Felicidades Graduantes del 1999

A Desirable Public Investment

Towas Tech University

Increasing Hispanic Participation in Higher Education

by Stephen Sorensen, Dominic J. Brewer, Stephen J. Carroll, and Eugene Bryton

Hispanic youth represents the fastest growing segment of the U.S. population, and Hispanics now account for more than a quarter of all new entrants into the labor force. Education has historically been the path for upward occupational, economic, and social mobility in this country, but Hispanics complete college at much lower rates than other ethnic groups do and are much more likely to drop out of high school. What will it mean for the nation to have a growing, significant proportion of the population competing for low-skill jobs and locked in the lowest socioeconomic brackets?

The answers to this question will require a great deal more research than has yet been done on Hispanic education and its socioeconomic effects. There are surely benefits to society of closing the educational gap between Hispanics and other ethnic groups in terms of equity and social stability, though these benefits might be difficult to quantify. However, it is possible to estimate roughly what increasing Hispanic participation in higher education would mean for individuals' income and, thus, for the U.S. tax base and funding of social programs. In this paper, we present our estimates and conclude that, given the effects, increasing Hispanic education levels seems very much in the best economic interests of the country.

A Growing Population with Low Educational Attainment

The Hispanic population in the United States has grown remarkably. At more than 9 percent of the population in 1990 and with projected growth of about 3.5 percent every five years, Hispanics could

90.0 80.0 - Population (millions) 70.0 L ___ Share of total population 8 60.0 50.0 50.0 40.0 ams 30.0 20.0 10.0 2020 2050 1990 2000

SOURCE: U.S. Bureau of the Census

Figure 1 - Hispanic Population Growth and Projections

account for 20 percent of the U.S. population by 2020 (see Figure 1). In addition, the age structure among Hispanics is pyramid-like, with nearly 40 percent below the age of 19, compared with 29 percent for the total population. Given this structure, the Hispanic share of the labor force is likely to increase even more.

The educational achievement of
Hispanics has not kept pace with their
increasing share of the population and the
labor force. According to the 1990 U.S.
Census, high school completion for
Hispanics aged 22-24 was only 64 percent,
compared with 91 and 84 percent for
whites and blacks, respectively. Although
this figure for all Hispanics partly reflects
the entry into the United States of young
adult immigrants with low levels of
education, the high school completion rate

of native-born Hispanics (78 percent) still remains significantly lower than for other groups. Even more alarming, the growth rate for Hispanic high school completion lags that for blacks and has been only slightly higher than that for whites.

Low high school graduation rates have obvious repercussions for Hispanic higher education. Since there is a

much smaller pool of college-eligible students, one would expect Hispanic college participation to be lower than other groups' participation. In fact, Hispanics are among the most severely underrepresented groups in higher education.

Using data from the National Center for Education Statistics' High School and Beyond database, Pelavin and Kane report that over 58 percent of white students attend some college within four years of high school graduation, compared with 45 percent of Hispanics (and 47 percent of blacks).[1] Moreover, Hispanic degree attainment is much lower than that of whites, with only 12 percent of Hispanic 22 year olds earning bachelor's degrees (see Figure 2). This rate is four-fifths of the rate for blacks and less than half of the rate for whites.

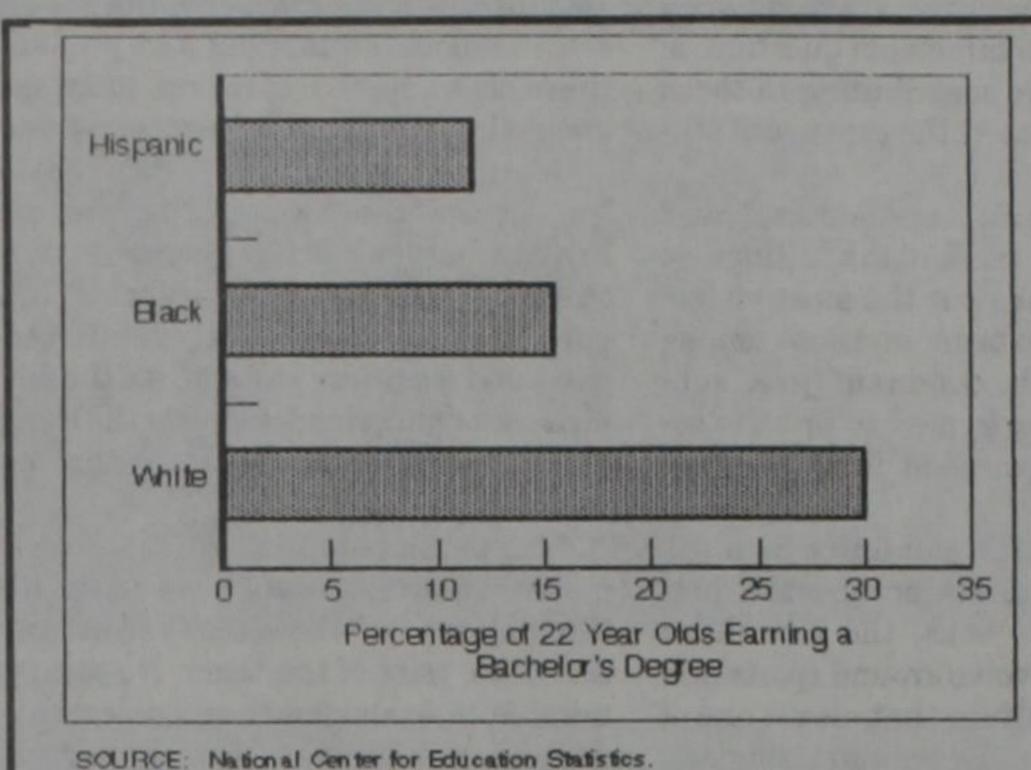


Figure 2 – Hispanics Are Less Likely to Complete Bachelor's Degrees

The effect of low academic attainment cascades through all levels of higher education. Figure 3 shows that the Hispanic share of the educated population dwindles as education levels increase. The

A bumper sticker glibly asserts that "if you think education is expensive, you should try ignorance." This assertion is strongly supported by income statistics in the United States. Those with a bachelor's degree earn significantly more than

those with only a high school diploma. In fact, the U.S. Census
Bureau estimates the premium for a bachelor's degree (over a high school degree) at about \$600,000, or 75 percent more in lifetime earnings.

disproportionately

small percentage of

bachelor's degrees

necessarily means

underrepresentation

in professional and

graduate schools,

What Do

Participation

Hispanics

Lose from

in Higher

Education?

as well.

Low

Hispanics with

Using the Census
methodology, we
estimated the lifetime
premiums for higher
education for the
current cohort of
Hispanic males and
females. (We calculated
(Continued Page 20)

"El Respeto al Derecho Ajeno es La Paz." "Respect for the Rights of Others Is Peace" Lic. Benito Juarez

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CONGRATULATIONS GRADUATES

A Father to His Son - The Graduate

I saw you crawl before you walked. I heard you cry before you talked.

It seems so long yet precious few, those many times just me and you.

There's some regrets,
I've got so many, of
you my son, I don't

have any.

So as you start your life today, there's so many things, I'd love to say.

I love you more, each passing day. I loved you all those precious years.
Through happy

tears, you brought me joy and happiness. You brought me joy and happiness, you pulled me through my lonliness.

You gave me hope and strength you shared, you gave me love and showed you cared. There's one regret I have of you, I didn't grow up to be like you. I hope for you the best in life, you'll do the best, you know what's right.

you've made me proud to be your friend, I love it when you call me Dad.

De Un Papa a Su Hijo - El Graduante

Te vi gatiar antes de andar. Te escuche llorar antes de hablar. Paso el tiempo parece poco, las muchas veces entre tu y yo.

Hay unos pesares que tengo yo, de ti mi hijito no tengo ni uno. Y hoy que empiesas, tu vida nueva, so muchas cosas que quisiera decir.

De día en día te amo mas y mas cada año que pasara por tiempos buenos y cada llanto, me traes soriza.

Me ayudaste, pasar pesares, me diste esperanza, compardiste tu fuerza, con darme tu amor.

Tengo un sentimiento que yo siento, que no creci a ser como tu.

Espero lo mejor, por toda tu vida, haras lo mejor por ser lo bien.
Soy muy orgulloso de ser tu amigo, pero me encanta escuchar cuando me dice Papá.

News Briefs

Film Honors Mexican Women in Texas in 19th Cenury

Degrees

Austin, Texas, - "Atanasia," a new film by director Alicia Villarreal, seeks to capture the lives of Mexican-American women living in Texas in the 19th century and "to pay tribute to the courage of these women, who fought for what was theirs."

One of the focal points of the film, now being produced, is that women have remained for such a long time in the shadows of men, especially when it comes to narrating the course of history.

To be a woman and to be Mexican-American in the 19th century in this part of the world was to wage a long and silent struggle against racism and the travails of daily life, as the movie documents.

Alicia Villarreal found inspiration in the life of her greatgrandmother to make the movie "Atanasia Escobedo."

"She fled from war-torn Mexico and arrived in south Texas, an area plagued by violence. Her first husband died in the Mexican civil war and during the war against the French, her children were kidnapped and forced into servitude," Villarreal said.

After organizing a plan to rescue her children in the state of Matamoros, on the border with Texas, Villarreal's family moved to La Atravesada ranch, now the Riskinen Riviera ranch in southern Texas.

There, her great-grandmother met her second husband, who was subsequently killed in a raid organized by "Anglo" ranchers against Mexican-American ranchers, as told by Villarreal.

"They brought Texas forest rangers with them and killed

nearly 100 Mexicans," Villarreal added.

The movie begins in 1853 at a party at El Tunal ranch, near the state of Monterrey, where Atanasia was born. The film

also ends at a party, this one in 1874.

At the end, the film focuses on the great-grandmother's descendants, some of whom work on the Kennedy ranch and oth-

ers who have become lawyers and other professionals.

"Her decision to leave Mexico for a brighter future proved to be the right one for her family, despite the incredible suffer-

ing she had to endure. In the film we see the American Dream become a reality," the director commented. said.

Besides having directed several shorts, Alicia Villarreal has

also shown ability as an actress and, in this film, will also play

a leading role. Other roles will be acted by local residents.

Republicans Weigh Importance of Hispanic Vote

By Ramon J. Vazquez

Washington,- The increasing importance of the Hispanic community in the political arena is a phenomenon that gains momentum every day in the United States, members of the Republican Party acknowledged on Monday during a two-day annual conference in Washington.

With an eye toward the 2000 general elections, the GOP is vigorously searching for candidates who can win the Hispanic vote, as the Republicans try to soften their image as a hardline, anti-immigrant party.

Dozens of GOP leaders, including congressmen and businessmen, attended a conference organized by the Republican political action committee GOPAC.

political action committee, GOPAC.

