

THE WHITE HOUSE

WASHINGTON

November 23, 1966

Dear Dr. Garcia:

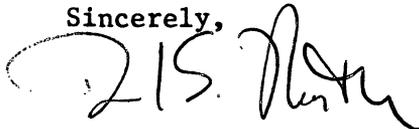
We stated at our recent meetings that we would keep you informed of our activities and furnish you information which might be helpful to you.

Enclosed are copies of the summaries of the meetings held in Washington on October 20, 26, and 28, 1966.

Also enclosed is a copy of the President's recent remarks at Cotulla, Texas, and the paper presented by Herman Gallegos during our meeting on October 20.

In the near future you will be receiving other material which will be of interest to you on education, employment, economic opportunity programs and housing. Much of this material was distributed during our meetings, but none of it was available at any one time.

Sincerely,

A handwritten signature in black ink, appearing to read "D.S. North", written in a cursive style.

David S. North

Dr. Hector P. Garcia  
1315 Bright Avenue  
Corpus Christi, Texas 78405

Enclosures

SUMMARY OF THE PROCEEDINGS  
PLANNING SESSION ON PROBLEMS OF THE SPANISH SPEAKING PEOPLE

October 20, 1966

Secretary's Conference Rooms  
Department of Labor  
Washington, D. C.

The first of a series of four meetings on the problems of the Spanish-speaking people opened with a welcome from the Chairman who expressed the President's strong interest, his awareness of the problems, and his desire to work closely with the Spanish-speaking community.

The Chairman explained that the participants at the first session would concentrate on jobs, farm labor, border problems; the second session on education; the third on the poverty program and equal opportunity of the Mexican American community; and the fourth session would deal with the problems of the Puerto Ricans on the mainland. A part of each planning session would be devoted to proposed conference to be held in the Spring: its purpose, date, location, organization and structure.

The Chairman further explained that Federal employees from various departments had been asked to be present at the session to hear first-hand the problems and be available to answer specific questions, if necessary. The Chairman then asked that each participant as well as each Federal employee present introduce himself, and then in turn briefly state the problems as he sees it and give his views as to what the Federal Government can do to correct them.

Major areas discussed were:

FARM LABOR

Great concern was expressed about the increase, stated to be about 30 percent, in the number of Texas residents in the migrant stream during 1966, and the expected decrease of 20 percent in jobs of migrants by automation within the next two years. The participants stated firmly that the farm workers need collective bargaining rights, unemployment and disability insurance benefits, and better protection under the Fair Labor Standards Act. They also expressed the need for better working conditions; better sanitation facilities; more sustained employment for farm workers; permanent

public housing; medical and health facilities; education programs to include adult education; training programs; and consumer self-help and improvement programs.

#### EDUCATION

The need for a diversified educational program was stressed because of the culture of the Mexican Americans. Great emphasis was placed on the literacy rate of the Mexican Americans as compared with the Anglos, and especially the Negroes. It was strongly recommended that a basic change be made in the system whereby Spanish be taught in the schools at all levels and that bi-lingual teachers be used; that a teacher and counselor training program be instituted; that there be an adult education program to meet the special needs of the Spanish-speaking group.

#### OTHER SUBJECTS

A telegram sent to the Chairman by the Ad Hoc Committee formed in Albuquerque, was read stating the concerns of the Committee and recommending the following topics be included for discussion at the Conference: farm worker problems; immigration; employment; education; housing and redevelopment; citizenship and voter education; anti-poverty programs; and economic development programs. There was a recapitulation of events leading to the current set of meetings including a meeting of five representatives of Mexican American organizations with the President in May. It was further stated that the Ad Hoc Committee demanded: an EEOC Commissioner from the Mexican American community; a White House representative who understands the problems of the Mexican Americans and representatives on a policy-making level in the Federal Government. Questions were raised about the non-attendance of some specific Mexican American leaders.

Concern was expressed about the lack of child labor laws which effects the health and education of children. It was stated that children are being used to break strikes and to supplement wages of the parents.

It was also suggested that a study be made of the draft laws, the percentage of Spanish surnames drafted, and the number of Spanish surname appointees on Draft Boards.

