens to them. However, the condition of our primary teeth can effect our permanent teeth or dentition in many ways. Careful attention to our children's diet and oral hygiene during the time that they have their baby teeth can help their permanent teeth be healthier throughout their entire life.

Children who have the opportunity to see the dentist and learn good habits of brushing and flossing when they are young (ages 3-5) develop the best attitudes and habits for keeping their teeth in good condition. Those that do not learn good habits early are often forced to learn them later after they have experienced many cavities in their permanent teeth. Although it is better late than never, by this time considerable damage has been done.

Also a large abcess in a primary tooth can effect the shape and color or a permanent tooth because beneath each primary or baby tooth a permanent tooth is forming. Also baby teeth must not be lost until the correct time. This is when the permanent tooth naturally moves into the same position and pushes the primary tooth out. When a primary tooth is lost prematurely (in a case of excessive tooth decay, for example) the incorrect permanent tooth can drift into the space which should be maintained for a different permanent tooth. This drifting of teeth, because of the early loss of primary teeth, can result in poor condition of our teeth later in life. There can be crowding, poor alignment of teeth or a poor bite. The best means to prevent this is daily hygiene and good eating habits. Children should learn as early as possible the correct flossing and brushing methods.

(FUNDS - continued from page 5)

its contribution for health services for mothers and children for the next year. The federal system for deciding on expenditure of direct federal dollars is in the process of important changes as a result of The National Health Planning and Resources Development Act of 1974. (Public Law 93-641) This is also something we will be reporting on to you however, as a consumer you should have a direct voice in the decisions under the new law. La Clinica's future ultimately rests with the involvement of the Fruitvale community in health care issues. The most direct way to support us at this time is to become informed about La Clinica itself, what it takes to govern it,

(page 9 - página 9)

JUNTA DE MIEMBROS

La Mesa Directiva junto con el personal de La Clínica organizan cada dos meses una junta general para miembros. Todo los pacientes de La Clínica y clientes del centro de Salud Mental están invitados a esta junta. Se les informa sobre pólizas y negocios de La Clínica y se hacen presentaciones educacionales sobre la salud. También se reciben sugerencias, se contestan preguntas, y los pacientes pueden expresar sus inquietudes. La mesa directiva y el personal de La Clínica son responsables a los pacientes de La Clínica

La próxima junta de miembros será el 25 de Junio en el Salón Franciscano de Santa Isabel - 1534 34 Avenida, Oakland. En esta junta habrán nominaciones para la elección de tres miembros de la Mesa. Es muy importante que todos participen en la selección de miembros que estén verdaderamente interesados en participar activamente en esta función tan importante.

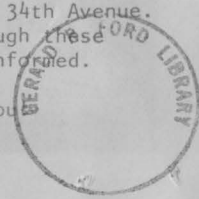
membership meeting

The board and the administrative staff organize a general Membership Meeting once every two months. Every patient utilizing La Clinica's services is invited to attend this meeting. Patients are updated on clinic policy and business, health education presentations are made, patient concerns are heard and questions are answered. The Board of Directors as well as staff are ultimately responsible to the patient population of La Clinica.

The next membership meeting will be on June 25 at St. Elizabeth's Franciscan Hall 1503 34th Avenue, Oakland. At this meeting we will hold nominations for the election of three board members. It is important that all patients voice their opinions in the selection of Board Members who are truly interested in actively participating in this important Clinica function.

what problems it faces, and how you can make yourself heard by the public officials who are supposed to be accountable to you. All interested people are invited to La Clinica's membership meetings. The next one will be held on Wednesday, June 25, 1975, at 7:00 P.M. at the Franciscan Hall of St. Elizabeth's Church, 1503 34th Avenue. We will continue through these columns to keep you informed.

Thank you



"LA TOLTECA"

Con este nombre glorioso, bautizaron a una compañía donde se procesan tostadas, tacos y también tortillas. Es producto Mexicano, compañía anglosajona con sudor de Mexicanos explotados y engañados y hasta ninguneados. Al frente tienen dos o tres, muy malinchistas que son puros lambiscones, tiemblan ante los sajones, pero eso sí, con el nacional se fajan los pantalones. Lo atropellan, lo ultrajan, lo engañan y lo explotan. Y yo como soy patriota ya no aguanto la pelota y reviento mi bozal. Digo todo lo que siento y pego gritos al viento y se me quiere acallar, y como soy lengua larga les grito cuatro verdades y a la calle voy a dar.