Various minority interest topics were discussed during the conference.

"We have to attract Latins, serving them in areas where many need help such as education and safety, (as well as) economically," businessman Ruben Barrales told EFE.

Barrales, one of the speakers at the conference, was the first Hispanic to be elected, for two terms, to the San Mateo County Board of Supervisors, south of San Francisco, Califor-

There are currently four Hispanic Republicans in the California State Assembly, three of whom were elected last November

Barrales, of Mexican descent, indicated that more opportunities for education are needed in the Hispanic community, including the possibility of more private, or charter, schools.



The True Cause of High School Violence

Embedded in the 'Jock' of Conformity

By Andrew Reding, Pacific News Service
The shootings at Columbine High School and
in Georgia will soon vanish from the news — but
their underlying causes remain in place, and no

one seems to want to confront what may be the most difficult issue of all.

True, the ready availability of guns was a contributing factor — but it was a means, not the cause of the rage that erupted in murderous violence. Contributing to that rage are some deep rifts that pose a very uncomfortable question: is American popular culture contributing to those rifts by exalting some teens at the expense of others?

Listening to teenagers all over America, I hear a common refrain. They lament the killings — but point out that they are but the most visible symptom of deep and often bitter divisions among high schoolers, between the dominant "jock" subculture, and other groups formed to provide social options for those excluded from the "in" crowd.

In my southwest Florida community, Sam, 16, wrote, "the only group I know for sure the gunmen were targeting were 'jocks,' the subculture that allow their lives to revolve around sports and being popular. The subculture that also is one of the most guilty of emotionally traumatizing any other subculture for not having the same fashion views or likes and dislikes. Jocks will make fun of another subculture just because they don't want to 'follow the crowd.' But then again, you

cannot prosecute a teenager for making fun of another teenager, can you?"

Sam associates with the "Goth" subculture, as does Laurianne, my 14-year-old niece who lives in northern New York. The fact that the two Colorado mass murderers — Eric Harris and Dylan Klebold — hung out with the Goth group at Columbine has led to nationwide suspicion of Goths. And indeed the black clothing they favor, to say nothing of the Marilyn Manson music, lends itself to misunderstanding and prejudice. Yet, as these teens have impressed upon me, nothing about their Goth subculture sanctions murder.

More to the point, aren't the Goths, like the "punks" and the "hippies" that preceded them, a healthy adolescent response to mainstream culture's infatuation with jocks? In American popular culture, constantly reinforced by Hollywood and countless parents, it's the football quarterback or cheerleader who is the role model and idol. Columbine prided itself on that model — "Go Team!"

The problem is that the team mentality promotes conformity and shuns or riicules those — the majority — who either cannot be, or choose not to be, part of the team. No one is more vulnerable to exclusion than adolescents, who are dealing with issues of identity, sexuality, social acceptance, and self-esteem.

Goths, like the punks and hippies that preceded them, have adapted by constructing a "counter-culture" — a subculture centered on values and role models that are the opposite of

— and often mock — those of the dominant subculture. In so doing, they provide a refuge from
the "emotionally traumatizing" effects of the jock
subculture.

It is too easy to blame the high school shootings on emotionally-deranged adolescents, particularly after a string of incidents at high schools in comfortable communities nationwide.

Isn't it time to ask why we put high school athletes on such a high pedestal? Shouldn't we as a society give comparable recognition to high school intellectuals or to nonconformists who distinguish themselves in other ways? Why favor some teens at the expense of others? And why, if we're so worried about poor overall test scores and academic performance, do we continue to sneer at the "nerds" who are actually concentrating on getting an education?

In Europe and Asia, the reverse is true. Growing up in Belgium, I was valued for my intellectual capabilities until I moved to the United States, where all of a sudden those same skills shoved me to the bottom of the social pyramid.

What are we encouraging with such attitudes? Above all, the United States is the land of the First Amendment. This is a nation founded by nonconformists. Why, then, seek conformity in our high schools? And why, but oh why, pick on the adolescent nonconformists? The kids with the guts to challenge orthodoxies? They are arguably our greatest resource.

LA PRIMER ESCUELA EL "HOGAR"

Por Mario Sanchez

En el presente artículo tratare de definir algunos térrminos; tales como casa, hogar, niños, educación y diciplina. Los acontesimientos sangrientos que están occuriendo en las aulas escolares indudablemente que nos han puest a pensar y acustionamos, porqué? A esto respondo, porque algo anda mal en la institución que tiene la responsabilidad de formar el carácter de los hijos. Alguien me agurmento diciendo: "Por eso yo soy responsable con la casa que tengo". a lo que respondí: "que bueno". Pero, qué sucede con su hogar? Casa es únicamente cuatro paredes y un techo, tal vez con todos los artefactos electrónicos y comidad de mas allá de lo indispensable, a esto comunmente llamamos "casa". Puede funcionar como un hogar, para ello serán necesarios otros elementos que no se compran en las tiendas. Y es precisamente aquí donde estamos fallando, en el hogar, ya que esté es la primer y más importante institución que trabaja en al formación del carácter de los niños. Construir una casa, es importante y hay que luchar brazo abierto por proveerle a nuestros hijos lo necesario dentro de ella. Pero donde estará el mayor logro de la vida es en la formación de el hogar. Y para lograrlo hará falta el amor, sabiduría, inteligencia, paciencia y diciplina com los elementos indispensables, y estos, no están de venta en los supermercados. Es necesario capacitarnos, inveestigar, meditar, reflexionar, sacrificar y examinarnos introspectivmente sobre el desrrollo de nuestro hogar. Si los hijos tienen como casa un palacio, presumiran de ello, si tienen un hogar, serán felices. Si viven en un palacio y carecen de hogar, creceran con traumas y complejos, con resentimientos y amarguras, con odio y recor que muy provable lo conduzcan a la violencia y al crien. En cabio si tienen una casa humilde y sencilla, carente de recursos per en un admofera de hogar.

Serán dichosos, con mentes sanas, dispuestos a ver la vida objetiva y positiva mente, habrá más posibilidad de que sean buenos hijso, buenos estudiantes y ciudadanos productivos y serán la dicha para cualquiera de los padres que pasen los últimos de sus días en paz. Indudable mente que la priemr escuela es el hogar, los primeros maestros sonlos padres. Cuando los niños asisten por primera vez a las escuelas publicas, ya han aprendido más de los que suponemos. Tenemos que recordar que existen tres factores

determinantes en la formación del carácter en los niños y son asaber, primero: la herencia, segundo; el medio habienrte y tercero; la educación. Y para no complicarme la vida se me ocurre incertar en las primeras dos aseverciones; las frases de los ancianos: primero, "de tal palo, tal astillas", segundo; "dime con quien andas y te dire quien eres". Y cuanto a lo tercero seré un poco más academico, diré: "es necesario dedicarnos en el hogar, a la tarea difici de educár".

Si en su matrimonio los hijos vinieron al asar; no deje al asar el futuro de ellos, puede resultar peligroso. Por lo tantolos niños deben conocer loque se espera pueden llegar. Esto hace necesario que existan reglas y normas de conducta que requien el comportamientos de los niños dentro y fuera de la casa. Los niños más confundidos e infelices son aquellos que no tienen una diciplina concistente y razonable. Los limites traen seguridad y crean un marco de confianza en el cualel niños puede jugar y trabajar exelentemente.

Continuara hablando sobre este tema en el próximo articulo, el ual titulare: Diciplina Practica en el Hogar.

cual titulare: Diciplina Practica en el Hogar. Ahora, permitame presentarme con el fin de ayudarle a formar su criterio en lo que lee, quien esto escribe; resibio parte de su educación en Mexico y aqui en los Estados Unidos asistiendo a cursos especializados a varios Colegios, Seminarios y Universidades. Desempeñando la labor de maestro, consejero, periodista. conductor de programas de radio y televisión; productor de programas comerciales par la radio y la televisión. Ademas participó en el crecimiento y formación de cinco hijos. Cuantro casados y una solter, todos graduados de High School; tres han terminado sus estudios universitarios y dos continuan estudiando sus carreras. Fueron buenos hijos, respetuosos y obedientes. Contribuyeron a la formación del hogar, aseptando la diciplina y cooperaron al sostén de la cas económicamente mientras vivieron en ella. Creo que estan luchando por ser buenos padres y se esfuerzan por ser buenos ciudadanos. Tal vez estas cartas credenciales, permitan que usted concidera lo aquí escrito.

HIGH SCHOOL EXIT EXAMS ASSAILED AS UNFAIR

By Ronald Sal Panuco

As part of California Gov. Gray Davis's education reform plan, high school seniors will be required to pass a statewide exam before receiving their diploma.

It's an idea that is running into strong opposition from organizations and educators long recognized for their commitment to the Latino community. Such tests would be unfair to students of color and would exacerbate drop-out rates, they say.

Yet a bill embracing the concept passed the state Senate handily March 1 and it is expected to breeze through the Assembly by the end of next month. If approved, it would go into effect beginning with the graduating class of 2004.

Peter Roos, co-director of the San Francisco-based Multicultural Education Training and Advocacy, says that the governor's plan will place Latino students, especially immigrant students who don't have full command of English, at an even greater disadvantage as they seek their place in the workforce.

"If you increase the number of kids without diplomas, you create a pool of people who have to find alternative ways of living that may not always be desirable," he warns.

His concerns are supported in a Feb. 24 report issued by the Oakland-based Applied Research Center, which finds that exit exams "punish" students of color for attending substandard schools in poor school districts.

The ARC has initiated a media campaign, placing an ad in the New York Times that charges Davis with selling a "phony fix to a complex problem." ARC executive director Gary Delgado authored an opinion piece published in the Los Angeles Times March 2, "High School Exit Exams Are Racist."

The report, "No Exit? Testing, Tracking and Students of Color in Public Schools," looks at 26 states that have exit exams and finds "no evidence exists" to prove the exams have improved the quality of education students receive. The study documents that among states with exit exams, students of color are the most likely to flunk. As an example it cites that although Mexican-American and African-American students constitute about 40 percent of Texas high school seniors, they make up 85 percent of students who fail the exit exam each year. Seventy percent of non-Hispanic white students pass the test. The states of Texas and Florida have been sued for racial bias because of their exit exams.

ARC's Delgado comments to Hispanic Link, "It will be easy to make the argument that it's the students' fault. We are ignoring the fact that schools are substandard, but we are going to make that the students' failure, not ours."

María Reyes Miller, a retired educator and president of Santa Monica-Westside, Calif., chapter of the Association of the Mexican-American Educators, adds, "If you're going to have good results, then you have to make

☐ Male

Female

sure you put the best teachers in disadvantaged areas. You cannot be sending teachers with temporary credentials to Hispanic schools just because the parents won't complain.