## EMPLOYMENT

Concern was expressed over the testing procedures both in Federal and private employment, and the inadequacy of MDTA funds in rural areas. Much emphasis was given for the need of an Appalachia type program for the Southwest which would create more jobs and use the skills of the Spanish-speaking groups. It was pointed out that there is no Mexican American official in the White House who understands the problems and culture of the Spanish-speaking community; also that there are very few Mexican Americans employed in the Federal departments and agencies in Washington. Also, that there should be more and better use made of Mexican Americans in Federal jobs in the Southwest. Lack of bi-lingual officials and employees has created many problems; makes necessary that Spanish-speaking individuals visiting offices (such as Social Security, Selective Service, etc.) bring translators with them -- usually children who are not really qualified -- or make the best out of their efforts to understand and reply to questions.

It was recommended that there be an expansion of training programs; the planning of programs to ease the impact of automation; the study and elimination of discrimination against Spanish-speaking groups in all types of employment; and the initiation of special programs for recruitment of more Spanish-speaking persons by Federal agencies.

The meeting then turned to a discussion of the proposed conference.

## THE CONFERENCE

Purpose: The chairman explained that the Conference had been proposed in order to study solutions to the problems of the Spanish-speaking groups in the United States. The participants agreed that the topics discussed during the day and the subjects to be discussed by the other groups should be a matter of discussion during a conference.

Participation by Mexican Americans and Puerto Ricans. There was a feeling expressed that the conference should be limited to the problems of the Mexican Americans rather than including Puerto Ricans and other Spanish-speaking groups.

Name of the Conference. The following names were suggested for the conference:

1. The Social-Economic Problems of the Mexican Americans.
2. A Conference of Concern for Social and Economic Problems of Five Million Mexican Americans.

3. Conference for the Spanish-Speaking.
4. The Mexican American White House Conference.

Most participants preferred: "The Mexican American White House Conference."

Timing. It was the general opinion that a meeting be held in the Spring, preferably the first week in May, with the final session on May 5th.

Site. The following recommendations and comments were made:

1. Washington, D. C. More importance would be given to the conference; avoids having to select one of the Southwestern States over another; more convenient for government officials to be a part of the discussions.
2. Texas. The L.B.J. ranch or San Antonio. This site would bring the conference closer to the people; financially and time-wise it would be less burdensome on the Mexican American delegates.
3. Mid-way between Texas and California.

Duration. It was agreed that the conference be three days with one day in advance of opening for workshop sessions but certainly no longer than five days.

Number of Delegates: Concern was expressed about too large a number of delegates -- as the 2500 at the White House Conference "To Fullfill These Rights." Suggestions were for a conference from 500 to 1,000 persons.

Recommendations for organization of the Conference. It was recommended that a preliminary session be held in each of the five Southwestern States since each State has different problems and would give the people an opportunity to become more involved in their own problems; that a smaller conference be held in several of the States concluding with a White House Conference in Washington.

Council. That two to five participants be selected from each of the planning sessions to form a Council to review the recommendations of the planning sessions to make final decisions on the date, time, site, organization and structure of the conference.

During the course of the session visits were made by:

Clifford L. Alexander, Jr., Deputy Special Counsel to the President, who expressed the interest of the President in the problems of the Mexican Americans and thanked the participants for giving their time to come to Washington.

Duane Windele, Deputy Administrator of the Wage and Hour Division, Department of Labor, who explained the new amendments to the Wage and Hour Law, particularly as they related to the farm workers. Much emphasis was placed by the participants on the need for qualified and experienced investigators, especially Mexican Americans. It was also pointed out that more stress should be placed on the use of the Spanish language media to explain the law.

Mario Noto, Associate Commissioner, Immigration and Naturalization Service, Department of Justice, who responded to a series of comments charging that the Green Card border crossers were seriously affecting the wages and working conditions of American workers. Mr. Noto agreed to seek a ruling from the Attorney General on the meaning of "residency" as it applies to those people who intend to remain as commuters.

W. Willard Wirtz, Secretary of Labor, who expressed his and the President's interest in all of the problems of the Spanish-speaking people. The Secretary agreed to review a paper to be drawn up by three participants, Judges from California, at the session regarding the legality of the Green Card holders.

SUMMARY OF THE PROCEEDINGS  
PLANNING SESSION ON PROBLEMS OF SPANISH SPEAKING PEOPLE

October 26, 1966

Embassy Room  
Statler-Hilton Hotel  
Washington, D.C.

The Chairman welcomed the group on behalf of the President and explained to the eighteen Mexican American participants that the purpose of the planning session was to seek advice from leaders in the Spanish-speaking communities regarding the format of a proposed conference. The suggested agenda was revised so that the group could discuss the proposed conference prior to any discussion of Federal programs effecting the Spanish surname communities. Following this agreement, each person in the room identified himself -- both Mexican American participants and the listening Government officials.

