



INTER-AGENCY COMMITTEE
ON
MEXICAN AMERICAN AFFAIRS
1967-1968

"... A Father of five children in Los Angeles, California was unemployed for a period of nine months due to his lack of education and skills. A number of times, he and his family lived in their automobile while he searched for a job. In February, 1968, he heard of the Mexican American Opportunity Foundation and was enrolled in their on-the-job training program. He now is earning \$2.75 an hour working for a company where he was placed."



INTER-AGENCY COMMITTEE ON MEXICAN AMERICAN AFFAIRS
1800 G Street, Northwest, Washington, D.C. 20506 / 202-382-3691

OFFICE OF THE CHAIRMAN

July 30, 1968

Dear Mr. President:

I have the honor to present herewith a report on the activities of the Inter-Agency Committee on Mexican American Affairs for the year ending June 30, 1968.

Respectfully,

Vicente T. Ximenes
Chairman

APPROVED:

Orville L. Freeman
Secretary of Agriculture
Cyrus R. Smith
Secretary of Commerce
W. Willard Wirtz
Secretary of Labor
Wilbur J. Cohen
Secretary of Health,
Education and Welfare
Robert C. Weaver
Secretary of Housing and
Urban Development
Bertrand M. Harding
Acting Director of the
Office of Economic
Opportunity



"We are moving forward. Nobody knows better than you know how far we have to go. . . . A lesser people might have despaired. A lesser people might have given up a long time ago. But your people didn't give up. They believed.

They believed that they were full-fledged citizens of the greatest nation on earth, even if others didn't always treat them as such."

—LYNDON B. JOHNSON
El Paso, Texas
October 28, 1967

WHO ARE THE MEXICAN AMERICANS?

There are approximately 10 million Spanish-surnamed citizens in our country, of which six and a half million reside in the Southwest. In 1960, Mexican Americans represented over 12 percent of the total population in the five Southwestern States; this group is the largest minority in each of these States.

The Mexican American may be a descendant of the Spanish explorers Cortez, Cabeza de Baca or Coronado. Or he may have recently immigrated from Mexico and may very well be a descendant of the great Aztec civilization. Or he may be a mestizo from the union of Indian and Spanish.

There are others in the United States who have the same features, background, language and surnames. For example, there are Puerto Ricans, Spanish Americans (from Spain), Central Americans (from Costa Rica, Panama, etc.), and South Americans. Therefore, among the Spanish-speaking Americans—the second largest minority group in our country—we find a great diversity in origin yet a great commonality in traditions and language. They have also shared the same problems and experiences as citizens of the United States and in this report the term "Mexican American" is used as a general designation.

As the Anglo American moved out into the frontier lands of our Nation, the Mexican American gave way as did the American Indian. He lost lands which he had held for centuries; he lost his footing in his own community. He became the governed in his village. His language, which had been the tongue of commerce, became a mark of the "foreigner." Suddenly this was no longer his land or home.

The Mexican Americans were pushed into menial jobs as the years passed; their children rarely reaped the benefits of education. There appeared in towns, villages and cities certain poor sections, or barrios—the ghettos of Mexican Americans. Caught in a vicious circle, the Mexican Americans set the patterns of poverty which their children, to the present, encounter.

Some moved to other sections of the country, to the Northwest, to parts of the East. Their lot has not been much better. The Puerto Ricans, for example, landed on the east coast to find that American citizenship on paper meant nothing to employers or landlords.

Mexican American migrant farm workers make up more than half of the migrant stream in the United States. For example, they account for about 64 percent of the migrants who come into the State of Michigan. They also are as far away from the Southwest as New Jersey.



THE WHITE HOUSE

WASHINGTON

June 9, 1967

MEMORANDUM FOR

Honorable W. Willard Wirtz
Secretary of Labor

Honorable John W. Gardner
Secretary of Health, Education
and Welfare

Honorable Orville L. Freeman
Secretary of Agriculture

Honorable Robert C. Weaver
Secretary of Housing and Urban
Development

Honorable R. Sargent Shriver
Director, Office of Economic
Opportunity

Honorable Vicente Ximenes
Commissioner, Equal Employment
Opportunity Commission

Over the past three years, many members of my Administration have had discussions with Mexican American leaders and others interested in their problems. They have discussed the value of our programs to Mexican Americans in their search for equal opportunity and first-class American citizenship.

The time has come to focus our efforts more intensely on the Mexican Americans of our nation.

I am therefore asking the Secretary of Labor, the Secretary of Health, Education and Welfare, the Secretary of Housing and Urban Development, the Secretary of Agriculture and the Director of the Office of Economic Opportunity to serve on an inter-agency committee on Mexican American affairs. I am asking Commissioner Vicente Ximenes of the Equal Employment Opportunity Commission to chair this committee.

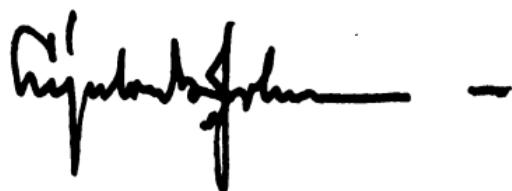
The purpose of this committee is to

-- assure that Federal programs are reaching the Mexican Americans and providing the assistance they need and

-- seek out new programs that may be necessary to handle problems that are unique to the Mexican American community.

