

The original documents are located in Box 10, folder “Education” of the Fernando E.C. De Baca Files at the Gerald R. Ford Presidential Library.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Gerald R. Ford donated to the United States of America his copyrights in all of his unpublished writings in National Archives collections. Works prepared by U.S. Government employees as part of their official duties are in the public domain. The copyrights to materials written by other individuals or organizations are presumed to remain with them. If you think any of the information displayed in the PDF is subject to a valid copyright claim, please contact the Gerald R. Ford Presidential Library.

April 17, 1975

Sanchez

Dear Alex:

Thank you for your recent letter advising me of your forthcoming visit to the Washington area during the week of April 28, 1975.

Unfortunately, I will be away from the office during most of that week. I do plan to return on May 1, however, and would be delighted to meet with you on either the afternoon of the 1st or the morning of the 2nd of May.

Please advise my secretary at (202) 456-1414 which date would be most convenient for you so that we may set a specific time for getting together.

I am looking forward to seeing you again.

Atentamente,

Fernando E. C. De Baca
Special Assistant to the President

Mr. Alex A. Sanchez
Director Dona Ana County
Occupational Education Branch
New Mexico State University
Box 3DA
Las Cruces, New Mexico 88003

FECDeB:mmnd:4/17/75



DOÑA ANA COUNTY
OCCUPATIONAL EDUCATION BRANCH

Box 3DA/Las Cruces, New Mexico 88003
Telephone (505) 646-3211



April 3, 1975

Mr. Fernando E. C. DeBaca
Special Assistant to the President
The White House
Washington, D.C. 20013

Dear Fernando:

I plan to be in the Washington area during the week of April 28, 1975. While there I would like an appointment to speak with you concerning some of our program needs in vocational education. Matters of particular concern include funding sources for health, environmental, energy and bilingual programs as well as for facilities and equipment. Pending legislation for vocational education is also a concern.

Please advise me of the most convenient time for an appointment. Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads 'Alex'.

Alex A. Sanchez
Director

AAS:mg



EDUCATION



file

BOISE STATE UNIVERSITY • 1910 COLLEGE BLVD. • BOISE, IDAHO 83725

MIGRANT AND MULTICULTURAL EDUCATION [208] 385-3289

April 29, 1975

Mr. Fernando E. C. De Baca
Special Assistant to the President
White House
Washington, D. C. 20407

Dear Mr. De Baca:

Thank you for sending us a sample copy of Information para el Consumidor. We are requesting on the post card included in your letter 100 additional copies which we will distribute to Spanish-speaking migrant agricultural workers in Idaho.

Presently on leave from Pan American University, Edinburg, Texas, where I was Coordinator of Bilingual Bicultural Teacher Education, I am attempting to found a Division of Migrant and Multicultural Teacher Education here at Boise State University and have continuing contact with the nearly 30 migrant summer programs which will begin in June across the State. We will provide a few copies to each of these programs, and they can order additional copies for distribution in their own community. Most of these projects have a home-school community coordinator who is bilingual and can see to it that this information reaches the migrant families.

Please keep me informed as to relevant projects, meetings, projects, and activities which would be helpful to the Spanish-speaking people of Idaho, or to which I might be able to make a contribution.

Sincerely yours,

Nancy Smither

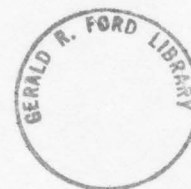
Nancy Smither
Distinguished Visiting Professor

NS/bd

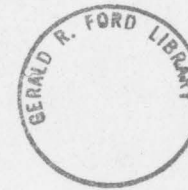
MMD

5/2

Please prepare address card for future contact



TEXAS EDUCATION AGENCY
Management Information Center



STATE TOTALS

Ethnic Enrollment By Grade
1972-73 School Year

GRADE	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAME		ANGLO & OTHER		TOTAL
	Number	PCT	Number	PCT	Number	PCT	Number	PCT	Number	PCT	
PRE-K	3	0.0	1,396	22.8	9	0.1	3,934	64.1	793	12.9	6,135
IND	51	0.1	19,918	22.7	186	0.2	33,894	38.6	33,697	38.4	87,746
01	225	0.1	34,520	17.2	448	0.2	54,499	27.2	110,557	55.2	200,249
02	214	0.1	33,875	16.5	474	0.2	52,076	25.3	118,983	57.9	205,622
03	265	0.1	34,560	15.9	500	0.2	52,192	24.1	129,350	59.6	216,867
04	233	0.1	32,856	15.0	456	0.2	51,168	23.4	133,729	61.2	218,442
05	255	0.1	33,049	15.0	434	0.2	49,706	22.5	137,536	62.2	220,980
06	278	0.1	33,170	14.9	376	0.2	47,867	21.5	140,651	63.3	222,342
07	305	0.1	34,336	14.9	410	0.2	49,436	21.4	146,690	63.5	231,177
08	334	0.1	33,402	15.0	346	0.2	44,945	20.1	144,346	64.6	223,373
09	290	0.1	33,117	14.5	372	0.2	45,680	20.0	148,907	65.2	228,366
10	243	0.1	30,768	14.5	339	0.2	38,339	18.1	142,361	67.1	212,050
11	203	0.1	25,264	13.8	294	0.2	30,522	16.7	127,012	69.3	183,295
12	133	0.1	20,237	12.7	254	0.2	25,256	15.8	113,490	71.2	159,370
NGRD	20	0.0	13,494	20.5	55	0.1	26,318	40.0	25,850	39.3	65,737
P ED	50	0.1	16,192	28.7	42	0.1	13,154	23.3	26,942	47.8	56,380
TOTAL	3,102	0.1	430,154	15.7	4,995	0.2	618,986	22.6	1,680,894	61.4	2,738,131