Upon request, the Chairman indicated the topics discussed at the October 20 planning session, the foremost being in the areas of employment, economic development and education. Concerning the operation of the conference, he reported suggestions that delegates not only be Spanish-speaking persons but also members of the Anglo Establishment, that the conference last two or three days, that it be held in Washington in the Spring, and that the chairman be Mexican American. The Chairman assured the participants that the make-up of the conference would reflect their ideas and suggestions, as well as those of persons involved in the other planning sessions.

PURPOSE

The participants made several points regarding the purpose of the conference, including that:

- 1.) The problems of the community should be called to the attention of the Anglo Establishment.
- 2.) The Mexican American community should be discussed as both a locus of problems and as a valuable resource to the nation.
- 3.) The conference would serve as a device for creating better communication within the Mexican American community.
- 4.) The conference might be used to center the attention of the Government on the need for a central agency to be concerned with the problems of the Spanish-speaking community.
- 5.) The conference could be used as a vehicle to improve the image of the Mexican Americans.

### TIMING, DURATION AND LOCATION

The participants stated a preference that the conference be held in the late Spring, possibly on May 5.

Most of the discussion about the duration of a conference revolved around a three day time period, with possibly an advance session of one day for the workshop leaders.

The concensus was that the conference should be held in Washington.

### ORGANIZATION

The group indicated that it wanted a prominent Mexican American, from outside the Government, to play a major role in the planning of the conference, preferably on a full-time basis. Dr. Julian Samora's name was presented in this connection.

It was suggested that the conference include general planning sessions on the first and last days, as well as workshops where particular problems could be explored in greater detail.

### PARTICIPATION OF PUERTO RICANS

Those present expressed the feeling that the conference should be primarily for Mexican Americans, with a minority calling for participation by both Mexican Americans and Puerto Ricans.

### NUMBER OF DELEGATES

It was generally agreed that The White House Conference, "To Fulfill These Rights" with 2,500 delegates, was too large, and that a conference involving 500 to 1,000 delegates would be preferable.

### SELECTION OF DELEGATES

It was agreed that the conference would be most successful if a broad cross-section of the community were present, as well as some representatives of the power structure. It was pointed out that means would have to be found to finance the travel of some of the delegates. Government representatives indicated that although this could not be done with Federal funds there were ways of raising enough non-governmental money to finance at least some delegates in this manner.

### TOPICS TO BE DISCUSSED

Most of the session was devoted to enumerating the problem area to which the conference should be addressed. The major areas discussed:

TOPICS TO BE DISCUSSED (continued)

Education: The need for Federal recognition of the special factors in programming education for members of a bi-cultural and bi-lingual community was stressed, as were the special educational needs of Mexican Americans of all ages, from pre-kindergartners to graduate students. Also discussed were the problems of handicapped Spanish-speaking youngsters, testing systems not geared to bi-lingual students, and teacher training. The Government was criticized for planning and operating programs to aid education without checking on the impact (or lack of it) of these programs on the Spanish-speaking communities.

Employment: The continuing problems of unemployment, under-employment, low wages, and discrimination in employment were all explored by the participants. Concern was expressed about the effectiveness of the Government's anti-discrimination programs, regarding both private and public employment. It was suggested that job training programs were geared to unrealistic entrance requirements which effectively barred access to many Mexican Americans, particularly those unable to use English well, and those in rural areas.

The employment problems of farm workers, particularly the migrants, received special attention, as did the low-wage competition created by the daily influx of Green card commuters from Mexico.

The group stressed the need for far greater participation in Federal employment, especially at the policy making level. It felt that much of the communications gap, which exists between the Government and the community, could be bridged by such appointments.

Other Topics: With only limited time available, the participants also brought up the problems of the draft (Spanish-speaking individuals were regarded as not receiving adequate information on their rights); on health (the communities' higher morbidity rates were stressed); and housing (Federal programs often do not reach those needing them the most). The need for greater Mexican American participation in poverty program decisions was pressed, as were the matters of registration and districting procedures which were said to adversely effect the potential political strength of the community.

During the luncheon, Secretary Gardner of Health, Education and Welfare addressed the group in both Spanish and English on his Department's programs. Government officials from other Departments attended the session throughout the day.

Toward the close of the planning session, representatives of several Government agencies offered to sponsor meetings requested by participants in the area of their interest in problems of the Mexican Americans.