(escrito por una trabajadora de la Tolteca y expresa como se sienten de los abusos de la compañía)



"LA TOLTECA"

With this glorious name, they baptized a company where they make tostadas, tacos and tortillas. The product is Mexican, The company is anglosaxon built with the sweat of the Mexicans who are cheated, exploited and treated like dirt. At front they have two or three traitors who are nothing but yes-men they tremble in front of Anglos but they build themselves up at the expenses of the Mexicans who they cheat, exploit and abuse in every way.

And I who love my people, now can take no more of this. I will not be muzzled and though they want me to be quiet I will say what I feel so that everybody will know, and since I have a big mouth I will shout out the truth, though I am sure to end up in the street.



(written by a woman at the Tolteca which expresses the feelings toward company abuses)

En Richmond en la compañía Tolteca Foods, Inc. - "La Tolteca", la gran mayoría de los empleados son Latinos; la mayor parte son mujeres Mexicanas.

El 13 de Mayo cuando terminó su contrato sin ningún fruto en las negociaciones entre la compañía y los trabajadores, estos últimos salieron en huelga. Pedían mejor salario, mejor tratamiento y demandaban el respecto debido a todo trabajador. Esto último sobre todo, los empujó a hacer huelga aunque no tenían fondos de huelga para cubrir sus deudas, la renta y la comida.

Esta huelga ha sido un magnífico ejemplo de la fuerza que tiene la unidad cuando los trabajadores se organizan. Los trabajadores pararon la producción y ganaron el derecho de inspeccionar la fábrica y todos los camiones que entraban y salían. La compañía trató de sacar su maquinaria para asustar a los huelguistas pero ellos lo impidieron con sus cuerpos y sus carros.

Después de 3 semanas de mantener la línea de piquete 24 horas al día, el día 30 de Mayo, después de 12 horas de negociaciones decisivas, Tolteca Foods Inc., firmó el nuevo contrato poniéndole fin a la huelga. Esto fue un rotundo triunfo para los 150 trabajadores que permanecieron firmes a pesar de las amenazas de la compañía. Algunas de las cosas ganadas son: 17% en aumento de pago, pago atrasado (retroactivo), un procedimiento para resolver injusticias. La mayor victoria sin embargo fue la unidad de los trabajadores que hizo la fuerza para esta lucha.

Los trabajadores recibieron mucho apoyo monetario o en la línea de piquete de diferentes organizaciones y individuos.

Comites de apoyo fueron formados en San José y Oakland. Ellos ven la necesidad de que se dé a saber esta lucha importante que fue una victoria para todos los trabajadores. Para más informes llame al Comité de Apoyo de La Tolteca al teléfono 415/533-4022.

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In Richmond, at Tolteca Foods, Inc. ("La Tolteca") the majority of the workers are Latinos and most of them are Mexican women. On May 13th their contract expired and when negotiations with the company had not shown any progress they went out on strike. They asked for a liveable salary and decent treatment by the company and demanded the respect that all have the right to expect. This final thing, above all, forced them to strike even though they had no strike funds to help them with bills, rent or food.

This strike is a shining example of the force of unity and organization among workers. The workers closed down all production and won the right to inspect the plant and any trucks leaving and entering. At one point the company tried to remove their machinery from the plant to intimidate the workers. The workers, however stopped the trucks with their bodies and their cars.

After three weeks of continuous around the clock picketing, on May 30th and after twelve hours of decisive negotiations, Tolteca Foods Inc. signed the new contract ending the strike. This was a sound victory for the 150 workers who had continued to struggle in spite of company threats. Several of the things won are: 17% wage increase, retroactive uniform pay and grievance procedure. The greatest victory, however, is the unity among the workers which created the strength to win this struggle.

The workers received much support from labor, community organizations and individuals who gave physical or financial support.