STAFF TOTALS

<u>American Indian</u>	<u>Per-cent</u>	<u>Negro</u>	<u>Per-cent</u>	<u>Oriental</u>	<u>Per-cent</u>	<u>Spanish Surname</u>	<u>Per-cent</u>	<u>Anglo & Other</u>	<u>Per-cent</u>	<u>Total</u>
117	0.1	14,756	10.8	115	0.1	8,714	6.4	112,456	82.6	136,158

RATIO OF STAFF TO PUPILS BY ETHNIC GROUP

<u>American Indian</u>	<u>Negro</u>	<u>Oriental</u>	<u>Spanish Surname</u>	<u>Anglo and Other</u>	<u>Total</u>
1-26	1-29	1-43	1-71	1-14	1-20

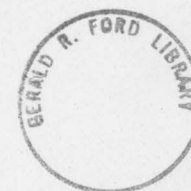


TABLE 1 TAX AND REVENUE DATA BY QUINTILES OF MARKET VALUE PER PUPIL, TEXAS SCHOOL DISTRICTS, 1970-71 AND 1971-72

	(1)	(2)	(3)	(4)	(5)	(6)	
Market Value Fifths (MV/ADA) ^a	Assessment Ratio 1970-71 ^b	Total Tax Rate 1970-71 ^c	Local Rev/ADA 1970-72 ^d	State Rev/ADA 1971-72	Local & State Rev/ADA 1971-72	Total Rev/ADA 1971-72	(Number of Pupils in ADA 1971-72
\$ 56,550 - highest	.343	\$.57	\$536	\$347	\$884	\$938	(678,938)
56,549 - 45,544	.453	.76	472	355	827	885	(310,031)
45,453 - 33,450	.521	.85	377	395	772	819	(496,149)
33,449 - 25,600	.507	.88	307	396	703	783	(488,972)
25,599 - 5,147	.576	.92	186	400	587	688	(503,638)

- a) Market values per pupil in average daily attendance (ADA), assessment ratios, and total tax rate are for 1970.
Source: Texas School Finance Study Groups, Preliminary Estimates of 1970 Market Value of Taxed Property of Texas School Districts, Austin, Texas, 1972.
- b) Assessment ratio is the ratio of the assessed valuation to full market value.
- c) Equalized tax rate per \$100 of estimated market value..
- d) Revenues per pupil in ADA are means, weighted by the number of pupils ADA in each school district, for 1971-72.
The data are from official audit reports of school district accounts.

Source: Fiscal Inequities in Texas School Finance: An Empirical Analysis of Who is Injured
Robert Brischetto, Research Director, Texans for Educational Excellence, 6/24/74.

TABLE 2 LOCAL AND STATE REVENUES AND TEACHER SALARIES, 1971-72, BY MEAN FAMILY INCOME OF TEXAS SCHOOL DISTRICT RESIDENTS, 1970

Mean Income Fifths ^a	(1) Local Rev/ADA ^b	(2) State Rev/ADA	(3) Local & State Rev/ADA	(4) Mean Teacher Salary	(Number of Pupils in ADA 1970-71)
\$11,549 or more	\$482	\$339	\$821	\$8,775	(493,745)
11,548 - 10,465	452	350	802	9,092	(478,335)
10,464 - 9,225	370	384	754	8,495	(489,600)
9,224 - 7,814	334	402	736	8,150	(479,686)
7,813 or less	244	402	653	7,853	(490,851)

a) Mean income is from 1970 census data on school districts.

b) Revenues per pupil in average daily attendance (ADA) are means, weighted by the number of pupils in ADA in each school district, for 1971-72. The data are from official audit reports of school district accounts.

TABLE 3 REVENUES TEACHER SALARIES AND PERCENT WITH GRADUATE DEGREES BY PERCENT MEXICAN AMERICAN PUPILS ENROLLED IN TEXAS SCHOOL DISTRICTS, 1971-72.

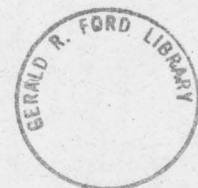
Percent Mexican Americans Enrolled ^a	(1) Local Rev/ADA ^b	(2) State Rev/ADA	(3) Local & State Rev/ADA	(4) Mean Teacher Salary ^c	(5) Pct. Teachers with MA or PhD	(No. of Pupils ADA 1971)
0 - 24.9	\$412	\$375	\$787	\$8,613	29.8%	(1,834,590)
25 - 49.9	429	387	816	8,165	21.6%	(172,883)
50 - 74.9	257	394	651	8,161	20.9%	(323,951)
75 -100.0	192	379	571	7,545	12.3%	(156,080)

a) Percent Mexican Americans enrolled is from Department of Health, Education and Welfare, Fall, 1971, Title VI survey.

b) Revenues per pupil in average daily attendance (ADA) are means, weighted by the number of pupils in ADA in each school district, for 1971-72. The data are from official audit reports of school district accounts.

c) Teacher salaries and degree levels are from personnel records of the Texas Education Agency for 1971-72

Source: Fiscal Inequities in Texas School Finance: An Empirical Analysis of Who is Injured
Robert Brischetto, Research Director, Texans for Educational Excellence, 6/24/74.





Mexican American School Board Members Association

3001 S. CONGRESS AUSTIN, TEXAS 78704

512/441-8855

QUARTERLY BULLETIN

VOL. I, NO.
July 197

EN LOS ULTIMOS DÍAS DE JUNIO

En los ultimos días de junio
Señores tengan presente
Se renuió en Corpus Christi
Una multitud de gente

Su propósito, muy sagrado
Puesto que había necesidad
Porque entre las deliberaciones
Lo mas importante—unidad

Se mostró y se llevó a cabo
El propósito en ésta ocasión
Hombres de diversos niveles
Formaron una unión.

Señores me estoy refiriendo
Lo que pasa en nuestra nación
Aquí en el estado de Tejas, hay muchos
Que se preocupan por la educación.