I am also asking this committee to meet with Mexican Americans, to review their problems and to hear from them what their needs are, and how the Federal Government can best work with state and local governments, with private industry and with the Mexican Americans themselves in solving those problems.

I would like to be kept informed, at periodic intervals, of the progress being made.



(The Secretary of Commerce was added to the Committee by Presidential letter of January 15, 1968)

A FOCAL POINT IS CREATED

On June 9, 1967, the President established a Cabinet committee designated as the Inter-Agency Committee on Mexican American Affairs "to assure that Federal programs are reaching the Mexican Americans and providing the assistance that they need, and (to) seek out new programs that may be necessary to handle problems that are unique to the Mexican American community."

The President appointed to the Committee the Secretaries of Agriculture; Commerce; Labor; Health, Education, and Welfare; and Housing and Urban Development; and the Director of the Office of Economic Opportunity. Vicente T. Ximenes, a member of the Equal Employment Opportunity Commission, was appointed chairman of the Committee.

The President created the Committee to help meet the pressing needs of more than 10,000,000 Spanish surnamed Americans—the Mexican Americans of the Southwest, the Puerto Ricans on the mainland, the Cubans, and others. Often forgotten, although the second largest in the nation, this minority has serious problems.

These problems, at this point in the economic and social development of our people, are unique in dimension, geography, and cultural derivation. Further these are factors which militate for their continuation unless vigorous action is taken. Among these is the continuing contact with the original cultural sources in other countries which other minorities no longer have.

The Mexican Americans in the Southwest, for example, have ties of language with nearby Mexico and this serves to enliven cultural traditions. Americans of Polish descent, for example, are now long removed from the well springs of their ancestral heritage.

And though the problems, if anything, are more complex than those of other minorities, the community's resources are more scarce. Mexican Americans have no colleges or other educational institutions they can call their own, no substantial private institutions, virtually no funding for their organizations, and, until June 9, 1967, no unit anywhere in the Federal government that was specifically concerned with their problems.

In general terms, the Inter-Agency Committee on Mexican American Affairs serves as the central liaison point between the Spanish-surnamed communities of the United States and the Federal government.

Generally, the Committee:

Lends technical assistance to Federal agencies which have either grant-in-aid or direct programs of significance to the community so that these programs will match the real needs of the community;

Lends technical assistance to community organizations seeking program assistance from the Federal government;

As occasion demands, matches the needs of the community with both private and public resources outside the community;

Provides research and statistical assistance to Federal agencies, serving as a clearing house for the agencies and the community on what is happening in this field;

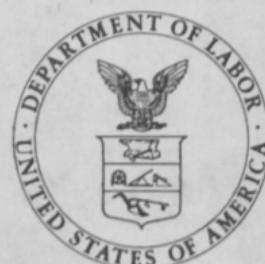
Alerts Federal agencies to the largely untapped personnel resources of the community and supplies placement assistance;

Assists Federal agencies in the communications field so that the government can, in a meaningful way, let the community know what services are available.

There has been a need for these services for a long, long time. For a variety of reasons the community's very real needs had been neglected by the Government. During, October 1967, however, through the medium of Hearings ordered by President Johnson, the community's needs and proposed solutions to the community's problems were highlighted to the leaders of the Government in a history-making manner.

As a result of these hearings in El Paso, the community is seeking more Federal action, and is expecting more action—and the Committee is providing the kind of help which it is uniquely qualified to provide to other agencies, Federal, State, local and private.

How it does this and with what results is set forth on the following pages.



OPPORTUNITY



On May 20th, 1968, at the age of 85, John F. Kennedy was buried in Arlington National Cemetery. President Johnson, Vice President Hubert H. Humphrey, and other members of Congress, along with many other guests, attended the service.







THE COMMITTEE STAFF

Supporting the Committee, a staff, of small size but extensive familiarity with the problems of the Spanish speaking /or the Federal departments and agencies, carries out these functions:

Program and Project Assistance. This involves the two-part activity of guiding Mexican American groups to the program resources of the Federal Government and helping agencies identify and respond to the needs of the Mexican American community.

Too often Federal programs which fit perfectly the needs of other segments of society, fail to match the needs of this community. Without assistance Mexican Americans too often lack the familiarity with government structure and procedure to take advantage of Federal programs that already exist.

Research. The staff maintains an overview of public and private research of use to the Mexican American community. Essentially, this consists of evaluating and synthesizing the relevant research of others and the stimulation of such research.

There is literally no such institution as a Mexican American college or university and with the end of the Ford Foundation's Mexican American research project at the University of California at Los Angeles, there is no research clearing house of any kind for the community other than that of the Committee.

Job Placement. Given the low level of Mexican American participation in Federal employment and the rising interest in recruiting talented members of the community, the staff works to help fill this gap. The Committee has been matching potential professional-level employees with suitable Federal positions and those in private industry whose increasing interest has also been stimulated by the Committee.

Public Information. From time to time information is prepared for the press, radio, television, and magazines to alert the Mexican American community of Federal activities.