"Everything that you test must be taught. You must test what you teach," she said.

Latino legislators say they will work with Davis to ensure that provisions are placed in the proposal to help limited-English-proficient students and students of color.

Bill Wong, legislative aide to state Sen. Hilda Solís (D-Los Angeles), who co-authored the bill, explains, "Her support is predicated on there being provisions for limited-English-proficient students, such as establishing the necessary programs to bring them up to speed and on par with their peers." Solís is a member of the Senate Select Committee on Higher Education.

The ARC report contends that almost all standardized tests, including IQ tests and college prep Scholastic Aptitude Tests, or SATs, currently contain a statistical "outcome bias" against people of color. It finds that when schools use standardized tests for placing students in academic "tracks," Hispanic and black students end up disproportionately in remedial or vocational classes. Tracking is more common in schools with large numbers of Hispanic and African-American students.

Cecilia Burciaga, a commissioner with the White House Initiative on Educational Excellence for Hispanic Americans, suggests, "Until you have school finance reform and we put far more money into teacher preparation, testing students is a very superficial fix."

"Maybe," adds Burciaga, a top administrator with the California State University-Monterey, "the emphasis should be on performance. We should reward schools for performing well, instead of punishing students."

Delgado agrees that to correct the problem, states must invest more in teachers and students. He notes that California ranks among the lowest in per-capita student spending. So do other states with significant populations of students of color. In a federal assessment of fourth-grade reading skills released March 4, California ranks next to last among the 39 states it measured.

Darryl Adams, a board member for the Norwalk-La Mirada School District in Southeast Los Angeles, has 14 years teaching experience in culturally diverse schools. Adams, an African-American educator at Whittier High School, contends, "Tests in themselves are not great indicators of what students are capable of. Historically, they haven't been fair to students of color, and that's my concern. If seniors are held back, it will impact classes and increase drop-out rates."

(Ronald Sal Panuco is a reporter with the newsweekly Hispanic Link Weekly Report in Washington D.C.)

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Increasing Hispanic Participation

lifetime income for an individual under a 40-year earning horizon. We then used the current mean earnings for four age groups—25-34, 35-44, 45-54, and 55-64—as estimates of the individual's income.) Reported earnings do not reflect discounting or inflation. For further explanation, see U.S. Bureau of the Census Statistical Brief, S/94-25, Washington, D.C., 1994.

As Figure 4 shows, the premium for a bachelor's degree over a high school

3,000

2,500

2,000

1,500

diploma is about \$500,000 for Hispanic men and \$400,000 for Hispanic women.

More striking, the premium for a Hispanic with a professional degree is about \$1.7 million, over 200 percent more in lifetime

earnings. What Does Society Lose?

Education pays off for individuals, but there are also payoffs to society. Over a lifetime, people who have college degrees

From Page One

(and concomitant higher earnings) pay significantly more in taxes than people who have only high school diplomas. Figure 5 shows estimated lifetime income tax payments based on the current tax schedule for Hispanic individuals with various educational levels. Hispanics with a bachelor's degree will pay more than twice as much in taxes as those with only a high school diploma, and Hispanics with

a professional degree will pay an estimated three times as much as those with a bachelor's degree. These estimates were generated under the conservative assumptions that the wage gap between Hispanics and non-Hispanics would not be closed.

Increased Tax Revenues: Scenario One

With the caveats noted above in mind, we considered how raising Hispanic educational levels would affect tax revenues. The completion rate for bachelor's degrees is 12 percent for today's cohort of 18-year-old Hispanics. We estimated the effect of increasing Hispanic participation in higher education to either the current rate for blacks (15 percent) or the rate for whites (30 percent). Further, we assumed that the high school graduation rate for this cohort of Hispanics remained the same but that more went on to complete a bachelor's degree.

Figure 6 indicates the magnitude of the effect from raising Hispanic college participation levels. Boosting the college completion rate of that cohort to 15 percent would produce an estimated \$1 billion in federal tax payments, while raising the rate to 30 percent would generate about \$15 billion. In addition,

the increased income levels would result in estimated increases in contributions to social insurance programs—Social Security and Medicare—of about \$600 million and \$6.6 billion at the rates for blacks and whites, respectively.

These numbers may seem small compared with the federal debt. However, these increases reflect the gross effects of increasing the college participation rate of only the current 18-year-old cohort of the Hispanic population. If we considered an entire generation, e.g., the cohort from birth to age 18, the increase in federal revenues from increasing Hispanics' college participation rates to those of whites would be on the order of \$10 billion in additional tax revenues each year.

school completion rates for the cohort constant at the current rate. However, raising the level of Hispanic participation at the bachelor's level is likely to have positive effects at other educational levels: An increased rate of Hispanics completing college would increase motivation for Hispanic high school students to take academic subjects and complete high

Under Scenario One, we held high

school. Raising the high school graduation rate would increase the pool of Hispanics eligible for college.

We tested the possible effects of increasing that pool by also raising the Hispanic rate of high school graduation to the levels of either blacks or whites (see Figure 7). With the rate for blacks (84 percent for high school graduation, 15 percent for college participation), the additional income tax revenue from Hispanics would be about \$6 billion. With the rate for whites (91 percent for high school graduation, 30 percent for college participation), the additional tax revenue would be about \$19 billion. These increases were for the 18-year-old cohort alone. Compounding such gains over multiple generations would generate increases exceeding \$13 billion each year.

Conclusions

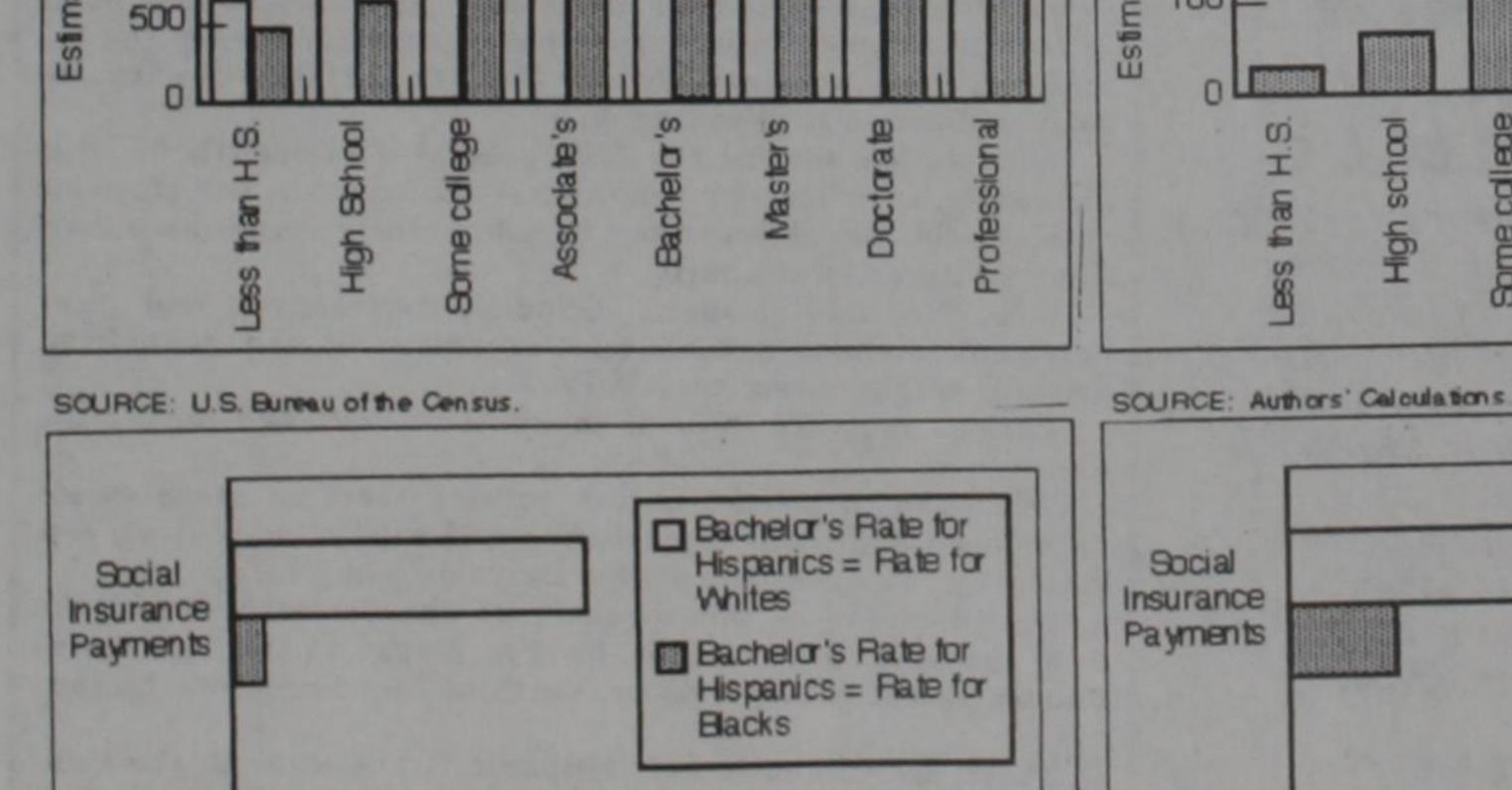
Although these estimates suggest that increasing Hispanic participation in higher education would be a sound public investment, they should not be taken as predictive: A definitive conclusion about the magnitude of this increase for Hispanics is not possible given the present lack of research on how higher education affects their earnings specifically. Nevertheless, our calculations indicate that the effect is considerable enough that the continued undereducation of Hispanics will exact a high economic toll for individuals and for society. Given the experience of other undereducated groups, there are certainly concomitant human, social, and political costs. These estimates thus may serve as a lower bound of the benefits of increasing the bachelor degree attainment of Hispan-