Se ha formado por la gracia de Dios,
Que es algo muy singular,
Una asociación de miembros chicanos
De cada destrito escolar

Algo jamás se había registrado
En este estado de Tejas
Porque estábamos ya cansados
De oír tantas y tantas quejas.

Esta asociación, mis amigos
Tiene un futuro estupendo
Porque el impacto esperado
Les aseguro, será muy tremendo.

Compuesto de pura raza
Por supuesto casi educados,
Si concierne a nuestro pueblo
Estaremos bien preparados.

La ocasión quizá es retrasada
Para ésta formulación,
Pero una vez ya en efecto
Celebraremos la ocasión

Ésta asociación de school members
De los mejico-americanos
Llevan entre ellos la meta
Si nos necesitan, ahí estamos

Chris Escamilla es buen hombre
De muy buena reputación
En mi concepto ha mostrado
Que es persona de mucha acción

Es un hombre sincero y muy justo
Del cual estamos muy contentos
Que si por cien nos lo quitan
Ofreceremos doscientos.

Hay que aceptar, no lo niego
Porque es la purita verdad
Graciela Riojas es hábil
Cuando hay la necesidad.

Si Chris no está en la oficina
Para tratar de un negocio
Aquí estoy para servirle señor,
Porque usted es un socio.

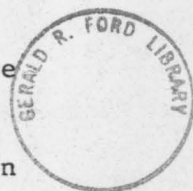
Directores de varios programas
Y elocuentes administradores,
Si incluyen a los school board members
Se terminarán las labores.

Ruben Hinojosa, senores
Es un lider competente
Puesto que en la asociación
Es el mero presidente.

Tambien hay que dar muchas gracias
A la C.P.S.E.S.
Por el favor que nos han brindado
Son de acuerdo, O no les parece?
A Percy Morehouse, Dios lo tenga
En un nicho celestial
Ha demostrado un concepto
Que a la raza se le trata igual.

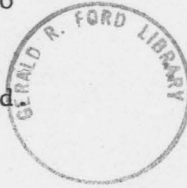
Miembros de districtos escolares
Que defendéis a la raza
Pongámonos muy al alba
Para saber lo que pasa

De parte de ustedes y Chris
Estamos reteagradecidos
De los que participaron
Muchas gracias y bien benidos.



RECEIVED
JAN 29 1975
CENTRAL FILES

Quiero aclarar un concepto
Ya para finalizar
Edcouch-Elsa y Edgewood
Se trata de pura hermandad



Sinceramente les digo
Poniendole punto final
Que se acuerden de West Texas
Y Lubbock, que es un lugar sin igual.

Jose S. Ramirez
School Board Member
Lubbock ISD

* * *

TABLE OF CONTENTS

<u>Mexican American Educational Groups Build Statewide Network</u>	p.2
Working with State Board of Education Coordinating Employment Efforts Providing a Needed Linkage	
<u>Documented Inequities in School Financing</u>	p.3
<u>Unequal Financing and the 50 Percent Dropout Rate</u>	p.4
<u>The Textbook Adoption Melee: Haste Makes Waste</u>	p.5
<u>Our Power Base: School Districts Over 40 Percent Mexican American</u>	p.6
<u>Bentsen to Speak at Appreciation Fiesta Honoring Gustavo L. "Gus" Garcia</u>	p.8
<u>Corpus Christi Training Seminar-Results of Survey on Problems and Priorities</u>	p.9
<u>Association Elects 5 New Members to Board of Directors</u>	p.10
<u>Legislators Want Information and Offer Support</u>	p.10
<u>Comments from Legislature: State Rep. Matt Garcia Reports on Constitutional Convention</u>	p.11
<u>Briscoe Refuses to Call Special Session</u>	p.12

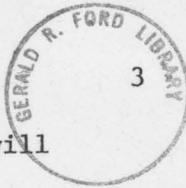
MEXICAN AMERICAN EDUCATIONAL GROUP BUILD STATEWIDE NETWORK

WORKING WITH STATE BOARD OF EDUCATION

There is power in unity. Through the efforts of our Association, Mexican American educational groups across the State are working together and implementing needed change in our State educational institutions. Our coalition now includes the Mexican American School Board Members Association, the Texas Association of Bilingual Educators, the Texas Association of Mexican American Educators, the National Education Task Force de la Raza, the Texans for Educational Excellence, the Mexican American Education Council and others. Collective efforts of our coalition members for the coming year will be focused on meeting with the State Board of Education, The Texas Education Agency, local school districts, and higher educational institutions more aware of the educational needs of Mexican American children.

Our efforts have gained considerable momentum over the past few months. Large delegations of Mexican Americans attended both the June and July meetings of the State Board of Education to demand that the State Board and Texas Education Agency develop positive strategies to deal with the deplorable conditions documented in the U. S. Civil Rights Commission report titled "Toward Quality Education for Mexican Americans". Despite the admirable leadership efforts of State Board Members Dr. Omar Garza (Edinburg), Mr. Jesse Herr (San Antonio), Mrs. Jane Wells (Austin), Mrs. Johnnie Marie Grimes (Dallas), the State Board has not yet moved vigorously to redress our educational grievances. Nevertheless, presentations to the State Board have received considerable attention across the State. It seems to be heightening the Board's awareness of the fact that they will have to take action. Therefore, our collective presence at Board meetings must and will be continued. The next meeting will be held on September 14 in Austin.

Some progress was made in our efforts to meet with the State Board to work more closely with the Legislature. They voted affirmatively on Dr. Garza's motion that Board representatives should meet with the State House and Senate Committees on Education to discuss the problems of providing quality education.



for Mexican Americans. That meeting will take place in Austin this September.