THE EL PASO HEARINGS

The first assignment of the Committee, mentioned in the President's memorandum establishing the Committee, was "to meet with the Mexican Americans, to review their problems and to hear from them what their needs are, and how the Federal Government can best work with State and local governments, with private industry and with the Mexican Americans themselves in solving these problems."

Consultation with Leaders

Consultation with Mexican American leaders and "grass roots" representatives was immediate and intensive. Emphasis was on positive action, on solutions, not mere statements of problems. As the President told Chairman Ximenes during the discussions of the plans, "the time for soothing generalities is over; we must now move to the solution of the problems."

The President personally picked the date and the place of what was designated the Cabinet Committee Hearings on Mexican American Affairs: El Paso, Texas, October 26th through October 28th.

The location was to make the meeting easy of access for the Mexican Americans and to be free of interruptions in the time of two score and more of Federal officials attending. Above all, it was to assure that the Government officials would meet face to face with the Spanish-surnamed people and would listen to solutions.

Selecting Participants

Obviously, not all Mexican Americans could attend. Great care was taken in issuing invitations to give geographical balance, a full range of views and experience, and representation of all occupations from migrants to professionals.

Suggestions were solicited from individuals, national organizations, government officials—both appointed and elected—at national and local levels, educational institutions, private business, and many others.

Nearly 25,000 nominations were received by the application of several dozen standards. This large number was sifted in an attempt to find 1,500 participants able "to talk about what can be done through specific programs to achieve the rightful ambition of Mexican Americans to play their full role in our society."

Selecting Subjects

Subjects were chosen with like care. Six concurrent panels of Federal officials were set up to run continuously morning and afternoons for two days. The 1,500 participants

were assigned to sessions according to their experience and interest. In each case a Mexican American was appointed monitor to chair the panels and assure full hearing of all viewpoints.

Panels were on Agriculture; Labor; HEW; Housing and Urban Development; Poverty; Economic and Social Development.

In addition, 50 round-tables were held concurrently on the evening separating the first two day-time sessions. These were exclusively for the participants to discuss presentation of their views to the officials on the panels.

Community Cooperation

Public rooms in six hotels, classrooms and the auditorium of the University of Texas at El Paso, and facilities of the U. S. Army from Fort Bliss and Fort Sam Houston were used. The staff of the Committee was augmented by Army personnel, officials and staff of the El Paso Chamber of Commerce, and other community groups and private citizens—Mexican Americans and others—whose cooperation was unfailingly generous and helpful.

Federal Participants

The Hearings were opened by Vice President Humphrey. For the first time in American history, this number of Cabinet members and several score high Federal officials gathered in one place in the country outside of Washington to meet with one group of citizens for two days of give-and-take.

The meetings were concluded by a speech of President Johnson. He brought with him the President of Mexico who also addressed the final session. A traditional Fiesta arranged by citizens of El Paso concluded the historic gathering and marked what has since been called "a watershed in Mexican American affairs, a milestone in democratic government, and the greatest step forward to date in centuries of Mexican American history."



PROBLEMS DEFINED, DIRECTIONS CHARTED

The specific problems the Mexican American community has faced were minutely examined at El Paso, some for the first time. From this came affirmation of goals long held and some new directions.

Typical of the problems:

- In the five Southwestern states, Mexican Americans, 14 years of age and older, have only 8.1 years of schooling, compared with 12.0 years for the average Anglo-American of the same age.
- Mexican American children have a school drop-out rate that is over twice the national average.
- Mexican Americans in barrios had an unemployment rate of 8 to 13 percent in 1966 as compared to a national average of 4 percent for that year.
- Subemployment rates for Spanish-surnamed residents of the slums were 42 to 47 percent.
- Employment of Mexican Americans by the Federal Government was in need of attention. The Civil Service Commission report indicated, for example, that the Selective Service Board had no Spanish-surnamed employees above the Grade of GS-8, and in the Department of Justice, only 62 top-level positions out of a total of 11,695 were held by Mexican Americans.
- The 1959 family income under \$3,000 of *urban* Spanish-surnamed families was 28.5 percent in Arizona; 17.5 percent in California; 28.6 percent in Colorado; 33.1 percent in New Mexico; and 47.3 percent in Texas.
- The 1959 family income under \$3,000 of *rural* Spanish surnamed families was 50.4 percent in Colorado; 53.8 percent in New Mexico; and 69.2 percent in Texas.

In Arizona 32.4 percent of the dilapidated homes belong to Mexican Americans and in Colorado 24.3 percent of such housing belongs to the Spanish-surnamed citizen.

Out of discussions by the 1,500 Mexican Americans, Federal officials and other participants of these and a myriad of other problems came more than 1,000 specific recommendations and agreement on the fundamental new directions:

- The cultural differences and background of the Mexican American community must be acknowledged and understood;
- Bilingual education in all phases of instruction should be developed;
- Federal agencies must develop and practice an "out-reach" philosophy in bringing services to the Mexican American community;
- Federal employment opportunities must be opened further to the Mexican American community;
- The community must be involved in all aspects of program planning whether it is in school activities or model cities programs;
- Problem solving must be undertaken through the co-operation of Government, private industry, and Mexican American civic and service organizations.