Support committees were formed in San Jose and Oakland and they see the need to continue to spread the word of this important struggle which was a victory for all workers. For more information call the Tolteca Support Committee at 415/533-4022.

por Samuel Martinez (EL CENTRO DE SALUD MENTAL DE NORTH OAKLAND)

QUE ES EL PROGRAMA W.I.C.? Este programa que es para la mujer, el infante y niños es un programa fundado por el Gobierno federal para suplementar comida a las familias con ingresos limitados. El propósito de este programa es para suplir comidas específicamente nutritivas para mantener buena salud para ciertos miembros de la familia, y proveer información sobre la nutrición para toda la familia. (page 10 - página 10)

LOS SIGUIENTES ESTABLECIMIENTOS DE LA COMUNIDAD HAN COOPERADO CON EL COSTO DE ESTA PUBLICACION. ESTAMOS MUY AGRADECIDOS POR SU DONACION Y ESPERAMOS QUE PUEDAN CONTINUAR AYUDANDONOS.

* * *

THE FOLLOWING STORES IN THE COMMUNITY HAVE AIDED US IN THE COST OF PRINTING OUR NEWSLETTER. WE ARE VERY GRATEFUL FOR THEIR DONATIONS AND WE HOPE THEY CONTINUE TO HELP US.

SI UD. QUIERE ANUNCIAR SU NEGOCIO EN ESTE BOLETIN LLAMENOS. ESTO NOS AYUDA CON EL COSTO. SU APOYO NOS AYUDA A MANTENER A LA COMUNIDAD INFORMADA.

*

IF YOU WISH TO ADVERTISE IN OUR NEWSLETTER PLEASE CALL US. YOUR SUPPORT HELPS KEEP OUR COMMUNITY INFORMED.

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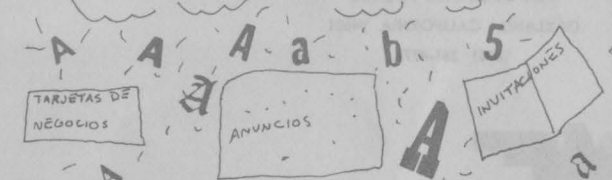
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BUENO, OPERADORA!

La Clínica ahora ofrece servicio telefónico bilingüe durante las horas en que La Clínica está cerrada. Este servicio provee consejos profesionales cuando sea necesario y en caso de accidentes o enfermedades refiere a los pacientes a otras facilidades médicas. Este servicio es una cortesía de parte del personal de La Clínica y es solamente para las personas que están bajo nuestro cuidado médico. Teléfono 261-4773

HELLO, OPERATOR!

La Clínica now offers a bilingual answering service after business hours and on weekends for its patients. Through this service professional advice is provided as necessary, and referrals are made in case of accidents, illnesses, and/or injuries.

This service is a courtesy extended by staff members of La Clínica and is only provided to persons who are under our care.

All calls not related to illnesses or injury should be made during regular business hours. The number to call day or night is 261-4773.

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1400 PACIENTES AL MES.

MEDICAL SEES APPROXIMATELY 1400
PATIENTS A MONTH.

EL CENTRO EDUCATIVO

(CHILDCARE CENTER)
1423 Fruitvale Avenue
Oakland, California 94601
261-4180



Dear Patients:

Please bring your children to Centro Educativo whenever you have an appointment at Clinica or Centro de Salud.

Have consideration for other patients that are waiting to see the doctor.

It would be a lot easier for you as parents to leave your children at Centro Educativo where they would have supervision in play and learning skills.

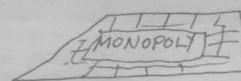
Also La Clínica Personnel would be able to give better service if they did not have to watch your children. This takes them away from their work.

The staff asks your full cooperation in bringing your children to Centro Educativo.

If you have any questions please feel free to call us at any time.

With our sincere appreciation,

CENTRO EDUCATIVO
Mrs. Mary Martinez
Ms. Janie Saenz



Estimados Pacientes:

Por favor traigan sus niños al Centro Educativo cuando tengan cita en la Clínica ó el Centro de Salud.

Tengan consideración de los demás pacientes que están esperando para ver el doctor.

Será mas fácil para ustedes como padres dejar a sus niños en el Centro Educativo donde serán supervisados en el juego y otras actividades educacionales.

El personal de la Clínica puede dar mejor servicio, si no tiene que andar detrás de sus niños. Esto los quita de su trabajo.

El personal pide su cooperación en que lleven a sus niños al Centro Educativo.

Si tienen algunas preguntas sientase con confianza de hablarnos.

Con nuestro sincero aprecio,

EL CENTRO EDUCATIVO
Sra. Mary Martinez
Srta. Janie Saenz

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LA CLINICA DE LA RAZA

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