COORDINATING EMPLOYMENT EFFORTS

The news concerning employment ratios for Mexican American teachers is not particularly gratifying. Although Spanish surnamed students make up 22.6 percent of the total enrollment in Texas schools, only 6.4 percent of the teachers have Spanish surnames. In short, we are under represented. (See Table, p. 13, from HEW Fall Civil Rights Survey (OS/CR-101,102).

More and more Mexican American students are now graduating with teaching degrees. It would be hard to argue convincingly that such students would not make excellent teachers of bilingual/bicultural classes. The old arguments about "no qualified Mexican Americans" simply do not hold very well any more. Local board members should inquire closely into hiring practices in their districts.

Furthermore, there are increasingly more Mexican American graduates with advanced degrees in every field of education. We're working on compiling a clearinghouse data center of all Mexican American educators. Persons with advanced degrees or administrative experience who want information on employment openings should contact Chris Escamilla at our State Office in Austin. Likewise, institutions seeking qualified Mexican American applicants for administrative positions should contact Mr. Escamilla.

PROVIDING A NEEDED LINKAGE

The Mexican American School Board Members Association takes pride in the fact that we have served as a catalyst in building a coalition of groups with similar interests. There has been a crying need to improve communications between state institutions, local school districts, and community residents. We have already begun to fill that vacuum, and we look forward to improving and initiating constructive action at all three levels. The final success of our efforts depends in part on your response

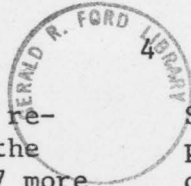
--lend your full support to our efforts now we cannot wait any longer and allow other people to act on their own or on our behalf without our input. Send in your membership dues immediately. MANANA IS TODAY!!!

DOCUMENTED INEQUITIES IN SCHOOL FINANCING

Since the 1973 Supreme Court decision in the Rodriguez case, the battle to end inequities in school financing has shifted from the courts to the State Legislature. In June of this year, Texans for Educational Excellence released a study which provides ammunition in developing arguments for legislative reform in this area. The results of that study were released in a paper titled, "Fiscal Inequities in Texas School Finance: An Empirical Analysis of Who Is Injured". Author Robert Brischetto constructs three proofs of inequities: by district wealth, by income level, and by ethnic enrollment.¹

Inequalities by district wealth. While property in most Texas school districts is assessed far below its market value, property in poor school districts is assessed at a much higher percent of market value than school districts with higher estimate market values per pupil. The total effective tax rate is inversely related to district wealth, which means that poorer districts have a higher tax rate than wealthier districts. The school districts in the lowest market value category of the study have almost twice as high a tax rate as the districts in the highest market value category of the study. (See Table 1, Column 1, p.14

But even with higher effective tax rates, property-poor school districts cannot raise revenues equal to those of the wealthier districts. Local revenue per pupil is three times as high in the highest market value category (\$536 per child) as in the lowest market value category (\$186 per child). Although state revenues are supposed to compensate for the differences in local ability to fund education, this does not happen in Texas. State revenue per pupil is only \$53 more in the lowest market value category than in the highest market value category as shown in



the Texans for Educational Excellence report. The result is that students in the wealthier districts still receive \$297 more in local and state revenues than students in the poorest property category.

The addition of federal funds diminishes the inequities — only slightly — there is still a \$250 difference between the revenues per pupil in the lowest and highest property value categories. (See Table 1, p.14)

Inequalities by Income Level The pattern of inequity favoring the child in the property-rich district over the child in the property-poor district holds also when one correlates district revenues with mean family income of district residents. Revenues expended per pupil in districts where the mean family income exceeds \$11,549 are nearly double the revenues expended in districts where mean family income is less than \$7,813. Districts falling in the higher income category normally generate \$482 for each student pupil in average daily attendance, whereas those in the lowest income category normally generate only \$244. State revenue is slightly equalizing, but the difference in local and state income per pupil between the highest and lowest income categories is as high as \$140. (See Table 2, p.15)

If quality of instruction is related to teacher salaries, then children in lower income districts are receiving inferior instruction. In districts in the lowest income category, teacher salaries are about \$1000 less than in districts in the highest income category. (See Table 2, Column 4, p.15)

Inequalities by Ethnic Enrollment The pattern of inequalities in district revenue and teacher salary by percent Mexican American pupils enrolled in Texas school districts is shown in Table 3. Generally, the greater the percent Mexican American pupils in the district, the lower the local revenue per pupil (See Table 3, Column 1, p.15). Districts with the lowest concentration of Mexican American pupils collect more than twice as much local revenue (\$412) as those with the greatest proportion of Mexican American pupils (\$192).

State revenues do not equalize the disparities in local revenues among districts of different ethnic enrollments. (See Table 3, Column 2, p.15) After state revenue is added, districts with the lowest proportion of Mexican American pupils have \$216 more local and state revenue per pupil than districts in the category with the highest percent Mexican American pupils. (See Table 3, Column 3, p.15)

State revenues do not equalize the disparities in local revenues among districts of different ethnic enrollments. (See Table 3, Column 2, p.15) After state revenue is added, districts with the lowest proportion of Mexican American pupils have \$216 more to spend per pupil than districts in the category with the highest percent Mexican American pupils (See Table 3, Column 3, p.15)

The inequalities in district revenues are translated into unequal teacher salaries. Teacher wage scales in schools where more than three-fourths of the students are Mexican American are on the average \$1,068 lower than wages scales for teachers in districts where less than one-fourth of the students are Mexican American. (See Table 3 Column 4, p.15)

Unequal salaries result in unequal distribution of qualified teachers among districts of different ethnic compositions. School districts with less than a 25 percent Mexican American enrollment have almost two and one half times as many teachers with graduate degrees. (See Table 3, Column 5, p.15) In general, the higher the percentage of Mexican American enrollees, the lower the quantity and quality of educational resources provided.