(An example of the response from Federal agencies)

**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY**

TO : See Below
FROM : The Secretary
SUBJECT : Departmental Work Plan for
Mexican-Americans
DATE: January 16, 1968

Several months ago, I asked the Department to develop a special focus for the problems of Mexican-Americans directing our programs more pointedly to this neglected portion of our population. I designated Joseph Colmen to assist me in this effort, and to organize for our work with the President's Interagency Committee on Mexican-American Affairs.

I appreciate your preliminary work in inventorying what we have been and are doing that helps Mexican-Americans. Some forward thinking was included in reports which you assembled for the Interagency Committee. The Committee's hearings in El Paso identified additional needs.

Now we must demonstrate by action our good intentions. I would like your assistance, therefore, in preparing a specific work plan. The format attached has been provided for your response. It treats separately the recommendations growing out of the El Paso hearings, to which we owe a response; and the plans you create based on your knowledge of your programs.

Although long range plans are necessary, I want to stress the importance of doing everything you can now within our current funding authority to meet the needs of Mexican-Americans. This includes assigning this responsibility to people within your agency who can and will get results and giving them your full support.

Addressees: Harold Howe, II

Commissioner of Education

Robert M. Ball

Commissioner of Social Security

Mary E. Switzer

Administrator, Social & Rehabilitation Service

William H. Stewart, M. D.

Surgeon General, Public Health Service

cc: Paul Miller

Philip Lee

Lisle Carter

James Kelly

Donald Simpson

Ralph Huitt

William Gorham

Edmund Baxter

F. Peter Libassi

"... A disadvantaged five-year old in San Antonio, Texas, was thought to be retarded. The Good Samaritan Center enrolled him in their pre-school bilingual program, partially funded by the Department of Health, Education, and Welfare. The child has become a bright, outgoing boy with average or above average ratings on all tests."

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

See Below
Show the Secretary



PROGRAMS AND PROJECT ASSISTANCE

Refined by the discussions at the El Paso hearings, the Committee's work of initiating and expediting programs took on new vigor and speed. Set forth below are programs and projects which reflect the new impetus arising from Committee activity during the period of this report.

Manpower and Training

- Concentrated Employment Programs have been established in comprehensive effort against hard-core employment. A total of \$30,000,000 has been allocated for the programs in San Antonio, San Francisco, Los Angeles, Phoenix, Albuquerque, Denver, Waco, and Oakland which account for over 40 percent of the entire Mexican American population.
- More than 18,000 Mexican Americans have been trained or are receiving training through institutional Manpower Development and Training programs. This number included 2,500 specially developed training slots designed to serve the unique needs of the Mexican Americans in various California cities.
- In addition to the regular U. S. Department of Labor-funded on-the-job training programs in which Mexican Americans also participate, \$3.3 million has been allocated for 3,900 on-the-job training slots for Mexican American trainees. Projects are being administered by Mexican American social service organizations in Richmond, Santa Rosa, Fresno, Los Angeles, San Diego, Salinas, Pico Rivera, Santa Clara, California; Denver, Colorado; and Maricopa County, Arizona. For the trainees who speak Spanish, the projects include pre-vocational English classes.
- Operation SER (Service — Employment — Redevelopment) created in 1966, is now mounting Mexican American manpower programs in thirteen Southwestern cities in which more than 3,000 unemployed persons, mainly Mexican Americans, will receive job preparation and placement services. Operation SER is directed by Jobs for Progress, Inc., a non-profit organization sponsored by major Mexican American organizations; The League of United Latin American Citizens and the American GI Forum of the U.S. Operation SER has received approximately \$7 million in Manpower Development and Training Act funds.
- Mexican American youths in the Neighborhood Youth Corps increased to 38 percent in the Southwest during the 1967 summer work program as contrasted with 25 percent earlier.



Federal Government Recruitment and Employment

- The Post Office Department in the last two years has added Mexican Americans to its staff at about 60 times the rate that it averaged in the last 120 years.
- Civil Service Commission survey of Federal employment indicates that, during the period of June, 1965 to November, 1967, there was an increase of 41 percent in Spanish surnamed Federal employees in the Southwest. Over 9,000 such appointments were made from June, 1966 to November, 1967, with hundreds more being added to the Federal rolls in most recent months.

The number of Mexican Americans in positions paying over \$11,000 per annum has virtually doubled in this period in the five-state area.

This trend towards increased representation of Spanish-surnamed Americans in the upper levels is dramatically reflected by the 1967 increase of 185.2 percent in Spanish-surnamed GS-15 appointees since the 1963 level.

Much of this progress is the direct result of regular meetings and constant communication of the Inter-Agency Committee staff with ranking agency personnel directors and special departmental task forces created to make recruitment and hiring practices more responsive to the Mexican American community.