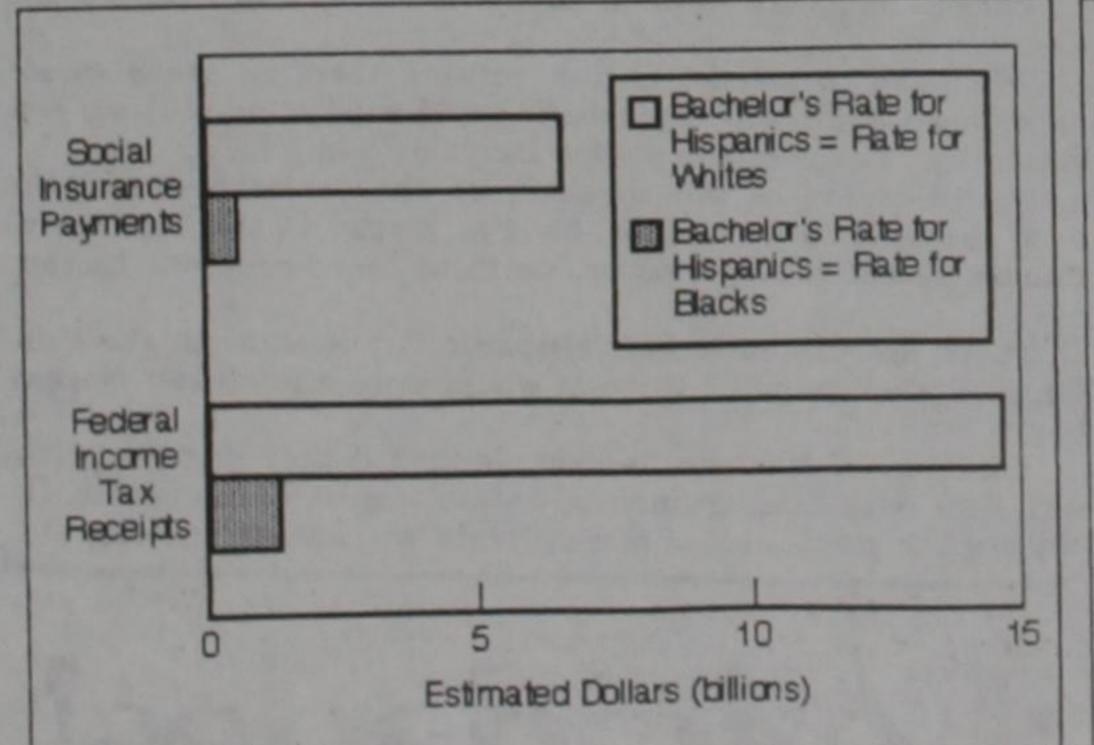
[1]Sol H. Pelavin and Michael B. Kane, Minority Participation in Higher Education, Washington, D.C.: Pelavin Associates, 1990.

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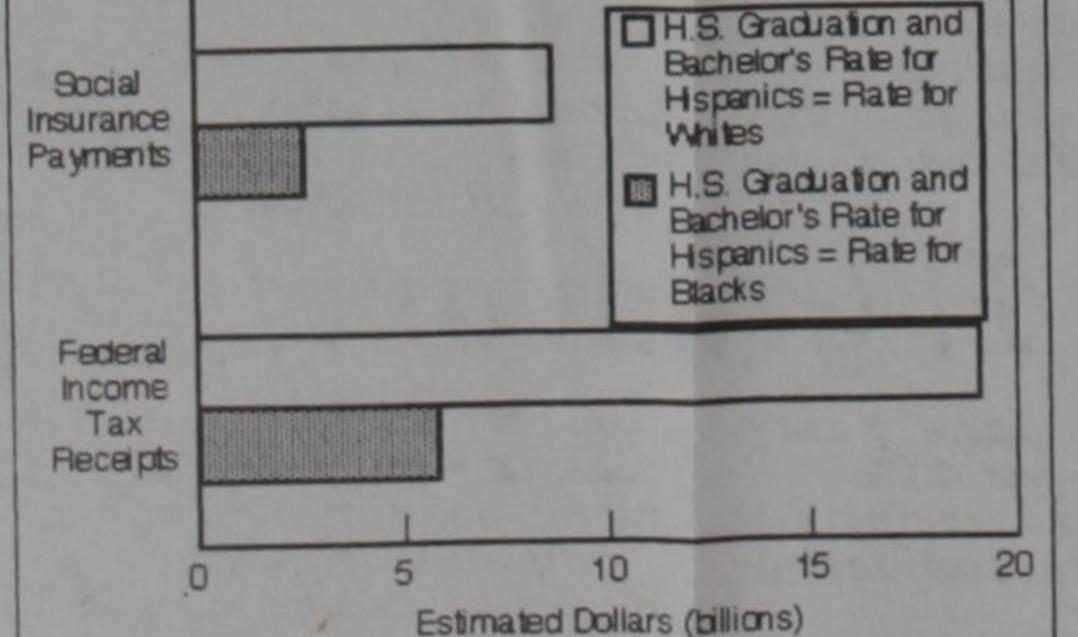
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SOURCE: Authors' calculations.



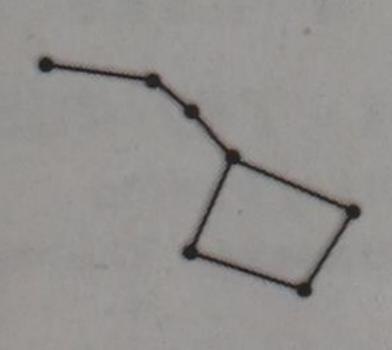
SOURCE: Authors' calculations.

LUBBOCK HIGH SCHOOL





Cuando las personas de esta área apagan sus luces, generalmente no es para reducir su cuenta eléctrica.

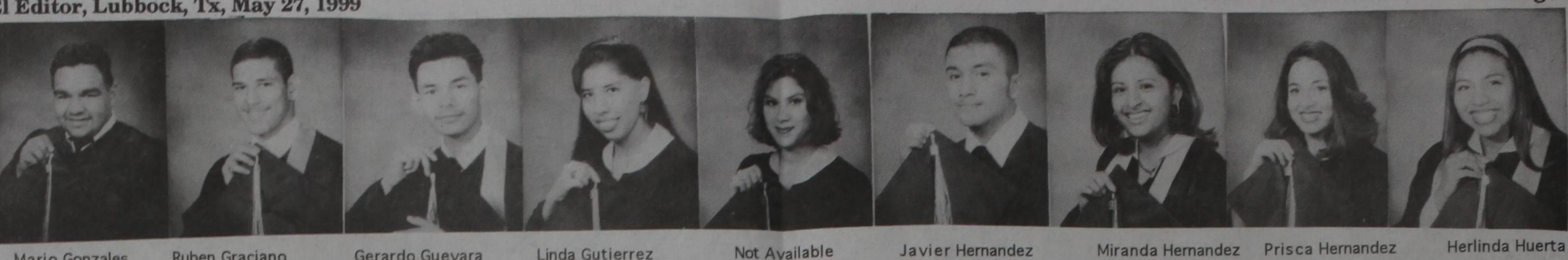


Con precios de electricidad que son 30% más bajos que el promedio naciónal, nuestros consumidores raramente apagan sus luces simplemente para ahorrar dinero. Esto es porque estamos trabajando duro para asegurar que usted

pague los precios más bajos posibles cuando sus luces estén encendidas. De hecho, nuestros precios han bajado durante los últimos diez y sies años. Southwestern Public Service.

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Mario Gonzales

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Jennifer Lopez



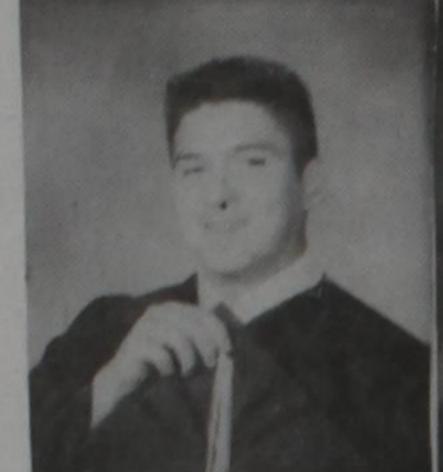
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Kaleb Lopez J.P. Lopez



Laurie Lopez



Jose Lozano

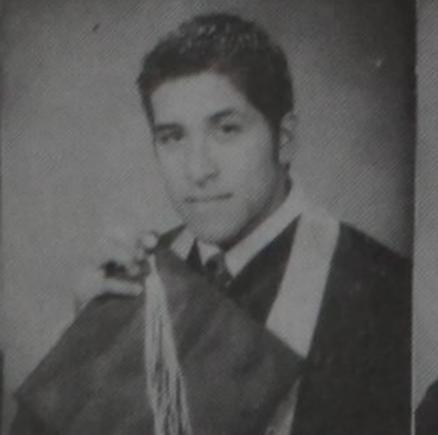


Erika Lugo

Natalia Kuhn



Melinda Magallan



Robert Ledesma

Linda Gutierrez

Michael Magallanes



Monica Marraquin



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Anjelica Martinez Daniel Martinez



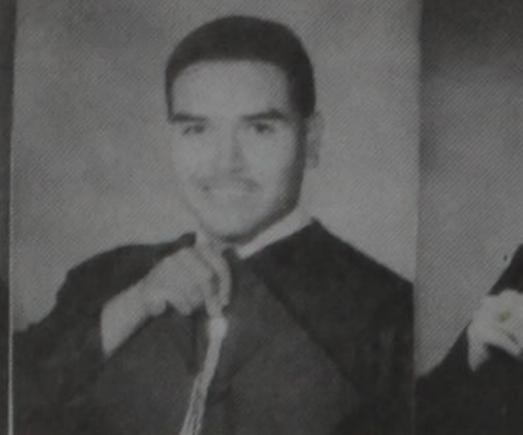
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Genaro Martinez