UNEQUAL FINANCING AND THE 50 PERCENT DROPOUT RATE

It would be dangerous to assume that all of the best teachers have graduate degrees, or that one teacher who makes more money is necessarily better than another who makes less. Teacher salary is not the only index to quality education.

But a few visits to schools in richer and poorer districts will prove that the richer

districts have better educational facilities, more books, better libraries, better learning equipment, and more pleasant surroundings. Inequities in school finance do make a difference in learning atmosphere. The most dedicated teachers in poorer districts must frequently cope with more students in each class, inadequate teaching materials, and antiquated facilities.

Students in poorer districts suffer more acutely from the same hardships. They get a particularly bad deal as English is not always their native language. The failure of the educational system to effectively meet the needs of Mexican American students is most dramatically illustrated in the figures compiled by the Texas Education Agency for the May meeting of the State Board of Education. These statistics show that only 55 of 100 Mexican American pupils enter grade 12. The same figures show that only 5.9 percent of the school districts in Texas offer bilingual education, and that only 5 percent of the Mexican American pupils were enrolled in such programs. We also recommend that you read the U. S. Civil Rights Commission 6th Report titled "Toward Quality Education for Mexican Americans".

The need to develop and disseminate good bilingual/bicultural materials is critical — students are being cut off from an education because the system is not geared to their needs. Changing the system will require the investment of money. Poorer districts don't have the resources, so legislative action is required.

THE TEXTBOOK ADOPTION MELEE: OR, HASTE MAKES WASTE

Textbook adoption time for bilingual materials comes up this September, and the news about the materials under consideration is not good. Copies of texts which publishers wish to have considered for adoption were delivered to the Texas Education Agency's Regional Service Centers in June. Please take the time to check what they are pushing, you may find that you won't like it.

Here's the information that we have been able to gather — many of the bilingual/bicultural textbooks are imported from Spain and Mexico — they were designed for Spanish speaking children in those countries and are not bilingual/bicultural in any sense of the word. Besides not being relevant to bilingual/bicultural children in Texas, the texts incorporate vocabulary forms which are never used in this country. They use archaic verb forms (vosotros) and noun forms which are not common to Texas and the Southwest. All of this runs contrary to the need for educational materials that Mexican American children can identify with.

Once again one wonders whether the textbook adoption process is designed to safeguard the publishers' immediate short term profit rather than to improve the education of children. Publishers are promoting materials on hand without giving consideration to the educational value of those materials.

The school districts should not buy any textbooks available just because that is all that has been presented to them and then discover that such materials didn't work. We should make efforts to develop our own bilingual/bicultural materials and have publishers develop same.

Those of us who support bilingual/bicultural education should unite and do something constructive to prevent a widespread waste of the limited funds available for bilingual/bicultural materials. There is something which you can do!

Locate the Regional Service Center nearest you by calling your local school administration office. Arrange through the Service Center to check out the proposed texts. You may not like what you see.

If you don't, write or meet with the textbook committee representatives in your region, and advise them that materials published in Spain and Mexico will not be useful in our bilingual classrooms.

There is a better alternative than using foreign materials. We think that publishers should be required to hire personnel from the Southwest to develop bilingual/bicultural

materials which reflect the vocabulary and life style of this area. Persons who have worked in local school districts to develop bilingual curriculum should be hired either as full-time employees or as consultants. These people can produce materials that will be used. It is unwise to spend limited funds on books that are irrelevant and may have a negative affect on our children.

You should also arrange to make your opinion on this matter known in Austin. The Commissioner's hearings on textbook adoption will take place in Austin on September 10, 11, and 12. Complaints are presented to the publishers, who are then allowed to comment. After the publisher's comments, protesting witnesses are allowed to give rebuttal and to make specific recommendations.

On September 30 and October 1, the State Textbook Committee reviews all information and makes recommendations as to changes in texts required as a condition of purchase.

On November 9, the State Board of Education will evaluate the recommendations of the Textbook Committee and vote on the texts to be adopted. We will keep you advised of what is going on and ask that you be prepared to contact your State Board Member with respect to our recommendations.

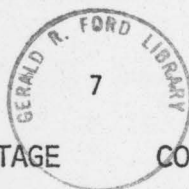
OUR POWER BASE: SCHOOL DISTRICTS OVER 40 PERCENT MEXICAN AMERICAN

In many localities across the State, Mexican Americans are not a "minority" group, but a numerical majority. In other places, we are a "minority" by only a small margin. In all, 204 school districts across the State have an enrollment which is over 40 percent Mexican American. With that kind of population base, we can and must assume an ever increasing role in defining educational priorities and programs in this State.

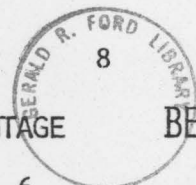
The specific school districts where Mexican Americans constitute at least 40 percent of the enrollment, together with specific enrollment percentages, are as follows:

COUNTY	SCHOOL DISTRICT	PERCENT
Atascosa	Charlotte	73.
"	Jourdanton	49.
"	Lytle	52.
"	Pleasanton	49.
"	Poteet	72.
Bee	Beeville	54.
"	Pawnee	87.
"	Skidmore-Tynan	56.
Bexar	Harlandale	68.
"	Edgewood	90.
"	San Antonio	62.
"	S. San Antonio	63.
"	Somerset	43.
"	Southside	73.
Brewster	San Vicente	40.
"	Terlingua	64.
"	Alpine	57.
"	Marathon	65.
Brooks	Brooks	85.
Caldwell	Lockhart	48.
Cameron	Cameron County	100.
"	Las Yescas	100.
"	Brownsville	87.
"	Harlingen	71.
"	La Feria	72.
"	Los Fresnos	80.
"	Point Isabel	79.
"	Rio Hondo	81.
"	San Benito	86.
"	Santa Maria	99.
"	Santa Rosa	89.
Castro	Dimmitt	42.
"	Hart	56.
Cochran	Bledsoe	40.
Comal	New Braunfels	42.
Concho	Paint Rock	42.
"	Eden	42.
Crockett	Crockett	52.
Crosby	Crosbyton	44.
"	Lorenzo	42.
"	Ralls	53.
Culberson	Culberson	63.
Dawson	Dawson	43.
"	Lamesa	44.
Deaf Smith	Hereford	48.
Dewitt	Nordheim	53.
Dickens	McAdoo	48.
Dimmitt	Asherton	99.
"	Carrizo Springs	74.
Duval	Ramirez	94.
"	Benavides	79.
"	San Diego	98.