- Activities have included the launching of recruiting drives by member agencies of the committee at schools and colleges with substantial Spanish surname enrollment. For example, during early 1968, the Department of Health, Education, and Welfare conducted recruitment drives through eleven cities in the Southwest. Since February, the Department has hired 134 Mexican Americans up to and including GS-15 level (paying more than \$18,000 a year).
- New job element rating techniques and examining procedures are being designed to eliminate unnecessary experience or educational requirements for entry level positions. The Department of Housing and Urban Development has pioneered in new testing procedures which will permit the Government to evaluate the job potential of workers whose abilities might not be reflected by written examinations.
- The Inter-Agency Committee is furnishing both technical assistance and information on talented members of the Mexican American community to interested Government agencies through a Committee staff-operated pool.
- The Inter-Agency Committee has compiled and published a listing of over 1,400 Spanish-surnamed students who graduated from college during the current year. The first such compilation has been distributed to Federal agencies, private employers and other interested groups. Reports received by the Committee indicate a great interest among these employers. For example, one large national corporation has already hired 22 recent graduates and one school system has mailed applications to over 175 education majors who appeared in the booklet.
- The Civil Service Commission is studying a new Federal merit promotion policy to assure fairer consideration of Mexican American employees for advancement and to assure that employees are more fully informed about promotion opportunities; the Civil Service Commission has also committed itself to substantially more emphasis on training for lower level employees to assist their advancement.

"... A young girl in San Antonio, Texas, motherless and responsible for younger brothers and sisters, had a poor high school academic record. But her potential was recognized by Project Teacher Excellence at our Lady of the Lake College and she was placed in the Work/Study Program. She has now completed her freshman year with no grade lower than a "c", fulfilling her formerly impossible dream of becoming a teacher of the disadvantaged."



- The Civil Service Commission, Federal personnel officers, union officials and leaders of minority group organizations are reviewing proposed changes in the procedures for filing, investigating and resolving complaints of discrimination within Federal agencies.
- Civil Service Inter-Agency Boards of Examiners in the Southwest regions are working with Mexican American organizations to locate candidates and to identify employment problems. Use is being made of the Spanish language media to advertise job openings and examination announcements.
- Agencies are being encouraged to recruit and hire bilingual and bicultural employees where there is a demonstrated need for employees with these qualifications. In the four Civil Service Regions with substantial Mexican American population, the Commission is now especially employing Spanish-speaking persons for public information and testing positions.

Federal-Private Cooperation in Employment

The Inter-Agency Committee, in conjunction with Plans for Progress (a unit in the Executive Office of the President, staffed by executives loaned by industry to intensify private sector cooperation) and the Community Relations Service, sponsored the Southwest Employers Conference on Mexican American and Indian Employment Problems. More than 200 representatives of private industry convened on July 10, 1968 for a three-day conference in Albuquerque, New Mexico. Another is being considered for California.

Efforts to enlist the interest of industry in hiring Mexican Americans include specific assistance to companies in devising equal employment opportunity programs as well as almost daily contact with business executives regarding the employment of Mexican Americans.

Education

- In January, 1968 the President signed the Bilingual Education Bill amending the Elementary and Secondary Education Act. The bilingual and bicultural education provisions authorize research, experimentation, demonstration and operating activities. These include the development of curricula, methods, materials, media and administrative procedures relating to bilingual instruction.
- Primarily through ESEA funds, HEW has sponsored research and demonstration programs for pre-school and elementary students of multi-lingual and multi-cultural backgrounds in

"... The grandmother of 69 children in Harvey, Illinois, came to this country from Mexico in 1913 but was never able to acquire the education necessary for citizenship. She recently completed an Americanization class sponsored through the El Centro de Oportunidad of Chicago Heights and the Adult Education Program of Bloom High School. She has been able to fulfill her desires of becoming a citizen, reading the Bible, and setting an example for her family. One of her daughters is now a student in the program."



San Antonio, El Paso, Travis County, Texas; Northern New Mexico and Las Cruces, New Mexico. Included are the Southwestern Educational Development Laboratory in Austin, the Good Samaritan Pre-School Bilingual Program in San Antonio and Project Follow-Through in Corpus Christi.

- Related Activities involve the utilization, in Denver, Colorado, and in eleven Texas counties, of televised programs to teach English and to strengthen self-image among Mexican American students through an understanding of their total cultural heritage. Under the Experienced Teacher Fellowship Program, the University of Arizona is training teachers of bilingual-bicultural students.
- Through the talent Search Program of HEW, \$854,125 has been made available for nine projects in the Southwest to identify talented high school students and encourage them to complete high school with a view toward pursuing a higher education.
- National Defense Education Act loans, Economic Opportunity Grants, Guaranteed Loans and the Work/Study Program are being utilized increasingly by colleges in the Southwest to help needy Mexican American students. For example, Our Lady of the Lake College in San Antonio has made use of all such aids in its Project Teacher Excellence and the West Texas University combines financial aid to students with an effort to educate non-profit organizations in the uses of Work-Study participants.
- A Mexican American Affairs Unit of the Office of Education was established at the urging of the Inter-Agency Committee on Mexican American Affairs. The Unit has conducted a field survey among the Mexican American communities in the Southwestern States, now being analyzed.

Migrant Training and Education

In Florida, Texas, and California, a Migrant Compensatory Education Project has been established to provide basic and remedial education, occupational training, vocational rehabilitation, health and food services and economic support to 1,000 migrant youths and their families.