Mr. Louis Hausman, Assistant to the U. S. Commissioner of Education, plans to meet with a group of eight Mexican American educators to discuss the implementation of education acts and plans. Mr. Earl Newkirk stated that Secretary Robert Weaver of the Department of Housing and Urban Development would meet with such a group concerning housing; Mr. Lawrence Houstoun stated that the Department of Agriculture would help in rural housing; and Mr. David North indicated the Department of Labor would receive a group interested in unemployment and vocational adjustment.

SUMMARY OF THE PROCEEDINGS  
PLANNING SESSION ON PROBLEMS OF SPANISH SPEAKING PEOPLE

October 28, 1966

South American Room  
Statler-Hilton Hotel  
Washington, D. C.

Following a discussion with the Vice President, those present introduced themselves. It was decided by the group that the meeting should be chaired jointly by Judge Alfred Hernandez and David North. Judge Hernandez then explained that most of the participants had met in caucus the previous evening. The caucus agreed that the most crucial areas for discussion were employment and housing. They also proposed the following recommendations with regard to a national conference:

- 1). That the White House staff involved in planning the conference recruit some non-government Mexican Americans, including women, to assist in the conference planning.
- 2). That the name of the conference be "The White House Conference on Mexican American Problems".
- 3). That the conference be held in Washington, D. C., in early May, 1967.
- 4). That it be a three-day conference, with a possible additional day devoted to workshop planning.
- 5). That means for reimbursement for conference participation be sought for delegates who could not otherwise afford to attend.

In the course of the discussions, those attending the planning session concurred on these points.

The caucus had also expressed a desire to cover the following subjects in the planning session, naming committees to work on each of these topics: Housing, Equal Employment Opportunities, OEO, Publicity and Education.

In the course of the October 28 discussions, the following subjects were covered:

## POSSIBLE PARTICIPATION OF PUERTO RICANS IN THE PROPOSED NATIONAL CONFERENCE

While a number of those present felt that there should be participation by Mainland Puerto Ricans because of the problems and organizational affiliations they share with Mexican Americans, a larger group felt that the cultural, geographical and problem differences outweighed the similarities and the proposed conference should be exclusively on the subject of Mexican American problems.

### TIMING OF CONFERENCE

Generally the group felt that the conference should be held on a weekend to enable delegates to attend without undue loss of job time.

### NUMBER OF DELEGATES

The planners agreed that the conference should be small enough to allow for meaningful participation by all the conferees. The numbers suggested ranged from 500 to 1000.

### SELECTION OF DELEGATES

The following sources for names of invitees were suggested: those participating in the planning sessions; major Mexican American organizations; other individuals and groups at the local level having knowledge of community problems of Mexican Americans. It was felt that the participants should represent a broad cross section of the Mexican American community, including the following groups: individuals with special professional skills and expertise; community leaders; grassroots community workers; migrant farm workers; political activists (such as Mexican Americans in elective positions). It was pointed out that it might also be helpful to invite representatives of Federal, State and local agencies, and possibly from private industry, to acquaint them with the problems faced by Spanish-speaking Americans.

### SELECTION OF SUBJECT MATTER

One participant suggested that delegates be sent questionnaires as to what problems they would like to have discussed at the conference. Those responding should be given the opportunity to work on their specific areas of interest in the conference.

A participant who had to leave the meeting early presented a paper on the educational problems of Mexican Americans. She pointed out that many students were unable to attend vocational training schools for lack of finances. She suggested that the Federal Government should explore means for subsidizing the education of this group. She also urged that there be more direct communication with the public in regard to the OEO programs.

Another participant distributed multiple listing sheets indicating housing practices discriminatory to Mexican Americans.

The morning meeting was then adjourned.

At the luncheon meeting the delegates heard an address by Mr. Hyman Bookbinder, Assistant Director, Office of Economic Opportunity. Tom Karter Chief of the Migrant Division, OEO, also spoke to the delegates, announcing a \$4 million grant for an adult education program for migrants in Texas.

Following the luncheon meeting, the session reconvened for discussion of the specific problems faced by Mexican Americans. The afternoon session covered the following topics:

#### EMPLOYMENT PROBLEMS

Those present declared that there should be more Mexican Americans in policymaking positions in the Federal Government. They felt further, that the Equal Employment Opportunity Commission should exert more influence in the private sector for equal opportunities for employment of Mexican Americans. They suggested that this might be facilitated if the EEOC had offices in areas of high Mexican American population, easily accessible to potential complainants.