(continued next page)



COUNTY	SCHOOL DISTRICT	PERCENTAGE	COUNTY	SCHOOL DISTRICT	PERCENTAGE
Edwards	Carta Valley	83.3	Hudspeth	Sierra Blanca	54.9
"	Rocksprings	61.3	"	Dell City	47.6
"	Nueces Canyon	41.9	Jeff Davis	Ft. Davis	47.2
El Paso	Clint	74.8	"	Valentine	71.9
"	El Paso	56.3	Jim Hogg	Jim Hogg	90.1
"	Fabens	88.8	Jim Wells	La Gloria	67.1
"	San Elizario	100.0	"	Alice	68.0
"	Ysleta	62.2	"	Ben Bolt-Palito Bl	94.5
"	Anthony	54.5	"	Orange Grove	58.9
"	Canutillo	83.0	"	Premont	68.6
"	Tornillo	87.5	Karnes	Karnes City	44.5
"	Socorro	81.6	"	Kenedy	53.5
Fisher	Hobbs	48.6	"	Runge	65.4
Floyd	Doughterty	66.0	Kenedy	Kenedy County	100.0
"	Lockney	48.2	Kinney	Brackett	63.9
Frio	Dilley	79.1	Kleberg	Laureles	100.0
"	Pearsall	76.6	"	Kingsville	56.1
Gaines	Seagraves	48.4	"	Ricardo	53.5
Garza	Southland	47.1	"	Riviera	50.2
Goliad	Goliad	48.5	"	Santa Gertrudis	100.0
Gonzales	Nixon	52.4	Lamb County	Olton	45.5
"	Smiley	55.6	"	Spade	41.4
"	Waelder	43.5	LaSalle	Encinal	95.9
Guadalupe	Seguin	40.7	"	Cotulla	74.7
"	Navarro	41.7	Live Oak	George West	48.9
Hale	Cotton Center	48.6	"	Three Rivers	45.5
"	Hale Center	49.5	Lynn County	O'Donnell	61.7
"	Petersburg	51.2	"	Tahoka	41.7
Haskell	Carney	52.6	"	New Home	53.7
Hays	San Marcos	58.7	"	Wilson	46.1
"	Hays County	46.5	Martin	Flower Grove	44.9
Hidalgo	Runn	95.9	"	Grady	59.9
"	Valley View	100.0	Matagorda	Palacios	40.6
"	Alton	98.4	Maverick	Eagle Pass	89.6
"	Donna	83.1	McMullen	McMullen	54.6
"	Edcouch/Elsa	94.4	Medina	Devine	40.4
"	Edinburg	83.0	"	D'Hanis	66.4
"	Hidalgo	97.3	"	Natalia	54.2
"	McAllen	74.8	"	Hondo	61.9
"	Mercedes	91.2	"	Medina Valley	48.1
"	Mission	84.7	Menard	Menard	44.1
"	Pharr-San Juan-Alamo	85.8	Milam	Maysfield	43.2
"	Progreso	100.0	Mitchell	Loraine	45.7
"	Sharyland	60.6	Nueces	Agua Dulce	57.8
"	La Joya	97.4	"	Bishop	53.6
"	Weslaco	85.1	"	Corpus Christi	51.6
"	La Villa	98.2	"	Driscoll	81.3
"	Monte Alto	91.8	"	London	66.7
Hockley	Ropes	52.0	"	Robstown	89.2
"	Smyer	44.1	"	Santa Cruz	87.7
"	Whitharral	51.4	"	Banquete	57.1
Hudspeth	Allamore	50.0	"	West Oso	75.8
"	Ft. Hancock	81.9	Parmer	Bovina	47.1



COUNTY	SCHOOL DISTRICT	PERCENTAGE
Pecos	Buena Vista	46.6
"	Ft. Stockton	46.0
Presidio	Ruidosa	100.0
"	Candelaria	100.0
"	Marfa	69.9
"	Presidio	97.5
Reeves	Pecos	61.1
"	Balmorhea	80.0
"	Toyah	57.9
Refugio	Austwell-Tivoli	67.4
"	Woodsboro	46.3
San Patricio	Mathis	81.3
"	Odem	72.2
"	Sinton	68.2
"	Taft	74.1
Scurry	Hermleigh	42.5
Starr	Rio Grande City	95.4
"	San Isidro	94.9
"	Roma	98.6
Sutton	Sonora	51.1
Terrell	Terrell	52.7
Terry	Meadow	53.5
"	Union	41.8
Uvalde	Knippa	50.3
"	Sabinal	58.2
"	Uvalde	63.4
Val Verde	San Felipe-Del Rio	64.6
"	Juno	100.0
"	Comstock	55.6
Victoria	Bloomington	85.7
"	Victoria	53.2
Ward	Grandfalls-Royalty	45.3
Webb	Aguilares	100.0
"	Torrecillas	95.9
"	Bruni	86.6
"	Laredo	92.1
"	Mirando City	87.3
Wharton	Provident	100.0
Willacy	Lasara	90.1
"	Lyford	83.8
"	Raymondville	84.3
"	San Perlita	74.4
Wilson	Floresville	63.2
Zapata	Zapata	90.8
Zavala	Crystal City	98.7
"	La Pryor	61.3

(Source: Texas School Finance Data, Texans for Educational Excellence and the South-western Schools Study Project, March 1974)

BENTSEN TO SPEAK AT APPRECIATION FIESTA HONORING GUS GARCIA

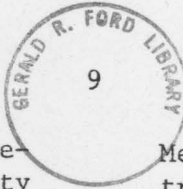
Senator Lloyd Bentsen will be at the Municipal Auditorium in Austin on Friday, September 27th to speak at our Appreciation Fiesta honoring Austin School Board Member Gustavo L. "Gus" Garcia.