Jaqui Martinez



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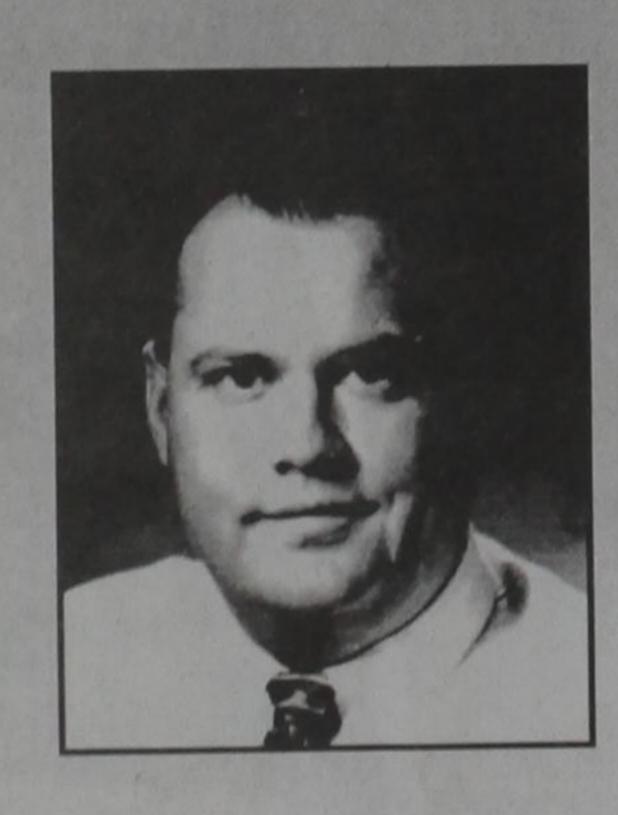
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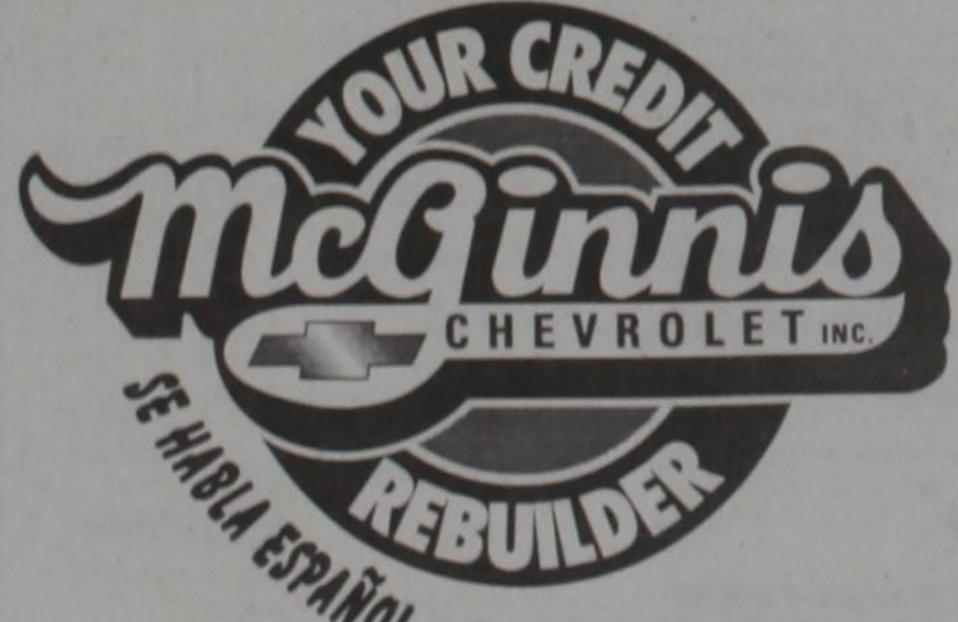
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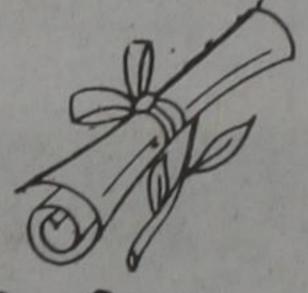


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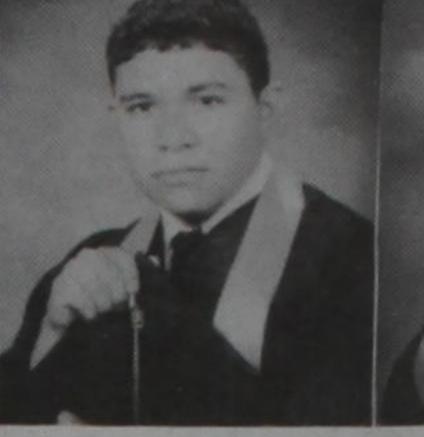








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Rebecca Mosqueda Christi Moreno

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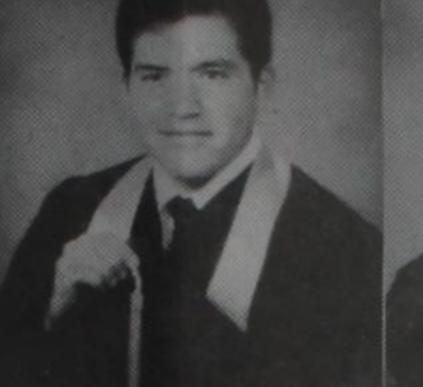
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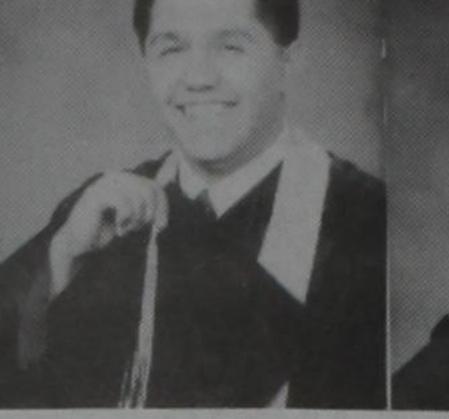
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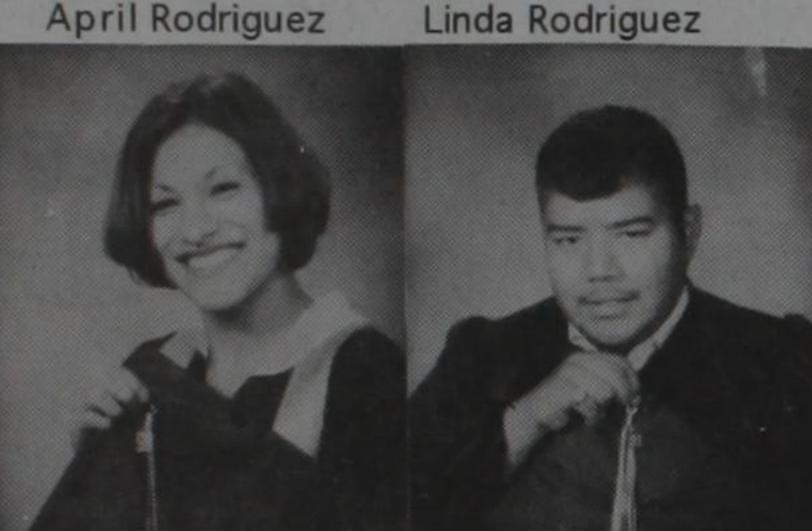


Patricia Rodriguez

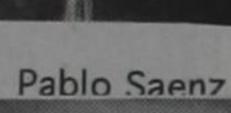


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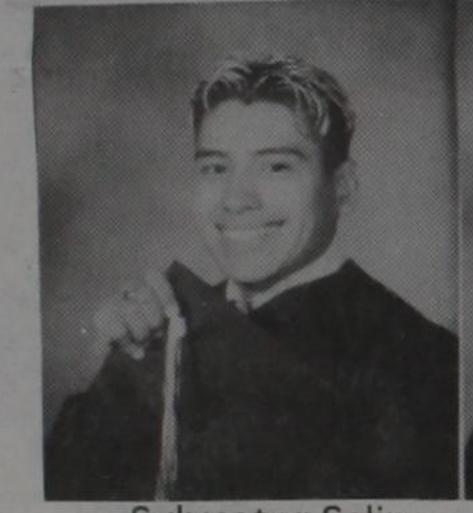
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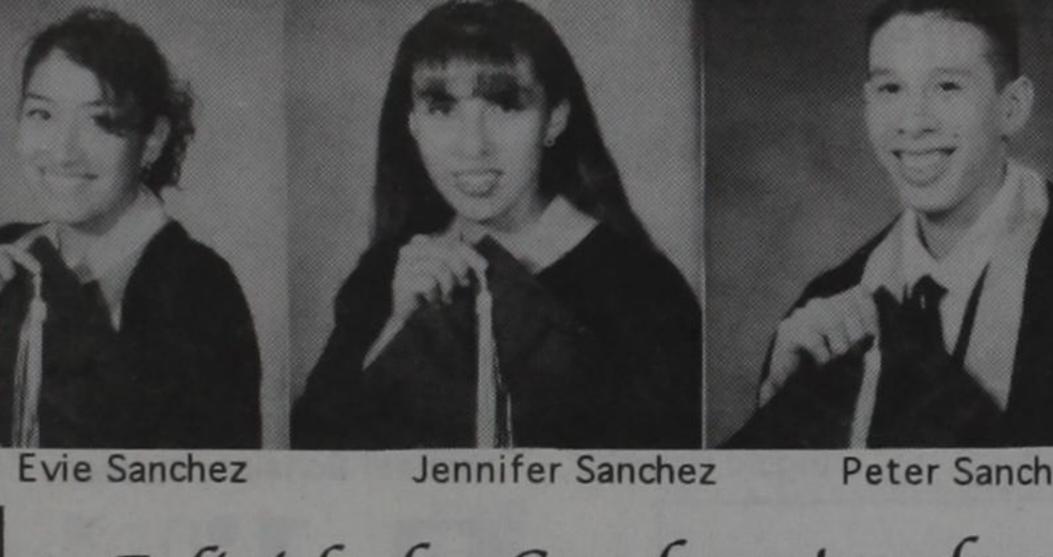






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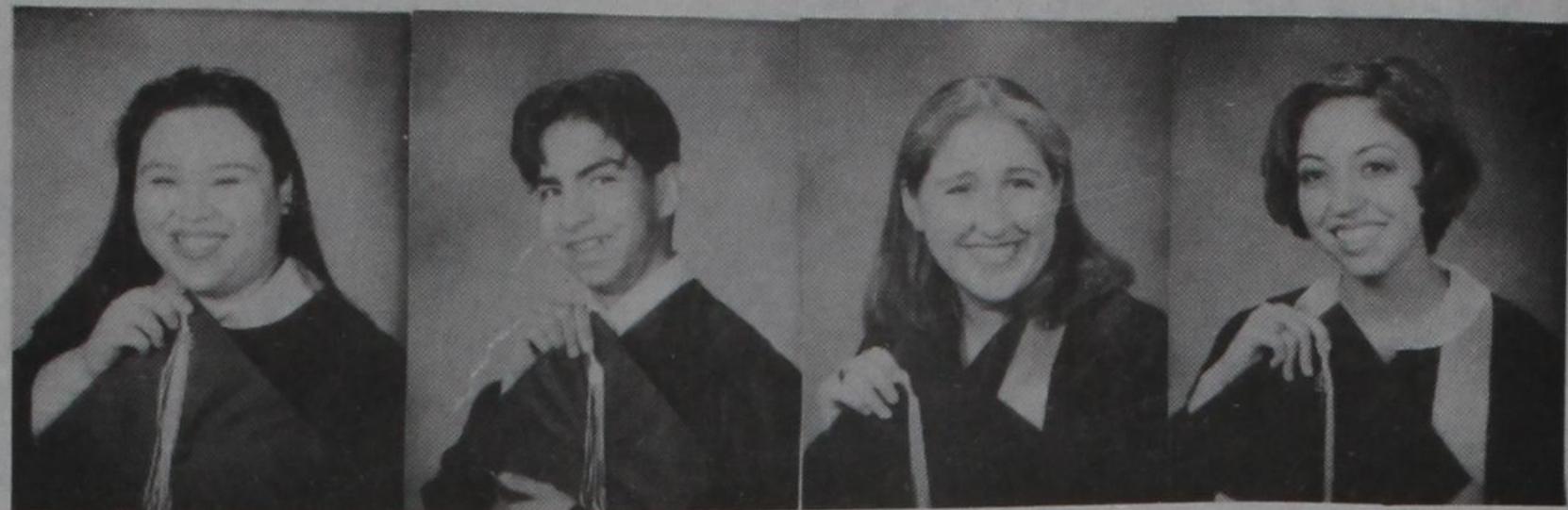
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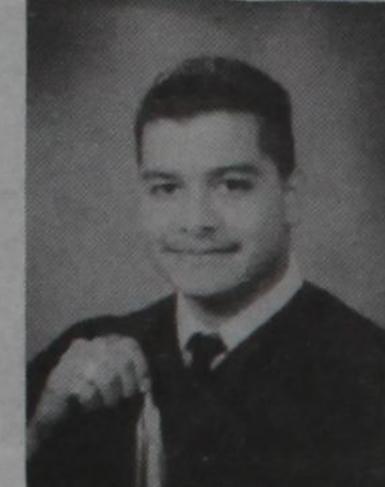


