

Complaints get analysis

Editor, the Caller:

In response to the Mexican-American leaders' attack on the CCISD, I would like to present three lines of analysis:

—The three educators who were appointed by the LULAC Council No. 1, to study test scores and other issues, are all Mexican-Americans. I would like to say that their conclusions are likely to be biased because of their involvement in a prejudiced special interest group.

—Dr. Hector Garcia made the assertion that students end up worse off when completing their education than when beginning it. Dr. Garcia did not tell us that there was a significant amount of students that are worse off. Furthermore, he gave poor evidence to back up his assertion by using the achievement tests as an example. Achievement tests are not representative of a student's knowledge in that a student may be ill on the day the test is administered or the student may just have an "I could care less" attitude about the test (as many minority students have).

—Dr. Garcia also wildly asserted that local students are "being denied a decent, humane education." He did not quantify how many students were being denied an education, and I would like to ask him to define his interpretation of the word decent. If he was once denied a decent education under the present system, how did he ever become bright enough to evaluate it?

The United States does not guarantee an education, one has to want it bad enough to work for it.

About bilingual education, not every minority language can be employed into the United States' educational system because there may be a million minority languages and the problem is that if even one of them is employed, then all of the others will be discriminated against.

If minority peoples want a U.S. education, why don't they learn to speak the official language: English.

Wake up! WAYNE WYLIE
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