- In Illinois, the Office of Economic Opportunity has established a program of adult basic education service for Mexican American migrants settling out of the migrant stream.
- In Arizona, a series of television tapes are being utilized to teach the adult Mexican American migrant of low literate level how to speak basic, simple English.
- In Texas, the Department of Health, Education, and Welfare, under Title III of the Elementary and Secondary Educa-



tion Act, has set up special bilingual instruction for migrant children. The Rio Grande Valley Education Service Center will serve over 70,000 Spanish-speaking and migrant children in four Texas counties.

- In Mesilla Valley of Dona Ana County, New Mexico, educational radio is being utilized to increase the communication skills of over 500 children from migrant agricultural families and other disadvantaged children.
- In Northern New Mexico, the Home Education Livelihood Program is providing adult basic, general and vocational education as well as assisting in the establishment of farm cooperatives and small village industry.
- Eight High School Equivalency Programs have received funding for their second year from the Migrant Division of the Office of Economic Opportunity. Seventy-five percent of the youths are migrants and over seventy-five percent are Mexican American. Programs are in Claremont, California; Pueblo, Colorado; Lincoln, Nebraska; Eugene, Oregon; Pullman, Washington; El Paso, Texas; Madison, Wisconsin; and Roswell, New Mexico.
- The Migrant Division of the Office of Economic Opportunity has funded twelve information and referral centers for migrants and seasonally employed farmworkers in areas with large numbers of Mexican Americans. Mexican American migrants are in eight of the twelve areas covered by the information centers.

Migrant Labor

- The influx of bracero labor, citizens of nearby countries who compete with U.S. citizens for jobs, was reduced during the past year to only 0.4 percent of its 1959 level in terms of man months of employment, or to 1/250 of its former number.
- The Department of Labor has established higher housing standards for farmworkers who are hired through the Employment Service Offices.
- The Inter-Agency Committee, in support of community efforts, continues to urge the enactment of legislation extending the right of collective bargaining to farm laborers.
- The 1968 Sugar Beet wage rate determination provides a 5.9 percent to 7.7 percent increase in piece rates and a 10 cent increase in the hourly rate. Stricter protective provisions for minors and more stringent regulations governing labor contractors were also approved by the Secretary of Agriculture.

Agriculture and Rural Development

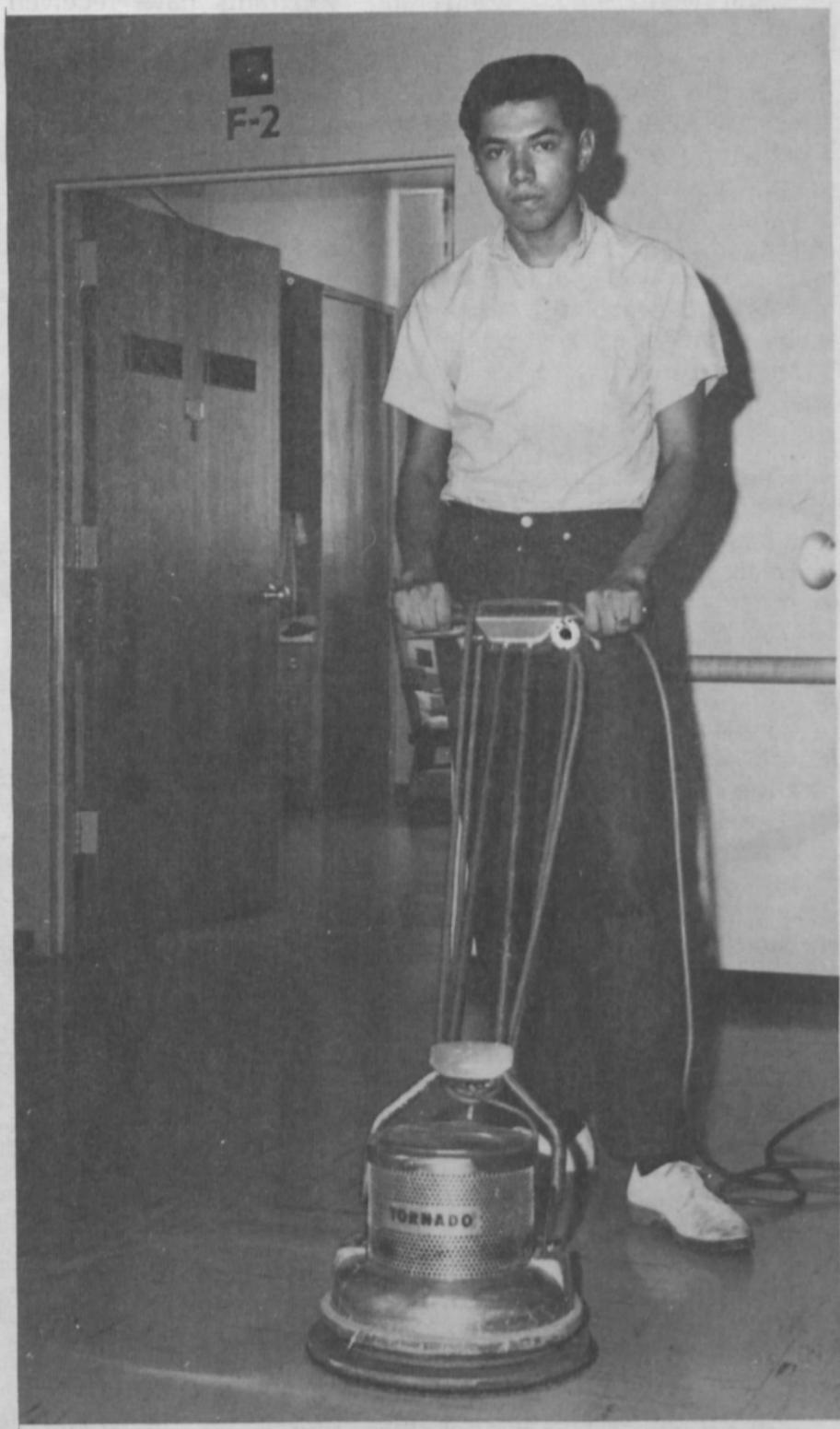
Seven counties in Texas, each containing a Mexican American population of 10 percent or more, are on a Commodity Distribution Program target list of the Department of Agriculture's efforts aimed at the nation's 1000 poorest counties—counties which had not previously obtained coverage.