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Teresa Thackrey



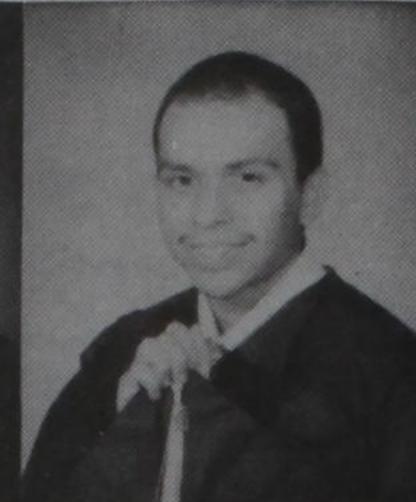
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Jason Torrez



Audrick Urrutia



John Paul Valdez



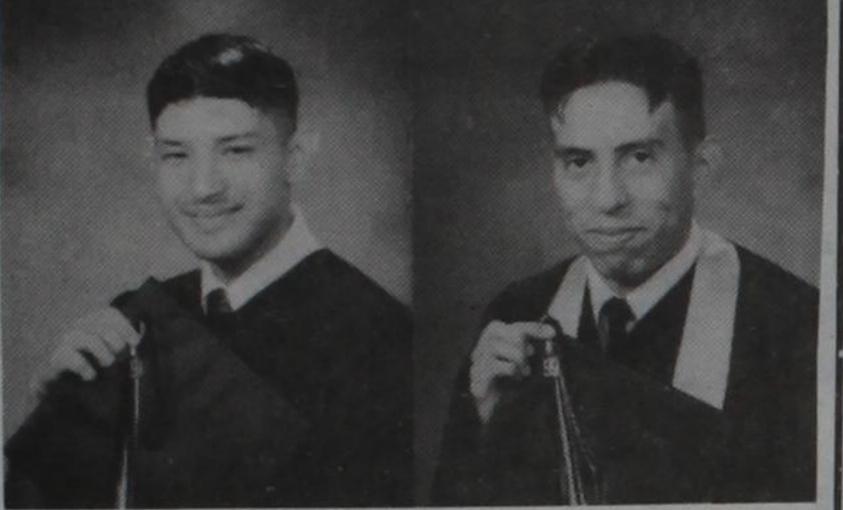
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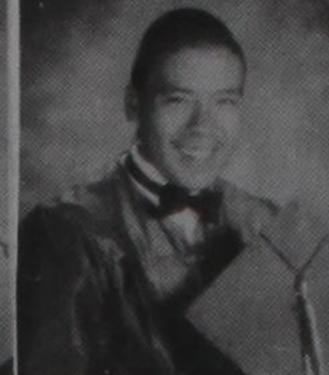
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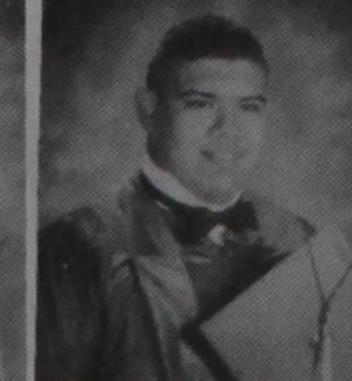
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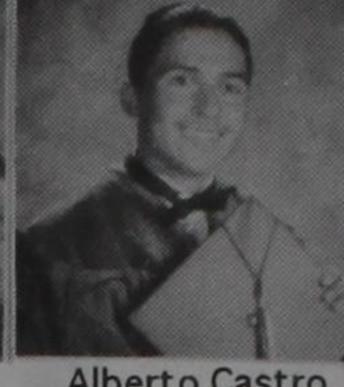
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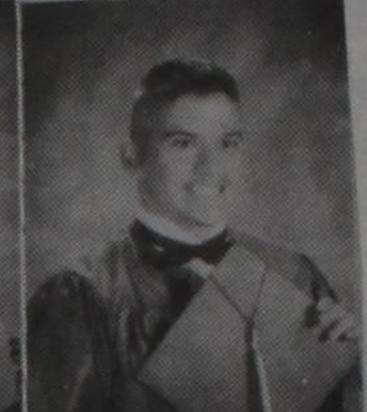


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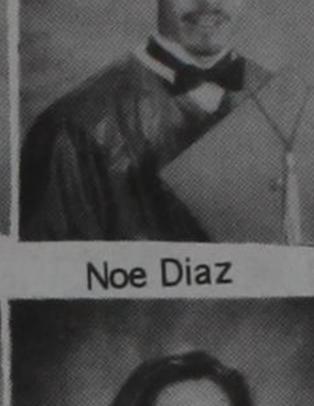
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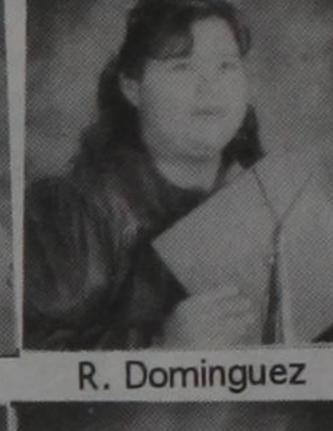
Raul Garcia



