



LIDERES CRITICAN OFICIALES



Mas de 50 estudiantes se juntaron en frente de University Center para presentar quejas tocante la educacion. Se llevo acabo hace 5 años en 1970.

BENEFICIO

The Work Incentive Program was established by Congress under a 1967 amendment to the Social Security Act. The Talmadge Amendment in 1971 to Part C, IV of the Social Security Act, effective 7-1-72, specifies that all applicants for AFDC benefits are required to register for work or training unless exempt; that emphasis in the Work Incentive Program be on employment, on-the-job training, public service employment, and continual exposure of WIN participants to job market information. Funding for this program is 90% from the Department of Labor and 10% from the Department of Health, Education, and Welfare. The purpose of this program is to assist Aid to Families with Dependent Children (AFDC) recipients to leave welfare rolls through jobs and become self-supporting. A Work Incentive Program Office is open in Lubbock to serve the employers of Lubbock County, Hale County, and Terry County.

Participants are given orientation to the world of work through discussion of attitudes, appearance, work habits, motivation, etc.

Participants may be placed directly on jobs they are qualified to fulfill at the time they enter the WIN Program. Employers are entitled to 20% tax rebate on participants first year wages.

This training is given by private and public employers under contract to the Win Program. The private employer is reimbursed at a rate equal to 50% of all wages paid to the participant while in training. Training time ranges from 8 to 44 weeks depending upon the complexity of the job. Employers are entitled to a 20% tax credit on wages paid to participants during their first year of employment. On-the-job training with a public service employer, the total wages during the training period are borne by the WIN Program. Maximum training periods are not to exceed 9 months.

This part of the Program is subcontracted through the Texas Education Agency to the Lubbock Independent School District which conducts the various classes.

Vocational Training is contracted by the Texas Education Agency with various training facilities, including a variety of occupations.

You can benefit when you assist employable welfare recipients to get off welfare and into productive employment. The community will have one fewer family to support and one more worker contributing his share of useful work.

You can benefit when you contact WIN Office, 1503 Avenue J., Lubbock, 79408, Tel: 763-6416, Exts. 60, 66 or 67, and assist us in assisting others.

El programa de Work Incentive fue establecido por el Congreso bajo una ampliación de 1967 al Acto del Seguro Social. El Talmadge Amendment en 1971 a la parte C de la Ley del Seguro Social, que comenzó a estar en efecto en Julio de 1972, dice que todo aplicante para beneficios del AFDC tienen que registrarse para trabajo o entrenamiento. Se debería de poner énfasis a entrenamiento durante trabajo, empleo en un servicio público y también se les debería de dar información constante a los participantes de WIN tocante en que hay trabajos. Los fondos para este programa vienen 90% del Departamento de Labor y 10% de departamento de Educación, Salud y el Bienestar. El propósito de este programa es de ayudar a familias que tengan niño de dependientes. Una oficina de Work Incentive está abierto en Lubbock para servir no nomás los de Lubbock pero también personas de Hale County y Terry County.

A cada participante se le da una orientación tocante el mundo de trabajo a través de discusiones tocante su apariencia, actitud y conducta. Cada participante que calificado para un cierto trabajo es puesto en ese trabajo directamente. Los empleadores son elegible para un rebaje de 20% en el sueldo del participante.

También hay trabajos donde el participante es puesto en un trabajo y entrenado al mismo tiempo. Este entrenamiento es dado por negociantes privados bajo un contrato con WIN. El negociante es reembolsado 50% de el sueldo del empleado que está entrenando. La duración de entrenamiento es de 8 a 44 semanas dependiendo en el tipo de trabajo. También en este tipo de program el empleador es reembolsado 20% de los taxes o impuestos que se tuvieron que pagar para el participante durante el primer año. Cuando el participante de WIN es colocado en un trabajo de servicio público. Todo su sueldo es pagado por el programa. El entrenamiento máximo es de 9 meses.

Los participantes del WIN program también pueden recibir educación básica o recibir su GED dentro del programa.

Para información tocante cualquier aspecto del programa WIN, pase por las oficinas en 1503 Ave. J en Lubbock, 79408, escriba al dicho número, o llame al número 763-6416, ext. 60, 66, o 67.