The participants outlined the following problem areas for Mexican Americans in regard to Federal employment:

1. Job qualification standards and Civil Service examinations (which are given in English) tend to eliminate many capable Mexican Americans.
2. The merit promotion system leaves much to the discretion of supervisors who may not be sympathetic to promotion of Mexican Americans.
3. Federal salary scales are geared to salaries paid in previous employment. Mexican Americans living in the Southwest, where the prevailing wages and cost of living are lower than in the Northeast, cannot afford to accept jobs in the East at salaries based on their earnings in the Southwest.

The session recommended that the Civil Service Commission review these policies and undertake a program of affirmative action geared to utilizing more Mexican Americans in the Federal service.

The participants discussed the problems of migrant farm workers. They expressed concern that green card workers from Mexico working in U. S. agriculture tended to depress the overall agricultural wage structure. Mr. North noted that this problem had been discussed in a previous meeting and that lawyer participants in that meeting were preparing a brief for the Secretary of Labor on the subject of green card agricultural workers.

Following this discussion the session was addressed by Stephen Shulman, Chairman, Equal Employment Opportunity Commission.

After the discussion with Mr. Shulman, the session continued the discussions of specific problems of Mexican Americans:

#### HOUSING

The delegates emphasized that Mexican Americans are still victims of discriminatory housing practices in urban areas and lack of adequate housing in rural areas. The participants suggested that:

- 1). There be a re-examination and possible revision of the Federal Housing Administration's 221(d) (3) program for rehabilitation of low cost cooperative housing to serve the Mexican American populace more adequately.
- 2). The various agencies having housing responsibility exert a positive effort to establish communication with Mexican Americans. It was felt that a lack of such communication is at least in part responsible for the problems revolving around urban renewal and rent supplement programs.
- 3). Both the Federal Housing Administration and the Farmers Home Administration should lower the loan eligibility requirements to permit lower income groups to build and maintain adequate housing.

- 4). A Federal program be instituted to provide for non-profit, limited dividend or cooperative sponsors of housing to be sold or rented to low income families, especially in rural areas.
- 5). There should be a massive program of self-help housing, involving long-term low interest loans to low income families.

In view of these problems and recommendations, it was felt that housing should be one of the major topics to be explored at the proposed White House Conference.

#### PROBLEMS OF MEXICAN AMERICAN WOMEN

The group pointed out that one of the major concerns was the lack of adequate employment opportunity. The following recommendations were made:

1. That more Mexican American women should be involved in the planning and operation of the proposed Conference.
2. That more Mexican American women should be considered for top level employment positions, especially in the Federal Government.
3. That OEO initiate some programs geared to the training and development of Mexican American women.

#### EDUCATION

It was pointed out that there is a great need among Mexican Americans for remedial, prevocational, technical and vocational education, as well as for additional preschool programs comparable to the Headstart programs. It was felt that Mexican Americans suffer considerable discrimination in the public education systems, due at least in part to language barriers. The consensus was that there should be greater emphasis on the positive values of bilingualism and that there should be programs to train teachers to understand and appreciate the Mexican American cultural and language values.

It was also recommended that the conference should make education one of the major topics, with at least one emphasis being on the various Federally sponsored education programs, such

as the Work Study Program. It was felt that there should be greater efforts made to include Mexican Americans as participants in these programs; that the responsible agencies should see to it that information on the programs is disseminated in the Mexican American communities; and that the agencies should explore possibilities for additional programs such as diagnostic centers. It was also pointed out that there was a need for more effective involvement of Mexican Americans in local education systems such as on school boards.

#### ANTIPOVERTY PROGRAMS

The major emphasis in this discussion was on the need for more involvement of Mexican Americans both in the planning, staffing and operations of antipoverty programs. It was suggested that the antipoverty programs should be more carefully evaluated during their operations to assure that they were serving the entire poverty community, and not just small segments. There was also considerable discussion on the need for additional job training programs for adults, and for educational programs for youths between Headstart and Upward Bound ages.

In the closing minutes of the meeting, the planners reiterated the need for a national conference to seek solutions to Mexican American problems. There have been numerous studies and surveys, it was pointed out, showing the needs of Mexican Americans. The crucial task at this time is to seek the solutions to the problems. It was also urged that the national conference be given adequate publicity, especially in areas of high Mexican American concentration.

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

(San Antonio, Texas)

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REMARKS OF THE PRESIDENT

AT COTULLA, TEXAS

(AT 2:00 P.M. CST)

Thank you, Mr. Hopkins.