Anadel Garcia

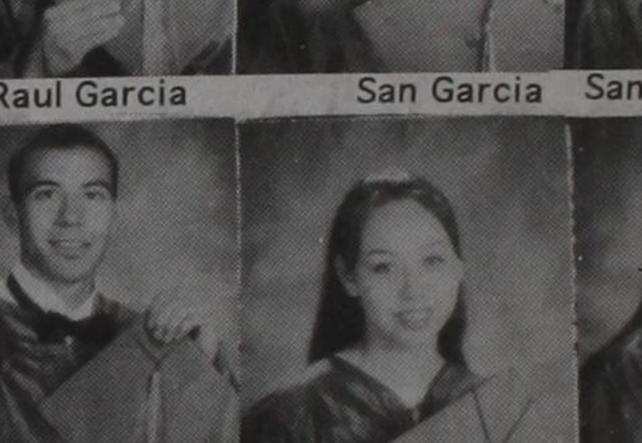


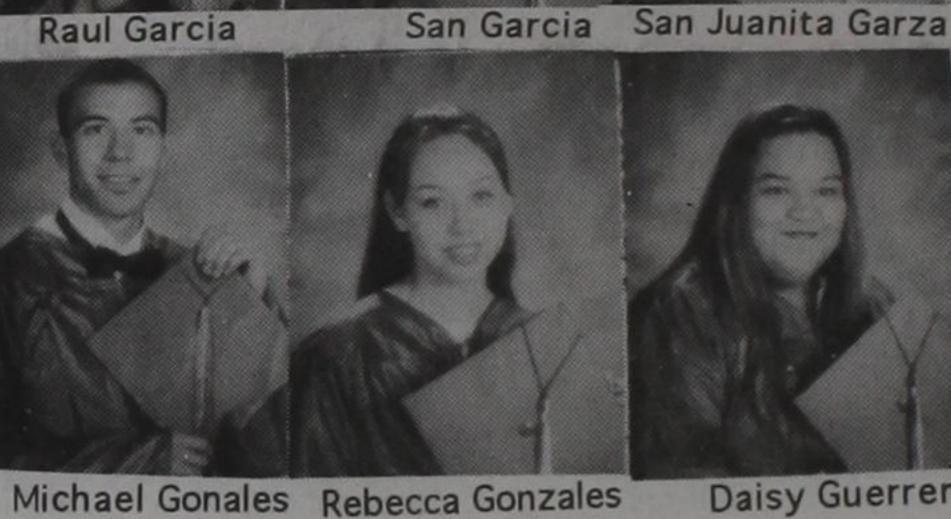
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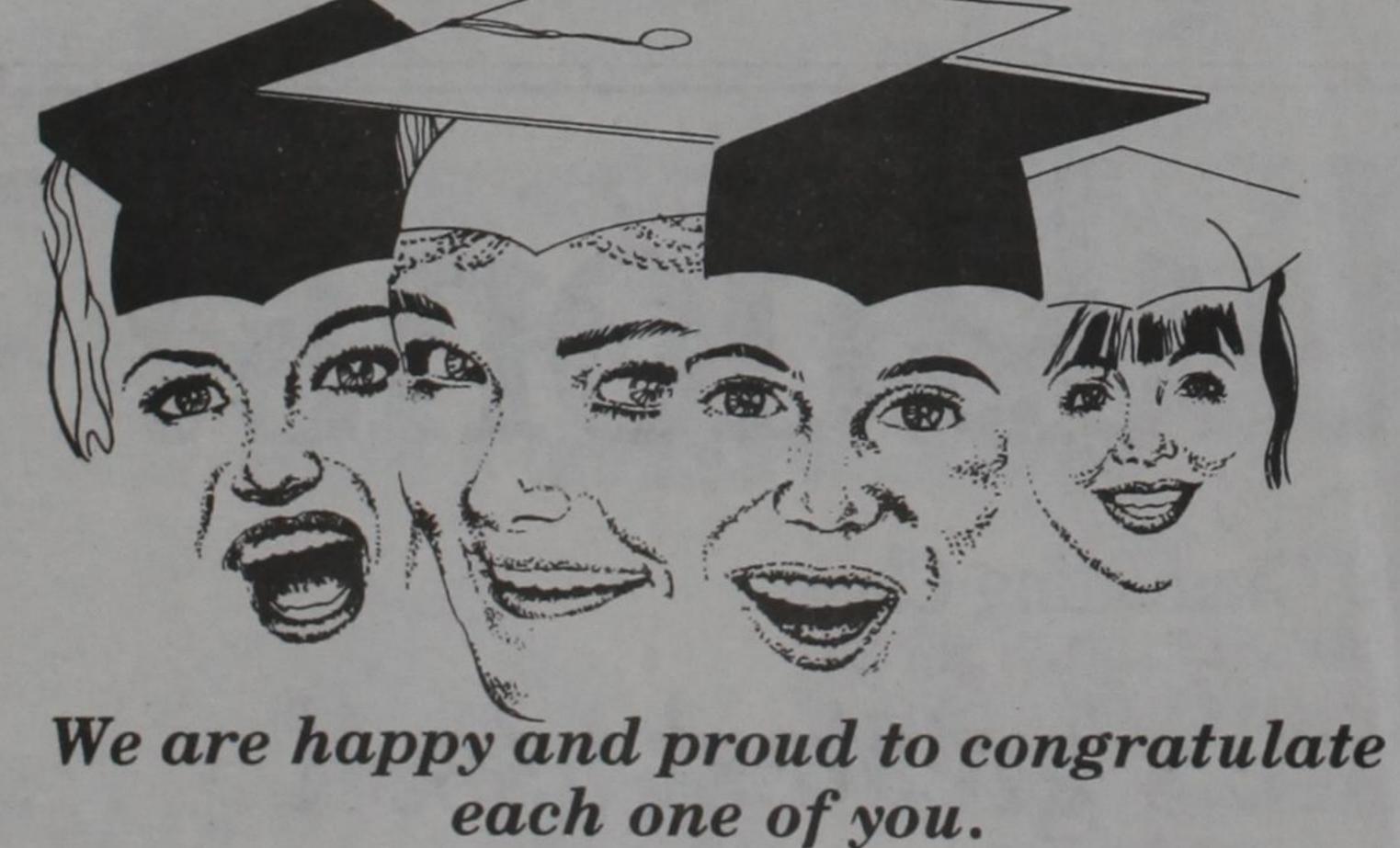
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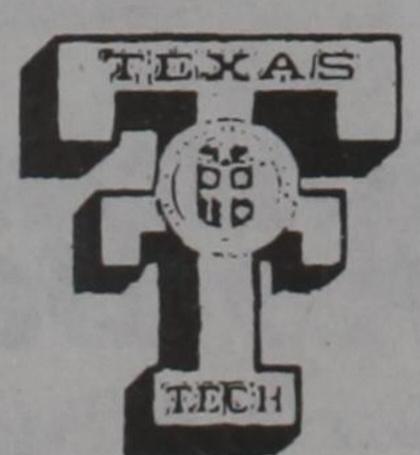
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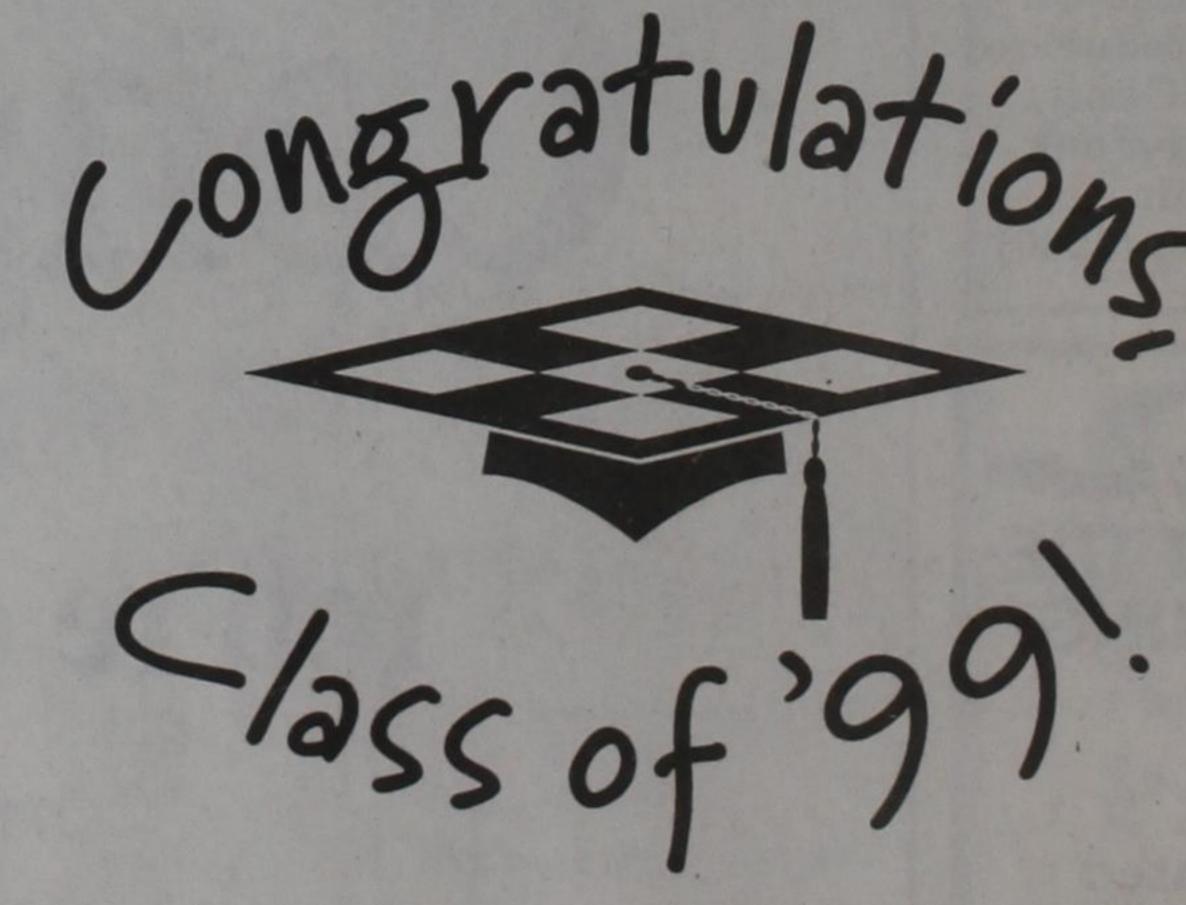
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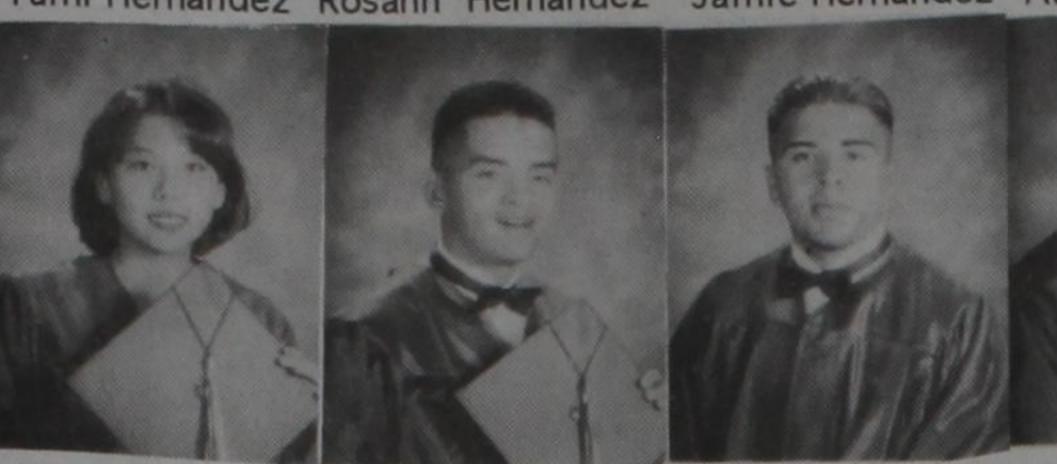


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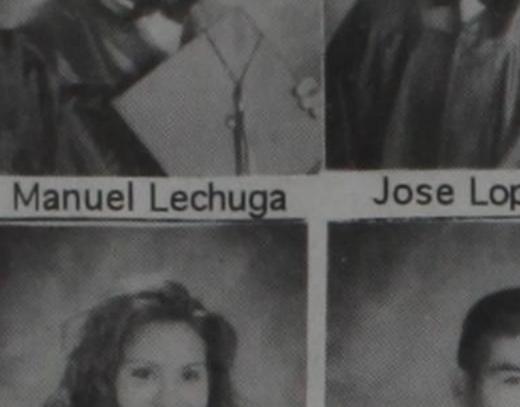


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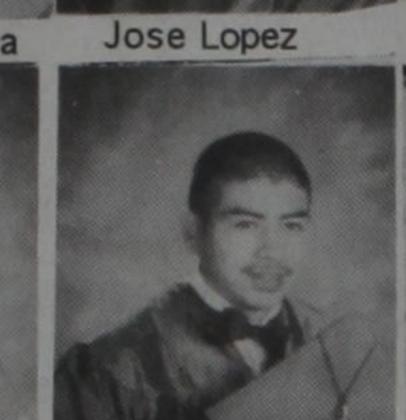




Amanda Juarez



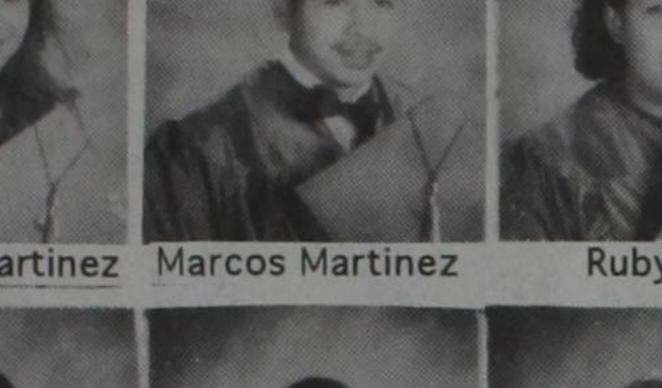
Jennifer Nartinez





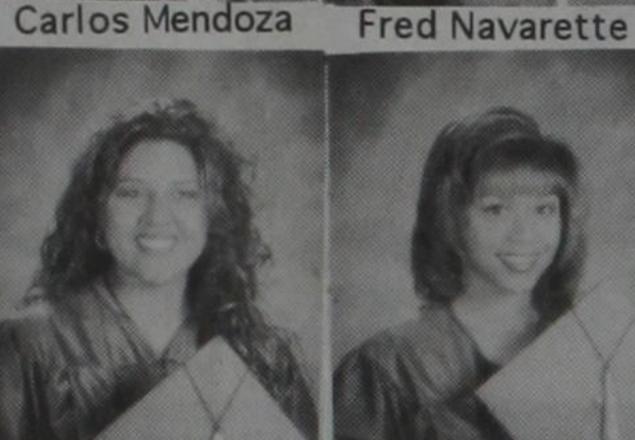
Ruby Martinez Juan Mata

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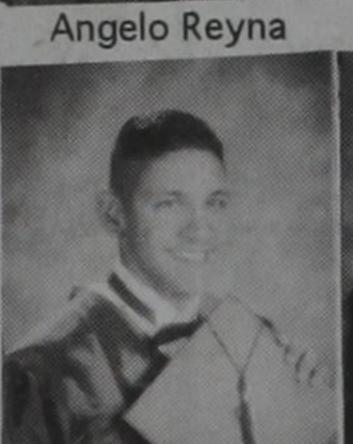
Mary Maya