Grant aid to help develop program

A grant of \$12,018 from the Texas Education Agency is enabling a Tech education professor to up-date instruction in office procedures by working directly with teachers in high schools and colleges.

The principal objective, says Dr. William Pasewark, recipient of the grant, is to develop instructional

programs that will "help provide competent office workers and office managers for business and industry." One phase of the project involves inservice education for office occupations teachers. During the fall semester Pasewark conducted a weekly course for teachers in the San Antonio area. This spring the course is

being offered in Harlingen. To make the classroom instruction of business teachers more realistic, Pasewark visits schools of teachers enrolled in the course. At these conferences the teacher and the professor plan new procedures and seek to find solutions to problems

concerning curriculum, teaching methods, facilities and equipment. "Solutions to specific problems of the local schools may be developed on site," Pasewark said, "or through class discussion with other teachers in the course."

Los dos representantes electos de Lubbock proponieron un nuevo sistema para elegir a los representantes de Lubbock. El plan nuevo le quitara la fuerza electoral a los barrios y la gente de Lubbock.

La corte suprema de los Estados Unidos demando en una decision hecha el ano pasado que Lubbock y pueblos que tuvieran distritos que son representados por dos o mas personas se tenian que dividir para que hubiera mas representacion para el individuo. La demanda fue submitida por el Mexican American Legal Defense y lideres Chicanos. Al mismo tiempo los lideres Chicanos submitieron un plan en donde Lubbock se dividiera en dos sectores. Lubbock se proponia dividir en un sector de norte y uno del sur. El distrito del norte tenia un mayoria de raza Chicana y gente negra. Muchos lideres Chicanos dijeron que con esta division era obvio que un Chicano fuera electo para representante. En este plan los dos representantes, McAlister y Tarbox tuvieran que correr uno contra el otro.

El plan submitido por McAlister y Tarbox dividiera los barrios de Lubbock en forma de que fuera dificil que la gente Chicana de Lubbock pudiera elegir a su propio candidato. Aun cuando McAlister y Tarbox viven dentro de una area de 12 cuardas, el plan submitido por ellos no quiere que McAlister y Tarbox corran uno contra el otro. Los dos distritos fueran dominados por Anglos si es que el plan es aceptado por la legislatura.

Lideres de Lubbock dicen que la accion por Tarbox y McAlister recortara los distritos al favor de ellos y da minima oportunidad para que un Chicano sea elegido. Ben Reyes, representante de Austin dijo que el voto en contra de la propuesta porque le quitaba la fuerza politica a los Chicanos.

La corte suprema oyo argumentos tocante el caso en Febrero y hará una decision final pronto en el futuro.

¿Qué Pasa?

ELECTOS COMO REPRESENTANTES DE LAS AREAS PUEBRES PARA EL COMMUNITY SERVICES COMMISSION FUERON LORENZO SEDENO BENNY BRITO SR. ALA WAZZA CARLOS QUERINO SR.

TODAVIA SE NECESITA MAS TALENTO PARA LA CELEBRACION DEL CINCO DE MAYO. ANTE O MUSICA, LLANAS A SYLVIA QUERINO 765-7940 AHORA, SE NECESITA REGISTRAR ANTES DE EL PROXIMO VIERNES.

NECESITAMOS QUE MENCIONE LA Voz CUANDO USTED COMPRE.

NUOVO ANUNCIADOR JUAN CORTEZ LLANAS.

Upward Bound May Need Aid In Program

El programa de Upward Bound de Texas Tech se a financiado por el proximo ano en una cantidad de \$81,639 por la Oficina de Educacion de los Estados Unidos.

El programa es direjido por Julio Llanas y es principalmente para ayudar a estudiantes pobres continuar su educacion despues de la escuela secundaria.

Los estudiantes son admitidos despues de que entren al cuarto o grado once y viven en el campo de Texas Tech durante el verano. También participan en una variedad de actividades sociales y culturales. También hay un programa durante el ano escolar que ayudar a los estudiantes en sus estudios.