Mayor Cotulla, my friend Ann Garcia, all of my former students, boys and girls:

I have come back to Cotulla this afternoon, not just because this school is part of my past, but because this school is a part of America's future.

Everything I want to work for as your President to achieve peace, to conquer poverty, to build a worthy civilization -- all of these depend in a very large degree on what happens in this school and what happens in other schools throughout our land.

Thirty-eight years ago I came to Cotulla. I was still a student myself. I was working my way through the San Marcos Teachers College.

In those days, neither America nor her schools shared any abundance. We had only five teachers here in the Welhausen public schools. We had no lunch facilities. We had no school buses. We had very little money for educating people of this community. We did not have money to buy our playground equipment, our volley balls, our soft-ball bat. I took my first month's salary and invested in those things for my children.

About the only thing we had an ample supply of was determination -- determination to see it through.

I worked as a teacher for the fifth, sixth, and seventh grades.

I worked as principal of five teachers.

I worked as a playground supervisor.

I coached the boys' baseball team.

I was a debate coach.

I was the song leader. You would not believe that, but I tried to be, anyway.

In my spare time sometimes I acted as assistant janitor.

MORE

(OVER)

In that year, I think I learned far more than I taught. And the greatest lesson was this one: nothing -- nothing at all -- matters more than trained intelligence. It is the key not only to success in life, but it is the key to meaning in life.

And that is true for a nation, too.

Our greatest national resource probably is not even listed in your text books. Our greatest resource is the skill, the vision, and the wisdom of our people.

That is why we invest more in education than in any other enterprise in this country, except our national defense.

That is why last year your National Government pledged billions of new dollars to help improve your school and schools all over America.

In the last three years, we have inaugurated more than forty new programs for health and education for our children in this country.

The Welhausen School looks very much the way it did when I was here. It has not changed a lot in thirty-eight years. But things are happening here and in other schools throughout this land.

We have new reading programs. We have new child nutrition programs. We have new health programs. We have after-hours education centers -- all made possible because of the interest your Government has in educating its children.

That story is being repeated in 20,000 school districts in the United States today.

All the energy, the efforts, and the investment that goes into education is meant for one person -- you, the American student. Judged by the resources put to use in your behalf, you are the most important person in America.

But it would help little for your nation to put education first if you don't put education first.

Often young Americans write to ask their President, "What can we do to help our country?"

Well, this is my answer: If you want to help your country, stay in school as long as you can. Work to the limit of your ability and your ambition to get all the education you can absorb -- all the education you can take.

What you are doing now is the most important work that you can possibly do for your country.

Once upon a time a boy or girl could go pretty far in life with only a smattering of formal education.

But to be a drop-out of school today, to quit school today before you go as far as you can, means to

aim a loaded pistol at your life. It means playing the game of Russian roulette with your chances of success.

If your education falters or fails, everything else that we attempt as a nation will fail. If you fail, America will fail. If our schools and our students succeed, we will succeed. If you succeed, America will succeed. It is just as simple and just as difficult as that.

I am so happy to be back where these memories are so strong.

Thirty-eight years have passed, but I still see the faces of the children who sat in my class. I still hear their eager voices speaking Spanish as I came in. I still see their excited eyes speaking friendship.

Right here I had my first lessons in poverty. I had my first lessons in the high price we pay for poverty and prejudice right here.

Thirty-eight years later our nation is still paying that price.

Three out of every four Mexican-American children now in a Texas school will drop out before they get to the eighth grade.

One out of every three Mexican-Americans in Texas who are older than fourteen have had less than five years of school.

How long can we pay that price?

In one school district alone, one out of every two children is of Mexican-American descent. But two out of every three graduating seniors this year will be Anglo.

How long can we pay that kind of a price?

In five of our Southwestern States, 19 percent of the total population has less than 8 years of school. Almost one-fifth of the population in five States has less than 8 years in school.

What is the percent of the Mexican-Americans with less than 8 years of school? How many Mexican-Americans have less than 8 years of school? Fifty-three percent. Over half of all the Mexican-American children have less than 8 years of school.

How long can we pay that price?

I will give you that answer this afternoon. I will give that answer to America this afternoon. I will say: We can afford to pay that price no longer. No longer can we afford second-class education for children who know that they have a right to be first-class citizens.

No longer can we afford to say to one group of children: Your goal should be to climb as high as you can. And then say to another group: Your goal should be to get out as soon as you can.

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For the conscience of America has slept long enough while the children of Mexican-Americans have been taught that the end of life is a beet row, a spinach field, or a cotton patch.