Besides providing you with the chance to meet and talk with Gus and your Senator, the Appreciation Fiesta will be a time to reaffirm your bond with other members of the community who are working for constructive change. Co-chairpersons for the event will be Commissioner and Mrs. Richard McCombs, Senator and Mrs. Lloyd Doggett II, and Mrs. Exalton Delco. The purchase price of the tickets is \$10 per person, and all proceeds will go to the support of the Mexican American School Board Members Association.

Gus is certainly a model of the leadership that has made our advances a reality, and for that reason he deserves to be honored. His presence on the Austin School Board has made a real difference in that body's awareness of the need to increase Mexican American representation in teaching and administrative positions. Since he has been a board member, the number of Chicanos teaching in Austin has increased from about 60 to approximately 250, and the number of administrative positions has gone up from 4 to 25.

Gus also takes an active interest in the development of new and better programs to meet the needs of Chicano students. Although he is an accountant rather than an educator by profession, he has been able to work effectively for program improvement by taking a strong advocacy role on behalf of the community whom he represents. He has also adopted that role in arguments on behalf of the community before the State Board of Education.

Gus is well known in Austin and in many parts of the State for his talents as a CPA. He has served as President of Austin's Chapter of CPA's, and he has shared his talents in financial analysis with other members of the Mexican American School Board Members Association by conducting workshops at our seminars.



Other activities through which Gus has devoted his time and energy to the community are indicated by the offices which he holds:

Board of Directors, KLRN-TV
City-wide Committee for Human Rights
Trustee, Austin ISD
Trustee, Austin Community College
Past Member, American Institute of
CPA's Committee on Minority Recruitment and Equal Opportunity
Board Member and Secretary-Treasurer, Montopolis Community Center
1st Vice-President, Mexican American School Board Members Association
Board of Directors, Union National Bank

Help keep the good work going by writing to the Association for tickets at 3001 S. Congress Austin, Texas 78704 or call 512-441-8855.

CORPUS CHRISTI TRAINING SEMINAR — RESULTS OF SURVEY ON PROBLEMS AND PRIORITIES

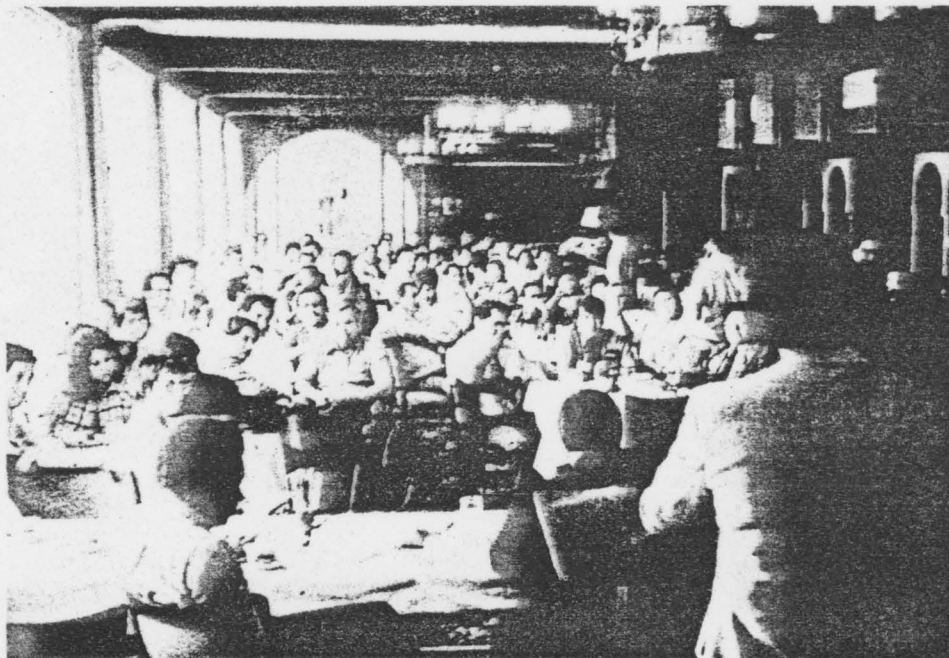
Carrying out our commitment to increase the skills and sophistication of school board members, the Mexican American School Board

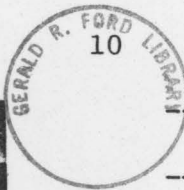
Members Association held its first major training seminar in Corpus Christi on June 28-30. Funding for the seminar was provided by the Center for Public School Ethnic Studies of The University of Texas. Workshops topics included:

Financing Public Education
School Law
Hiring Practices in Schools
Financial Accounting in the School System
Manpower: Systems for Education and Training of Adults
Applications of Media for Bilingual Education and Community Participation
Bilingual/Bicultural Education
The Role of the Community College
Educational Accountability and Public Schools

A questionnaire circulated to seminar participants indicated a high level of consensus support for the following:

Bilingual/Bicultural Education.
A public education for all handicapped children regardless of expense.
Making principals a more integral part of the district's management team.
School Finance Reform in Texas.





More school board involvement in curriculum matters.
Use of outside educational consultants by local districts.
More minority and women representation on school boards.
More Mexican Americans in all state institutions.
More efficient, businesslike methods for conducting board meetings.