Aun que ya se aprovaron los fondos, el futuro del programa no es cierto por razon que la Universidad no a tomado accion en ayudar el programa despues que se terminen los fondos federales. Llanas dijo que el "pensaba que la Universidad debería de involucrase mas en este tipo de programas; agrego que se oye "que la Universidad está llorando por mas matriculacion por parte de las memorias, este programa puede traer esos estudiantes."

El programa de Upward Bound empezó en 1967 con 50 estudiantes. Hasta este ano, esa cantidad nomás a crecido por 15 estudiante. Llanas dijo que si a crecido el programa no era por ayuda de la Universidad. Para que el programa creciera a 100 estudiantes se necesitaran aproximadamente \$30,000 adicionales. El director dijo que era mejor para la Universidad entre mas estudiantes hubiera porque mas estudiantes entraban a la escuela.

El proximo ano sera el ultimo ano si la legislatura no aprova mas dinero. Llanas dijo que nada estaba cierto que iba pasar el proximo ano.

The Texas Tech University Upward Bound program has been awarded a grant of \$81,639 by the U.S. Office of Education for the 1975-76 academic year.

Upward Bound, directed by Julio Llanas, is an educational program designed to help high school students from limited income families develop the skills and motivation necessary for success in college.

Upward Bound students are admitted after completion of the eleventh grade. They live on the Tech campus during the first summer session and participate in a variety of academic, social and cultural activities. Llanas said. There also is an academic year component which enables Upward Bound students to have a continuous program throughout the entire year.

Although funding has been approved, the director predicts that it will be imperative that Texas Tech become more involved in the running of the program. "I think the University should be more involved in these programs," Llanas said, noting that the school is "crying 'We need more minority student'... This is a way to get them here"

The Upward Bound program began in 1967 and was serving 50 students from the area. One of the major concern raised by Llanas was that the program has grow very little in the last 8 years. It is now serving only 65. Llanas stated that "I'm disappointed in the fact that, if any growth comes about, it's not because of the local institution."

In order to serve 35 students for a total of 100, it would be necessary to acquire an additional \$30,000 in funding. The director expressed that it would be very beneficial to the University if they would put up the additional monies.

Llanas said that a total of 29 students in the program were placed at Tech. Thirty two high school seniors are participating this year, and all are expected to continue their education.

Next year will be the final phase of the project, he said, unless new legislation emerges to extend the program. "It's really up in the air what will happen after this year."

Spray Paint Sniffing: Major Problem Still Facing The Barrio

REPRINTED FROM LA GENTE
 Editor's note: In late September of 1974, Mark Valdez had the pleasure of speaking with Mr. Forrey Elson, Vice-President and chief chemist for the Testor Corporation in Rockford, Illinois.

The following is an excerpt from that conversation:

Valdez: In general, can we say we are talking about toluene and similar chemical compositions which are dangerous and harmful if directly inhaled for purposes of intoxication?

Elson: Yes. Our main, real, actual solvent problem was that of toluene.

Valdez: Did you know that youngsters are presently abusing paints in aerosol cans, especially the clear acrylic and metallic paints, as they did the glues?

Elson: I was not aware of that, no.

Valdez: You are involved, of course, in these glues with the outlook that you have a product for children, the plastic model, is that correct?

Elson: Yes. Our whole approach to the problem was that we wanted to keep the industry and the use of hobby items as something the children really could do and enjoy. We had no intention, at all, of anything but trying to solve our end of the problem. I grant, we have not really solved it for all, but I think we have taken the first good step.

Valdez: What exactly is the formula you developed, and is it an additive?

Elson: Yes. We add about one quarter of one percent of oil of mustard, based on the weight of the cement, not on the solvent, but on the weight of the cement.

Valdez: How expensive would you say it is for the manufacturer to employ this additive?

Elson: It is not really expensive.

While it is true that prices have risen quite a bit lately, yet because the amount of the oil employed is so small, the actual price of it does not become a real, effective part of cost.

Valdez: How effective would you say the formula is in discouraging abuse of "sniffing" as it is called?