The Forest Service has reallocated \$1,000,000 for additional use in revegetation of grazing lands in Northern New Mexico and in Colorado, benefiting the many Mexican Americans in the area who conduct small farming operations.

The Forest Service is dividing its contracts into smaller units so that small village groups can bid, thus creating jobs and stimulating the depressed economy in areas of Northern New Mexico.

- The Forest Service has provided funding for the Trinchera

"... A sixteen-year old in East Los Angeles, California, who must help support his fatherless family, was offered, through the Community Service Center in East Los Angeles, a job fourteen miles away in Inglewood. He lacked transportation, but, through a special "Job Bus Service", operated by the Center, the youth was able to take the summer job. He will continue his education in the fall."



Ranch Exchange to provide job and economic development in Costilla County, Colorado, where over 70 percent of the population is Spanish surnamed.

Statistical Data

- The Bureau of the Census will include in the 1970 Census a notation on the language spoken in the home if it is other than English and other questions to acquire data needed to define and attack problems of the Spanish-speaking.
- HEW has changed its surveys so that Mexican American school enrollments will be counted more usefully.
- The Civil Service Commission report on minority group Federal employees has been expanded to include more vital information on Mexican American employment in the Federal government.

Housing

- The Santa Clara County Housing Authority in conjunction with the California Better Housing for Mexican Americans Committee has received a planning grant for public housing units for 450 families and 250 elderly people.
- The East Los Angeles Improvement Council has received \$1,850,000 for the construction of moderate income rent supplement housing units.

Funds have been granted for the construction of 300 units of low rent and rent supplement housing for elderly people, 50 percent of whom are Mexican American.

- The Home Improvement Project in Albuquerque received an additional \$73,000 in March, 1968 to continue its program of rehabilitation of homes and employment for the unskilled unemployed.

Model Cities

- The Model Cities Program now includes several cities which contain a high percentage of Spanish surnamed population: Fresno, California; San Antonio, Eagle Pass, Waco, Texas; Denver, Trinidad, Colorado; Albuquerque, New Mexico; and Saginaw, Michigan, and New York.

Neighborhood Facilities

- The first HUD assisted neighborhood facility, opened in February 1967, was the LEAP Community Center in Phoenix, Arizona, with a grant of \$185,226 and serving nearly 3,000 Mexican American families. Since, many projects have been completed to serve the needs of Mexican American families, including centers in El Paso, Carrizo Springs, Texas; Pagosa Springs, Colorado; Flagstaff, Arizona; Delano, Calexico, California. Grants for these projects totalled \$900,700.

COMMITTEE AID ON PROGRAMS AND PROJECTS TABULAR SUMMARY*

Action Taken

Program Contacts

Federal	1,410
State & Local	128
Private	697
Mexican American Organizations	1,758
Policy Changes Recommended	49
Community Projects	
Acted Upon	257
Guidance Provided	133
Individual Hardship Cases Aided	35
Projects Initiated by Committee	37
General Information and Assistance	1,094
Meeting Arrangements	
Inter-Agency	307
Private Sector	60

Placement Activities

Total Applicants	438
Total Referrals	1,092
Total Placements	119
Employment Contacts with Private Companies	66

Areas of Action	Individual Actions
Education	320
Health, Welfare, Poverty	168
Rural matters, migrants	165
Housing	118
Justice and Immigration	115
Military	53
Manpower	208
Economic Development	48
Research	63
Miscellaneous	34

Spanish Surname Employment: Federal Government

	1965	1967	Percent increase
World Wide	59,853	68,945	15%
Southwest	38,715	54,558	41%
Arizona	1,704	2,251	32%
California	9,372	15,297	63%
Colorado	3,246	4,397	35%
New Mexico	5,261	6,741	28%
Texas	19,132	25,872	35%

Identifiable Federally-funded projects established to serve the specialized needs of Mexican Americans (not including other projects by which Mexican Americans, and others as well, are served.) 160

* The figures in this table reflect requests and situations which required one or more written communications which are in the Inter-Agency Committee's files for this year. They do not include requests and situations subject only to telephone and personal contacts. These latter outnumber those in the table many times but involved situations which could be disposed of without time-consuming correspondence or documentation or which already existed in the Inter-Agency files or in other agencies, government or private.