To their parents, throughout the land this afternoon, we say: Help us lift the eyes of our children to a greater vision of what they can do with their lives.

And to all Americans, we say this: Help us -- please, help us -- lift the shame of indifference from the plight of our children.

I intend to have all of our experts explore practical programs that will encourage these children to stay in school and improve their chances of learning, to prepare themselves, and to equip themselves, to become lifelong taxpayers instead of tax eaters.

Delay is to disgrace an America that says education is the lodestar of life.

So the time for action is now.

We must, and we will, go forward. Delay is dead. The forward march is on.

Here in Cotulla, 38 years ago, under the leadership of Jude Welhauser you provided this beautiful brick building, one of the most modern of its kind in its time. You provided the children with modern facilities -- with free text books -- with generally good teachers. You set the example and you gave the inspiration.

As I walked in today, I saw the faces of many who grew up in this area -- many who grew up here who went on and went to college.

I rode in with one of my students whom I had paddled right here in this room -- who now has two daughters in one of our senior schools.

To the people of Cotulla for the vision that you exercised many years ago in building this beautiful plant -- almost forty years ago -- for the sacrifices that you made to provide good teachers, for the products that you have turned out as represented here on this platform today, we say: thank you.

But we say to all the nation that we have not yet done enough. The time for action is now.

And until every Mexican-American child has the right to go through grade school and college, and get all the education that he can or will take, I shall not be satisfied.

Until the day comes when we no longer hear the hum of the motor before daylight hauling the kids off in a truck to a beet patch or a cotton patch in the middle of the school year and give them only two or three months'

MORE

schooling, I say we will not be satisfied with those conditions.

The citizenship of America today looks forward to the time in the near future when every boy and girl born in this country will have the right and the opportunity to get all the education that they can take.

And when they have that right, when they have that opportunity, from "Head Start" to a college Ph.D. degree, a great many of them will exercise it -- they will profit from it -- we will have a better and a stronger, and, what is very important, a more prosperous and happier America.

I have had such great pleasure in saying hello to you today, and I hope to visit with you just a little bit before I have to check in at the hospital.

Goodbye.

END

(AT 2:14 P.M. CST)

PLANNING SESSION

October 20, 1966

The following paper was presented by Herman Gallegos, San Francisco, California, at the planning session, October 20, 1966, in Washington, D. C.

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At a meeting held at Albuquerque, New Mexico, on October 16, 1966, attended by twelve persons, including the Chairmen of CSO, MAPA, LULAC, PASSO, and GI FORUM, to exchange ideas regarding the proposed White House Conference for the problems of Mexican Americans and other Spanish-speaking groups, inclusion of the areas of concern and needs listed below were recommended for consideration by those attending the conference.

The list of topics and problem areas listed below are intended merely as a point of departure for the vast area of concern indigenous to these groups and it is hoped that the subjects listed below will be modified and expanded in the expectation that the conference will make a meaningful contribution to this heretofore ignored area.

- I. Domestic Farm Worker
- II. Employment
- III. Education
- IV. Immigration
- V. Housing and Redevelopment Programs
- VI. Educational and Motivational Programs For Extended Civic and Voter Participation.
- VII. Anti-Poverty Programs
- VIII. Economic Development Projects..

**I. DOMESTIC FARM WORKER**

**A. Legislation to provide:**

- (1) Collective bargaining rights
- (2) Unemployment and Disability Insurance Benefits
- (3) National minimum wage of \$2.00
- (4) Inclusion in Fair Labor Standards Act

**B. Special services, benefits, and protection:**

- (1) Permanent public housing, Federally funded
- (2) Medical and health facilities
- (3) Educational programs: (Federally funded and subsidized)
  - a. Adult education
  - b. Training and retraining
  - c. Vocational and aptitude testing
  - d. Home economics
  - e. Pre-school and compensatory programs for children
  - f. Consumer self-help and improvement programs
    - i. Commissary facilities
    - ii. Credit Unions
    - iii. Consumer protection and education
- (4) Working Conditions
  - a. Maximum utilization of work force
  - b. Free transportation
  - c. Minimum sanitation facilities in private and public accommodations
  - d. Maximum hours, fair labor standards, women and child labor laws, etc.
- (5) Rural legal assistance programs
- (6) Enabling organizations or service centers
  - a. Special emphasis and efforts to implement and effectuate governmental and community resources in an understandable and acceptable manner.
  - b. Devise measures to assure that services offered and available be those that are needed and wanted by domestic farm workers.