Elson: Our results, which have given us our opinion, is that it is very effective. At the beginning, we hardly knew anything about what would answer the problem or where we should start. So, when we finally got over to the line of thinking that we needed a reversible type of irritant which, to the best of our knowledge, would do no harm, we stumbled on oil of mustard. Here was just pure chance. Oil of mustard burns the inside of the nose and causes the eyes to water, the typical thing when one gets too much horse-radish, or some real strong chinese mustard, that general type of reaction. (Editor's note: Oil of mustard cannot be detected or otherwise found irritating in a product under normal usage.)

Valdez: Is the Testor Corporation the only manufacturer of solvents which employs this formula?

Elson: No. When we announced it, we offered this information to anybody who was a qualified individual, as a manufacturer, at no expense to them. And most of the manufacturers immediately went over to it. We never argued that this was the definitive answer to the problem. The only thing we had said was that it was a start.

that it was an approach. We expected to have many other things found and introduced which would be much better, but so far, we have not seen anything that has been very much of an improvement.

Valdez: So, in other words, it

would be very probable that the same or a similar composition could be adapted to, say, the aerosol spray paint can, right?

Elson: Exactly.

Valdez: As a final question, seeing yourself as a manufacturer, what do you think of voluntary cooperation, as opposed to federal regulation, making a product, in this case, a product of volatile substances safer?

Elson: Well, while in my mind, the voluntary approach, unquestionably, is the best, it may not be the most effective.

Valdez: Do you think it possible for products other than solvent cements (glues) to use the same additive or something similar to it?

Elson: Yes, I certainly do. This particular additive, oil of mustard, is, of course, a chemical and will react in certain systems in a very effective way. In other types of solvent systems, it does not work. For instance, if there is very much water, or any of the lower alcohols, chances are, it will hydrolyze quite rapidly and lose its efficiency. But, I still think there are other things which could be introduced to do essentially the same thing in many different types of systems. It just so happens that oil of mustard works best in a hydro-carbon type of system.

Addictive fumes in spray paint continues to cripple children's minds state-wide. Responsible chemists agree: formula can be made safe. Requires swift federal action.

By Mark Valdez, Orthodox Monk

About four years ago, I began noticing the phenomenon called "Sniffing" by youngsters. I regret cannot say that inhaling the fumes



of chemicals to get high is exclusively a Chicano problem, however, a high percentage of young abusers are Chicano. To me, this is a tragedy of the highest order, since continuous "sniffing" of toluene found in spray (aerosol) paint cans causes permanent brain damage, similar in effects to mental retardation. Brain cells cannot reproduce, and once destroyed, remain dead.

"Sniffing" all started some years ago with the glue used to assemble plastic model hobby kits. Little ones even at an early pre-teen age began to "sniff". I know of one youngster who "sniffed" for ten years, another

for seven. These youths are well on their way to a wasteful, empty existence and most probably a tragic end. Families begin to notice a fast personality change in their boy or girl. The child begins to lose weight rapidly, to talk and laugh to himself and make strange gestures, as if he is

stretching due to muscle fatigue. The child becomes rebellious and loud. The chemicals affect his hearing so he has to yell. When he is not excited, his speech becomes slurred. Take the paint away and he seems normal. The fact of the matter is the brain is taking an awful beating. The main parts of the brain which these chemicals affect and eventually destroy are the rational or thinking ability and the motor centers of the body

which control the muscles and moving. The abuse will adversely affect his school work and attendance. Although some children try to live a dual life. I know of a boy attending a junior college, supposedly trying to keep his grades up while "sniffing".

Eventually, if confronted with the fact of his abuse, a child will inform you that he is no longer interested in his former activities, or even school. He may tell you he no longer cares to live. We, of course, must not take these pronouncements too seriously, as we are dealing with a Jekyll and Hyde-type personality induced by chemical means. However, professional help should be sought immediately.

One thing is sure, if the youngster has been abusing spray paint for a considerable amount of time, he will strive, at all costs to continue his habit. Here is where the danger begins. While he becomes psychologically addicted to toluene or similar chemical compositions, he notices he needs more and more of the stuff to get high, and his brain is literally being cooked alive.

Youngsters have been known to die from inhalation of these dangerous substances, but the process, pain and tragedy are usually lengthy for all concerned. It is seeing your child die a little at a time each day.