SOME FEDERAL GOVERNMENT POSITIONS TO WHICH MEXICAN AMERICANS HAVE RECENTLY BEEN APPOINTED:

Chairman,
Inter-Agency Committee on Mexican American Affairs

Ambassador to Paraguay

Ambassador to El Salvador

**Representative to the United Nations General Assembly,
with rank of Ambassador**

Chairman, United States Section,
United States-Mexico Commission for
Border Development and Friendship

Member, National Transportation Safety Board,
Department of Transportation

Commissioner,
Equal Employment Opportunity Commission

Member,
United States-Mexico Commission for Border Development
and Friendship

Member,
National Advisory Commission on Income Maintenance
Programs

Executive Assistant to the Federal Co-Chairman,
Four Corners Regional Commission,
Economic Development Administration

Special Assistant to Commissioner Member,
Equal Employment Opportunity Commission

Community Relations Specialist,
U. S. Civil Rights Commission

Women's Advisory Committee for the War on Poverty (2),
Office of Economic Opportunity

Regional Director,
Bureau of Work Training Programs, Department of Labor

Deputy Regional Director,
Bureau of Work Training Programs, Department of Labor

**Consultant (to assist in internal review of the impact
of its programs in Mexican American community),**
Department of Labor

Director, Southwest Area
Department of Housing and Urban Development

Executive Director,
Peru, Peace Corps

Staff Member,
President's Council on Youth Opportunity

**Member, National Advisory Committee for the Bureau
of Education for the Handicapped, Office of Education,**
Department of Health, Education and Welfare

Consultant, Food and Drug Administration,
Department of Health, Education and Welfare

**Coordinator for the West and Southwest
Equal Employment Opportunity Program,**
Post Office Department

Director, Mexican American Education Unit,
Office of Education,
Department of Health, Education and Welfare

Consultant, Advisory Committee on Books for Poor Children,
Department of Health, Education and Welfare

Member, Board of Appeals and Review,
Post Office Department

Special Assistant, Office of Civil Rights,
Department of Health, Education and Welfare

Director, Office for Spanish Surnamed Americans,
Department of Health, Education and Welfare

Legislative Counsel to Governor of American Samoa,
Department of the Interior

Director, National Capital Region of National Park Service,
Department of the Interior

Assistant General Counsel,
Equal Employment Opportunity Commission

Project Manager for Equal Employment Opportunities,
Civil Service Commission

Member, National Advisory Committee on Welfare,
Department of Health, Education and Welfare

Member, Title III Advisory Committee, Office of Education,
Department of Health, Education and Welfare

Member, Advisory Committee on Graduate Education,
Department of Health, Education and Welfare

Educational Research and Training Specialist,
Office of Economic Opportunity

Attorney, Civil Rights Division,
Department of Justice

**Member, Education Professions and Development Act
Advisory Committee,**
Department of Health, Education and Welfare

Consultant, Mexican American Education Project,
U.S. Commission on Civil Rights

Personnel Staffing Specialist,
Department of Health, Education and Welfare

Personnel Staffing Specialist,
Department of Labor

Members, Advisory Committee on Guidance and Counseling,
Department of Health, Education and Welfare

Member, Advisory Committee on Vocational Education,
Department of Health, Education and Welfare

Information Officer,
Social Security Administration

Consultant,
National Institutes of Health

District Director, Bureau of Work Training Programs,
Department of Labor

Program Analyst,
Office of Economic Opportunity

Compliance Officer,
Department of Health, Education and Welfare

Assistant Executive Director, Research,
Inter-Agency Committee on Mexican American Affairs

Chief, Program Division,
Inter-Agency Committee on Mexican American Affairs

Special Assistant to the Executive Director,
Inter-Agency Committee on Mexican American Affairs

Program Specialists (2),
Inter-Agency Committee on Mexican American Affairs

Administrative Assistant to the Chairman,
Inter-Agency Committee on Mexican American Affairs

Hector P. Garcia M.D.

The primary objective of the Inter-Agency Committee on Mexican American Affairs has been to find whether Federal programs are reaching Mexican Americans and to seek new measures, where such are necessary, to handle the community's unique problems. The programs mentioned in this report result from this kind of special attention to the Mexican American's needs.

However, the most vital—and somewhat intangible—function of the Inter-Agency Committee has been that of education. The Inter-Agency Committee found a great lack of knowledge and understanding within the agencies in regard to the Spanish-surnamed American. It also found a great willingness among the Government and private sector officials to learn and to communicate with the Spanish-speaking people of our nation. Therein lies progress.

On the other hand, the Committee has also found it necessary to acquaint the Mexican American community in the resources which exist for them in Government and the

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people
them.

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HECTOR P. GARCIA, M.D.

"... A subsistence farmer and father of six children in Northern New Mexico lost most of his crops in 1967. Refusing defeat, he obtained a Farmers Home Administration loan to start anew. Not only is he now farming profitably, but he is also helping to organize a farmers' cooperative through the Home Education Livelihood Program which is aiding many Mexican Americans in the area."