Comments concerning the most important issues in local districts included the following:

- need for more bilingual/bicultural curriculum materials for grades k-12.
- difficulties in coping with guidelines for federally funded programs, which do not allow for long-term comprehensive planning.

- inadequate funding for needed programs
- desegregation litigation.
- district boundary disputes.
- overcrowding of schools and classrooms
- school financing.
- discriminatory employment practices.
- staff development.

At the close of the seminar, many participants express a need for further area workshops giving more detailed training in the area of school law, school finance and bilingual/bicultural education. Clearly we must become more sophisticated if we are to overcome the educational problems which confront us.

ASSOCIATION ELECTS 5 NEW MEMBERS TO BOARD OF DIRECTORS

At the Corpus Christi training seminar, 1 new members were elected to our Board of Directors. They include:

Mike Lopez, Alice ISD
Tomas Mendez, Edcouch/Elsa ISD
Jose Ramirez, Lubbock ISD
Arturo Vasquez, Corpus Christi ISD
Lee Wiley, Harlingen ISD

On behalf of the Association we wish to extend our congratulations to these members and to thank them for the services which they will be rendering to us.

LEGISLATORS WANT INFORMATION AND OFFER SUPPORT

The following federal and state legislators have written to express their support for the Mexican American School Board Member Association and to request copies of our Information Bulletin:

United States Senate

Senator Lloyd Bentsen
 Senator Edward Kennedy
 Senator Walter Mondale
 Senator John Tower

U. S. House of Representatives

Rep. Bob Eckhardt
 Rep. O. C. Fisher
 Rep. Kika de la Garza
 Rep. Jim Wright
 Rep. John Young

Texas Senate

Senator Chet Brooks
 Senator Raul Longoria
 Senator Lloyd Doggett
 Senator Glenn Kothman
 Senator A. R. Schwartz
 Senator Nelson Wolff
 Senator Tati Santiesteban

Texas House of Representatives

Speaker Price Daniel, Jr.
 Rep. Matt Garcia
 Rep. Billy Hall, Jr.
 Rep. Joe L. Hernandez
 Rep. Luther Jones
 Rep. Mickey Leland
 Rep. Frank Madla
 Rep. Chris Miller
 Rep. Greg Montoya
 Rep. Menton Murray, Jr.
 Rep. Ben T. Reyes
 Rep. Lindsey Rodriguez

Rep. Wayland A. Simmons
 Rep. Carlos Truan
 Rep. R. L. Vale
 Rep. Jim Vecchio
 Rep. Ron Waters

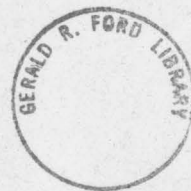
We encourage all of our readers to send us research and data on problems affecting education for Mexican Americans. We will be glad to see that the valuable information which you generate receives the circulation it needs and deserves. The best way to get action is to get your information into the proper hands.

COMMENTS FROM THE LEGISLATURE:
 STATE REP. MATT GARCIA (SAT)
 REPORTS ON CONSTITUTIONAL CONV.

The Constitutional Convention ended at 11 p.m. July 30, 1974, without a resolution adopted providing for a Constitution to be sent to the people for acceptance or rejection. Despite the fact that the Constitutional Convention was unsuccessful, this does not end the hope of thousands of school children across Texas in their fight to attain equal educational opportunity.

Delegates who felt a strong concern for Section 1 of Article 7 of the proposed Constitution dealing with equal education opportunity had indicated a willingness to compromise in other areas rather than sac-

(MEMBERSHIP APPLICATION FORM ON OTHER SIDE)



fice this phrase. Others thought it meaningless and argued that mandates, such as this had been spelled out at other times with no realization of equality. One could not argue with the latter because the United States Constitution, despite the beautiful words set out therein and spoken at picnics on the 4th of July, had not avoided the minorities and the 1964 Civil Rights Act is yet to receive implementation. My contention on the Convention Floor was that by inserting this phrase "equal educational opportunity" in the Education Article in the proposed new Constitution, we could not like Pontius Pilate wash our hands in innocence of the criticism leveled by the United States Supreme Court at the State of Texas in the Rodriguez case.

The true fact remains that equality in education can be attained under the old language of the Constitution because it is elementary constitutional law that that which is not prohibited in a Constitution is permitted. The battle must be fought in one, not in a Constitutional Convention but in a session of the Legislature (regular or special) or in the Courts. The Supreme Court has placed the responsibility exactly where it belongs and that is on the Legislature. Whether we face up to that responsibility is a question which shall and must be answered in 1975.

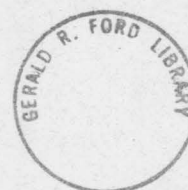
BRISCOE REFUSES TO CALL SPECIAL SESSION

On July 31, Governor Dolph Briscoe met with representatives of the Chicano Caucus to inform them that he will not call a special session on school financing before the convening of the '75 Legislative session.

Briscoe's short term solution to the financial crisis of local districts is to suggest that they borrow money. He promises that when the '75 Legislature convenes, he will propose an increase of state funds per student in average daily attendance which will be based on taxable district wealth. State contributions will range up to \$40 per student in average daily attendance in poorer districts, with richer districts getting less, according to their taxable district wealth.

The Governor certainly has given himself a long time to consider his "short term" solution. While he ponders, the problems get worse.

* * *



MEMBERSHIP APPLICATION FORM

Please enroll me as a ☐ Subscribing ☐ Associate Member of the Mexican American School Board Members Association

Name: _____

Address: _____

City

Zip

School District _____

\$50.00 Subscribing Member
\$10.00 Associate

*Subscribing membership is reserved for board members only; others may apply for associate status.

Membership fee entitles member to year's subscription to the Association Quarterly Bulletin.