What can be done? A number of things:

1) If you can arrest his or her abuse, fine. Most likely you will not be able to. Seek professional help and do not waste time.

2) If you can re-locate him or her to a different, and hopefully, healthier environment, do not hesitate.

3) There are laws in some states, including California, which prohibit the sale of these spray paints to children under the age of eighteen. However, children will steal or find ways of acquiring these inexpensive dangerous products, regardless of the law. Also, there are unscrupulous sales people who sell the materials illegally. You can talk with paint, hardware and auto store managers, but that will not solve the problem effectively enough.

4) Recognize the abuse. The favorite for "sniffing" is the clear acrylic, next in preference, the metallics: copper, gold, silver and possibly aluminum, all found in aerosol spray paint cans. The other colors apparently do not taste as attractive. The chemicals in the can are sprayed on a sock or cloth and then rolled up. Sometimes a plastic baggie is sprayed inside and inhaled in balloon-like fashion. The most common form of "sniffing" is actually through the mouth.

5) Write your church officials, but most importantly your federal representatives, sending them a copy of the articles in this paper, requesting that a ban be put on products containing toluene or similar chemicals and a safe formula, such as Mr. Elson's of the Testor Corporation, be introduced to such products before marketing. We are fighting time and it will require swift and hard federal action to halt this menace.

6) Since it is not the business of children to act responsibly, it is high time that Chicacos, and all concerned, protest the atrocious destruction of many of our children, by unscrupulous, or at least, uneducated industry and their lobbyists. For further information, or should you desire to volunteer some time for this cause, call or write me: Mark Valdez, Orthodox Monk, 1852 East 70th Street, L. A., CA 90001 Telephone (213) 587-4932.

7) Remember, the problem, is staggering, but the solution is simple.

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La Iglesia de Dios del (7º día)

Quien invita a todos a asistir a los cultos efectuados los Viernes de 8 a 9 P.M.

Escuela Sabática, Sábados de 10 a 12 A.M.
 Cultos Vespertinos de 4:30 a 6 P.M.

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VIOLENCE AND SCHOOLS

POR NEPHTALI DILSON

This past Wednesday, an alarming report came out in the national news. According to recent statistics, it was reported that during the last half of this school year, more than 64,000 teachers were assaulted by students.

A great number of weapons were also put on display-weapons that were picked up from one school in a single day. Hatchets, guns, knives, irons, blackjacks, chains, as well as a large number of objects that could be deadly.

Surprising? Yes. But it is also a reflection of the social environment which we live. Violence has become a natural and common thing in our society.

Vandalism and crime have increased instead of diminished. Given any city, the social events page, that is to say, the movie section, is full of violence. The T.V. somehow manages to stay in one piece in spite of all the violence that erupts from its screen. National and world news are also news of violence. As to the streets and lounges- its best not to even mention them.

Yet while all this is happening, what goes on in the schools? Well as any tame institute, they try to ignore all that which might have some controversy; such as violence, war, marches, politics, how elected officials vote or don't vote, who was or was not killed yesterday or last night.

It seems that in the institutes of learning, thoughts and analyses, something should occur that would intimately and fundamentally involve them with the communities of which they are members.

It seems to me to be an obvious loss and bad use of so many resources when a gigantic institute such as Texas Tech, the public schools, -or for that matter, any institute of learning, ends up taking space in a community.

When an institute of mastodon proportions, does not make an effort to become involved with its immediate community-and thus affect it, and give it the benefit of its resources (resources already paid for by all the taxpayers) then these institutes once more are contributors to the deplorable conditions that do in turn affect the halls of education.

If the community attacks the schools with violence, then why don't the schools respond by showing the community that the teachers, resources, buildings, and all that makes up an educational institute, exists solely for the benefit (and all that benefit means) of the people.

Este miercoles pasado salió en las noticias nacionales un reportaje alarmante. Segun las estadísticas se anotó que en la última mitad de este año escolar, mas de 64,000 maestros y maestras fueron asaltados por sus estudiantes.

A la vez mostraron un gran numero de armas tomadas en un día-solamente de una escuela. Pistolas, hachas, navajas, macanas, fierros, esdenas-así como un gran numero de objetos que podrían ser fatales.