I. DOMESTIC FARM WORKER (continued)

B. Special services, benefits, and protection (continued)

- (7) Administration and enforcement of immigration laws, regulations, and policies for a minimumly disruptive and prejudicial effect on the working and living standards of citizens and legal residents residing in the United States.
- (8) Abolishing Farm Placement Service as presently administered and amend Wagner-Peyser Act.

II. EMPLOYMENT

A. Training and educational programs

- (1) Expansion and promotion of training and retraining programs, such as MDTA, with broad and ample basis education components and pre-vocational phases. Reduction or elimination of this type of program should be strenuously opposed.
- (2) Planning and preparation of programs to cope with the effects of automation.
- (3) Validation of pre-employment tests, administration and evaluation.
- (4) Inquiry and evaluation of relationship between job qualifications and job requirements.

B. Job Discrimination

- (1) Programs focused and oriented to eliminate and minimize discrimination in employment because of ancestry and language.
- (2) Programs focused to eliminate and minimize prejudice and discrimination directed and practiced against Spanish-speaking groups in areas of:
  - a. Apprenticeship recruitment and training
  - b. Skilled and semi-skilled jobs
  - c. White collar jobs
  - d. Up-grading
  - e. Training and retraining

## II. EMPLOYMENT (continued)

### C. Recruitment policies and programs

- (1) Special procedures must be developed and implemented to meet the special needs of Mexican American and other Spanish-speaking groups to fully utilize their potential.

### D. Government employment

- (1) Issuance of executive orders and initiation of special approaches to recruit and augment employment of Spanish-speaking persons by Federal agencies and by agencies Federally funded.

### E. Coordination of governmental agencies and community resources

- (1) Jointly sponsored programs among governmental agencies and community resources
- (2) Coordination of governmental agencies
- (3) Cooperation and coordination of governmental agencies, federal and state, in compliance and enforcement areas.

## III. EDUCATION

### A. Cultural orientation of Spanish-speaking groups

- (1) Accept and work within indigenous cultural framework of Spanish speaking groups for effective communication. That communication and educational processes can be exerted most effectively through rather than apart from the respective indigenous cultures of Spanish-speaking groups.

### III. EDUCATION (continued)

#### A. Cultural orientation of Spanish-speaking groups (continued)

- (2) Teacher training and auxiliary personnel trained in methods and systems compatible and congenial to the cultural framework of reference of indigenous Spanish-speaking groups.
- (3) Adoption of curriculum and programs to inculcate Spanish-speaking that functional efficiency in American economy is commensurate with ability to adapt and assimilate.
- (4) Develop and formulate standards and measures to encourage and develop potential of Spanish-speaking groups within American economy, includes pre-school programs, compensatory education, counselling, etc.
- (5) Educational programs to meet special needs of Spanish speaking groups, such as farm labor, immigrants, etc.
- (6) Services to be given concurrently with educational programs offered by educational institutions.
  - a. Medical services
  - b. Cafeteria facilities--free lunch, etc.
- (7) Excellence in physical facilities.
- (8) On-going programs to eliminate and reduce discrimination in schools.
- (9) Balanced perspective of role and contribution of Spanish-speaking groups in American history.
- (10) Closer working relationship between educational institutions and industry and business.

### IV. IMMIGRATION

#### A. Role of Immigration laws and regulations

- (1) Immigration laws and regulations should be administered to cause minimal disruption and prejudice to the welfare of domestic farm workers.
- (2) Modify laws and regulations to reduce and eliminate utilization of immigration laws and regulations to satisfy demands and needs of special interests.
- (3) Urge revision of Public Law 414.

V. HOUSING AND REDEVELOPMENT PROGRAMS

A. Use of:

- (1) Discourage housing and redevelopment programs which displace without supplanting with acceptable accommodations.
- (2) Increase public low rental, subsidized rental, and low-income housing so that same will be available without delay.
- (3) Governmental assistance--subsidies, low interest, long-term loans--for home building and rehabilitation.

VI. CITIZENSHIP AND VOTER EDUCATION AND PARTICIPATION

A. Programs to encourage participation and involvement in:

- (1) Civic and community activities
- (2) Public and private funding of voter education
- (3) Encourage use of governmental and community resources

VII. ANTI-POVERTY PROGRAMS

- A. Encouragement and motivation of maximum utilization of existing programs and involvement and participation in proposing new programs.

VIII. ECONOMIC DEVELOPMENT PROJECT

- A. Encourage and promote programs and projects to encourage and motivate use and involvement in policy making.