Sorprendente: Si. Pero tambien es una reflexión del medio ambiente y sociedad en que vivimos. La violencia se la vuelto una cosa natural y comun en nuestra sociedad.

El crimen y el vandalismo han crecido en lugar de disminuir. En cualquier ciudad, la pagina de diversion-es decir, la pagina de los cines, está llena de películas de violencia. La television antes se mantiene intacta a pesar de la violencia que sale de su pantalla. Las noticias nacionales y mundiales tambien son de violencia. Y en las calles y cantinas-pues nique se diga.

Y mientras todo esto está pasando, que ocurre en las escuelas? Bueno, como todo buen manso instituto, tratan de ignorar todo aquello que tenga algo de controversia-tal como la guerra, la violencia, la marcha, la política, como votan o no votan los representantes, a quien mataron o no mataron anoche o ante-noche.

Es decir, parece que en los institutos de estudio, analisis, y aprendizaje, algo debería de ocurrir que se enlazara íntimamente y fundamentalmente con las comunidades en que se encuentran.

Me parece obviamente una pérdida y mal uso de tantos recursos cuando un gigantesco instituto como Texas Tech, las escuelas públicas, -o en fin, cualquier instituto de educación, solo toma espacio en su localidad.

Cuando un instituto de tamaño mastodonte no hace el esfuerzo de involucrarse con su comunidad inmediata-para así afectarla, y darle el beneficio de sus recursos (recursos ya pagados por todos los tax-payers) entonces una vez mas estos institutos contribuyen a las pesimas situaciones que en cambio si afectan a las salas de educación.

Si la comunidad ataca a las escuelas con violencia, entonces, porque las escuelas no responden con mostrone a la comunidad que los maestros, equipo, edificios, y todo lo que es un instituto educativo, solo existe para el beneficio (y todo lo que beneficio quiera decir) del pueblo.

We Are Never Too Old For Education

Not too long ago, I decided to go back to school and further my education. I enrolled in different classes and believe you me, I have learned a lot from them.

Going back to school opened up my eyes, and it can do the same for a lot more of us. The light of knowledge turns on and we can see: we can see what we are, who we are, what we want to be and where we want to go.

This is the kind of education we need, we need it because it is through education that we wake up to reality. It is through education that the light of knowledge turns on and when we open our eyes, we can see the foolish games we have been playing.

Games like changing our names, dying our hair so we can look and be accepted as an Anglo - because we are not happy with the way we are nor the way we look.

It is sad when we have to do that. Why must we be Joseph instead of Jose, Roger and not Rogelio, Richard and not Ricardo, Caves not Cuevas or Rivers not Rios? I am talking here not about the brothers and sisters that were born on this side of the border because they can justify in a way the reasons for doing so, but what about those like myself who were born on the other side of the Americas - or the imaginary line called 'the border' - and after we learn to say 'yes' instead of 'si' or 'how are you' instead of 'como estas'. Like I have said before, not want to be someone else, not ourselves!

Octavio Paz tells us the truth in his book, The Labyrinth of Solitude, when he writes: "We hate to see our friends and our neighbors right on the face because when we see them, we see ourselves and we dislike what we see, we do not like realism, we do not like to see ourselves as we are."

Some or all of you are probably thinking: what about him, is he not a wet back? He is a Mexican from the other side, yes my brothers and sisters you are right, that I am; but I am also a person, a human being and an individual; I, like all of you, have feelings,

love, dreams and ambitions, emotions and fears, sweetness and hate.

I, like you, have an identity and it comes from a long family tree; I am a descendent of Tezozomoc, Nezahualcoyotl, Tizoc, Motezuma, Cuauhtemoc, Hernan Cortez, La Malinche, Hidaigo, Morelos, Juarez, Cardenas and so many more. I am part of all of those before me including "Joaquin," I am an Indian, a Mestizo, a Mexican, a Mexican-American, a Chicano, I am all of that because I love what I am, I am proud and respect who I am.

As Indians for many years we worked, struggled and fought to build and maintain an empire we were proud of. We were one of, if not the richest empires ever known, and one day to be known in history as the blackest day, the white man came.

They came and robbed us of our land and our richness, they semi-destroyed our culture, then killed our brothers as if they were animals, but this was not all, our women were abused and with it new diseases were born.

For 400 years or more we were slaves to those men, and in many cases we still are slaves to them today.

We ask ourselves many times: how can we solve this problem? How can we change? My answer is: in schools and colleges, through education my brothers and sisters is how we can change. Education is the key for the advancement of the Chicano culture, knowledge is the highest form of personal and subsequently cultural freedom.

I am not saying that that class made me different, not that it changed my basic beliefs, no, that class made a new person out of me.

I too like many others, did not want to see the truth. I was blind to reality. In that class my brothers and sisters I learned to fight and defend myself, but not to fight with my arms or hands that physically kills, no, I learned in that room a better arm:

education, knowledge about me and my ancestors, my heritage and my culture. I have received enough knowledge that with it I can fight.

There is one more thing I have learned, love and respect, not only for me and my family, but for my brothers and sisters and humanity as a whole.

I do not have to carry a flag to show that I am a Mexicano, I do not have to wave the Chicano flag to prove that I am a Chicano, I do not have to say: I love you, to let you know that I do. Cesar Chavez knows that I am fighting for him and his cause. This cause he is fighting, the revolution of the Chicano, has not only been fought here; it was also fought on the battlefields by the masses in Mexico with such heroes as Hidaigo, Allende, Morelos, Villa, Zapata, Cabanas and the students at la Plaza de Tlatelolco in October 2, 1968 (Olympic Games). The Chicano and Mexican-American community know that I love them and I am fighting for them. In my own special way I am doing it.

I do not have to dress as a Charro and hang a .45 on my side to prove who I am. All I have to do my brothers and sisters is to listen to a Jesucita in Chihuahua, a Juanita, La Adelita, la Marcha Zacatecas, the songs of my Chicano brothers and sisters on this side, the crying of my people all over and I do not have to say what nor who am I, it will show and it will show because I love all of them, because I am proud of myself and what I am, because I too suffer as they have and still are.

I do hope that if not all, at least some of my brothers and sisters that go to college or any school, will learn in their classes as much as I did and that they will have the pride and feelings that I have.

Let there not be any more physical fights, let there not be any more burning nor destruction. Let there be more education and with it we can fight.

by Jose Gutierrez

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GUARDAR SU DINERO BAJO EL COLCHON O EN BOTECITOS ES MUY PELIGROSO ABASTE DE QUE NO TIENE GANANCIAS. LO EXPONE A QUE SE LO ROBEN POR ESO LE ACONSEJAMOS QUE ABRA UNA CUENTA DE AHORROS.... PARA HABBIR SU CUENTA PASE A VISITARNOS.

ATENCION ¿TIENE USTED 65 AÑOS?

SI USTED TIENE 65 AÑOS O MAS, ENTONCES COMUNIQUESE CON ESTA OFICINA, Y REGISTRESE MUY PRONTO PARA PRINCIPIO UN PROGRAMA PAR PERSONAS MAYORES, DONDE SE LES PUEDE AYUDAR AMEJORAR SU NIVEL ECONOMICA Y SOCIAL, SE LLEVRAN ACAVO VARIOS PROGRAMAS DE ASISTENCIA PERO DEBE REGISTRARSE CON TIEMPO

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NOTICIA AL PUBLICO

States and their citizens have new opportunities to determine what social services will be available within each State under regulations proposed by HEW Secretary Caspar W. Weinberger.

The regulations implement Title XX of the Social Security Act. The Secretary pointed out that Title XX places responsibility on the States rather than the Federal Government for assuring that Federal/State social services programs meet the needs of its States' citizens.

"Title XX marks a new chapter in the development of effective social services by placing greater reliance on the States," said James S. Dwight, Jr., Administrator of HEW's Social Rehabilitation Service, the Federal agency with responsibility for Title XX. "We are working hard on a cooperative basis with the States to get started on a sound basis," Mr. Dwight added.

Title XX establishes, for the first time, a Federal requirement that States must publish their social services plans in advance of implementation and accept public comment for a period of 45 days. Amendments to the plans must also be published in advance and public comment accepted for 30 days. Explanations must be provided for any differences between proposed plans and the final ones adopted after the period of public comment.

Title XX permits States to make major changes in existing social services programs and to define their own service priorities.

By July 2, 1975, States must have published their first proposed social service plans so that citizens can know and comment on the kind of programs the States intend to put into operation on October 1 when the old social services programs end.

During the 45-day comment period, concerned individuals and organizations will have the opportunity to study and evaluate the plans in terms of local needs and let appropriate officials know whether they believe the plans meet their community's social services priorities.

Under Title XX, States will be deciding:

whether to limit eligibility to people meeting traditional welfare requirements or to extend eligibility for one or more services to intact families and low or middle income working people with incomes not exceeding 115 percent of the State's median income as adjusted for family size (with income-related fees);

what services to offer with a view to helping people become or remain self-supporting or self-sufficient; to protect children and adults who cannot take care of their own interests from abuse, neglect, and exploitation and to preserve family life; to reduce or prevent inappropriate institutionalization; and to assure appropriate institutional care and services when these and

how to distribute available resources among eligible populations, services, and areas within the State.

To help assure citizen awareness of the new planning process required by Title XX and the opportunities it provides for citizens to help shape their social services programs, the Social and Rehabilitation Service is preparing a small easy-to-read booklet for early distribution.

Title XX replaces Titles IV and VI of the Social Security Act, and is expected to provide \$2 billion in Federal funds as cost-sharing for State Social Services programs.

Mr. Dwight noted that SRS is conducting three regional seminars to assist the States in launching Title XX. The first was held in Dallas, Texas on April 9. The others will be held in San Francisco, California, April 16, and in Philadelphia, Pennsylvania, April 22.

Comments on the proposed regulations may be submitted to the Administrator SRS, P.O. Box 2382, Washington, D.C. 20013, within 30 days. Those received will be available for public inspection in Room 5324, SRS, 330 C Street, S.W., Washington, D.C., Monday through Friday from 8:30 a.m. to 5:00 p.m.

Ventana

ESPERANZA

De todo puedes carecer, quizás vivas sin amor, sin fortuna y no goces de la consideración social, todo esto te hará falta, pero continuarás la marcha, pero si careces de la Esperanza, de la divina Esperanza que alumbró los negros caminos, con nada estarás satisfecho, ni nada lograrás alejar de tu alma la tristeza.

Por esto no debe abandonar nunca esa actitud mental de aguardar algo, algo que aunque no ves sabes que existe.

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Pero esto es proceder con pesimismo.

Levanta la frente soñadora y di con valor: —yo quiero que alumbré mi sendero la Luz de una esperanza y lo lograré! Nada de lo que el hom-

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MOTIVOS

por Bibi

Un hombre cae en una batalla de guerra, el libro de esta vida util se cierra, su madre sufre, lo comprende y llora, su hijo tuvo honor al llegarle su hora.

Aun otra madre se da cuenta de la muerte, del hijo prodigo que vivia de su suerte, es madre sin lagrimas que ya esperaba, perder su hijo perverso quien solo ella amaba.

En la tumba de Sandra se encuentran su madre, sus hermanas, hermanos, y su triste padre, no dejan de llorar por la amada enterrada, la madre se golpea el pecho sin sentir nada.

El primer joven cayo por ideales del estado, el segundo por su vida viciosa ya ha pagado, San sin mas razon su Creador ya ha conocido, que capricho de un "fulano" y su vida ha perdido.

Translation:

MOTIVES

A man falls in a battle of war, the book of this useful life is closed his mother suffers, understands, and cries, her son had honor when his time arrived.

Still another mother finds out about the death of the prodigal son who lived by his luck, she is a mother without tears who had been waiting to lose her wicked son whom she only loved.

Found at Sandra's grave are her mother, her sisters, brothers, and her sad father, they don't stop crying for their buried beloved one, the mother beats her chest without feeling anything.

The first young man fell for the ideals of the state, the second has now paid for the vicious life he led, Sandra for no other reason has now met her Creator, than the whim of a "nobody", and has lost her life.

LEA LA VOZ

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