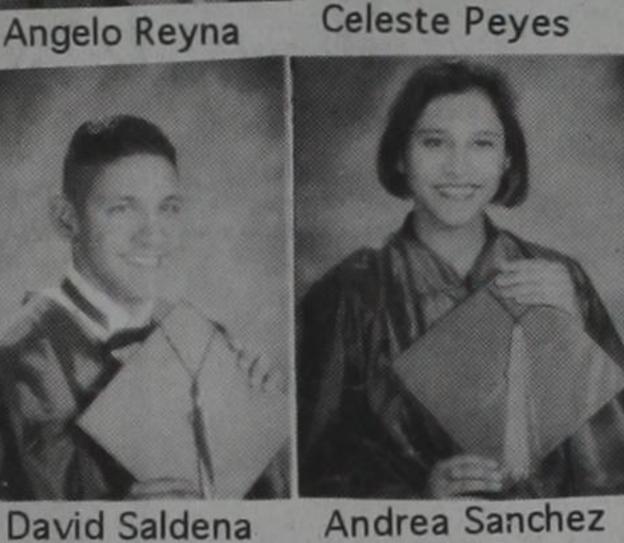




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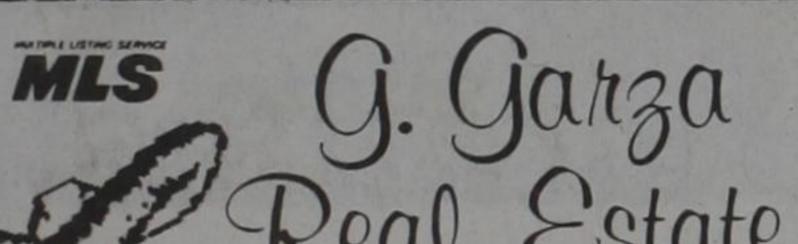
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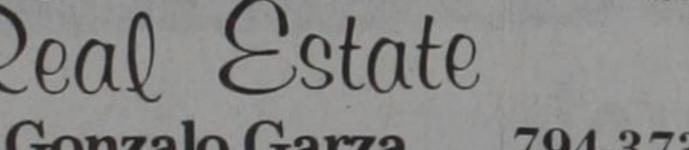
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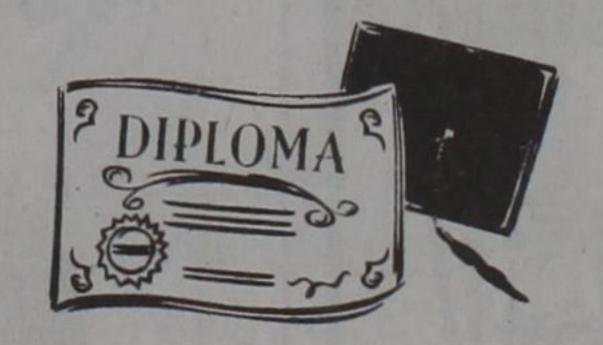
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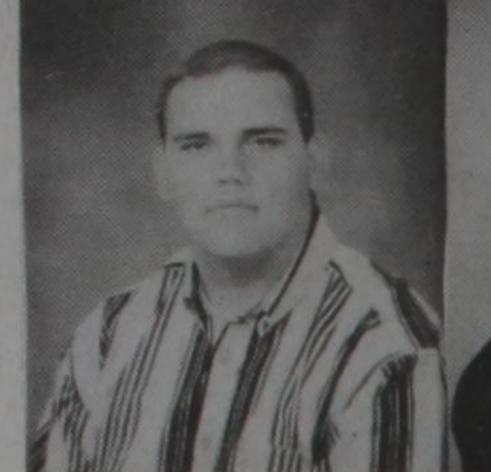
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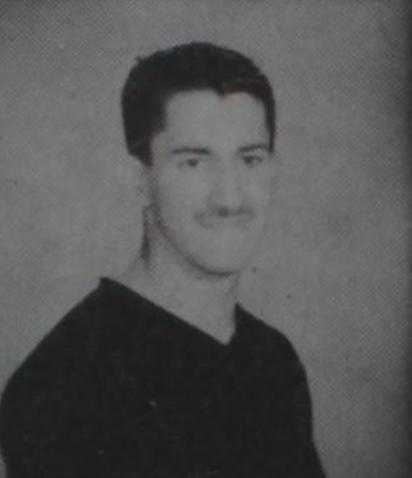
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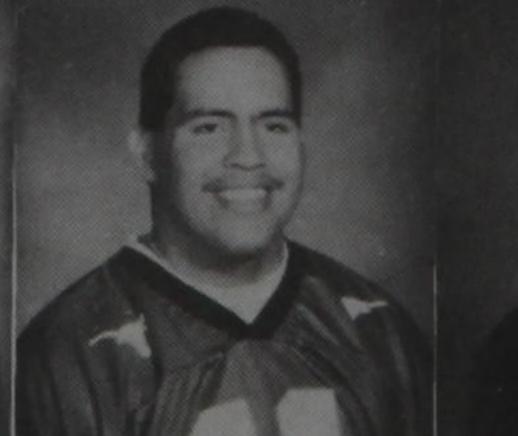
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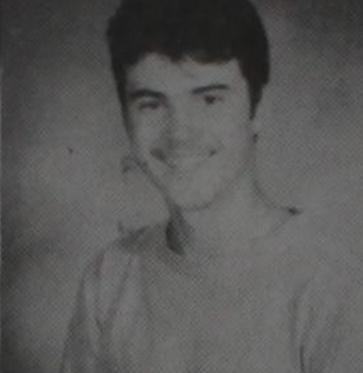
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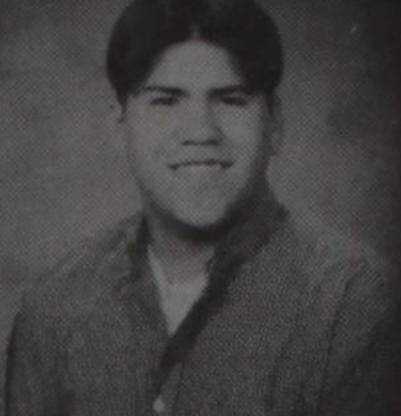
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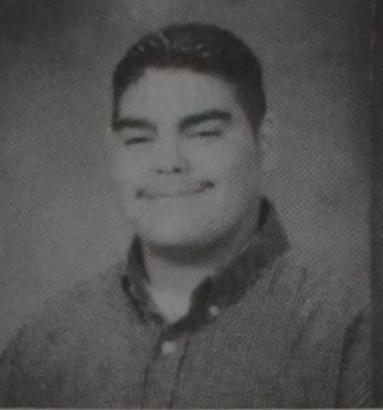
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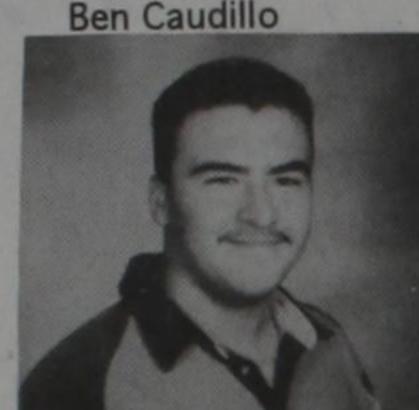


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Cristina Hidalgo



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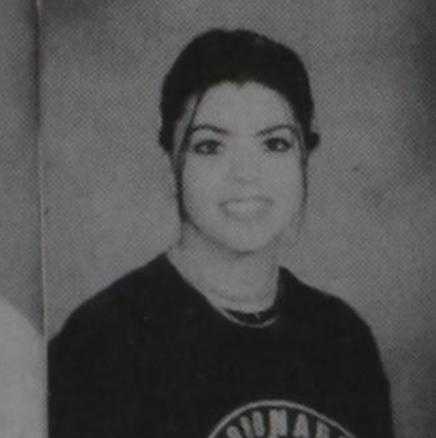
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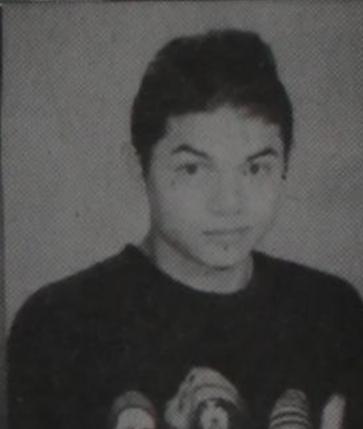
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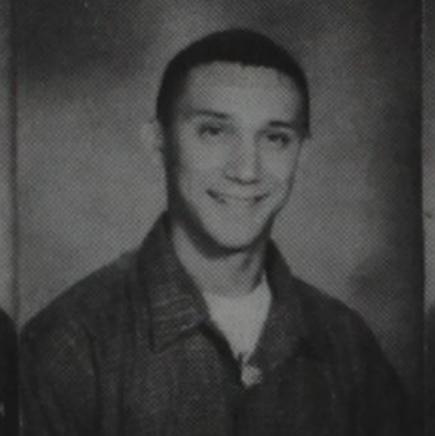
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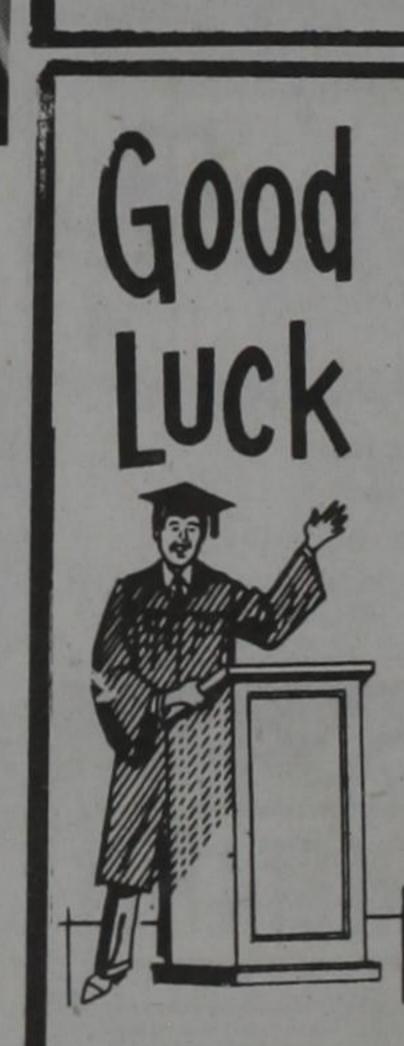
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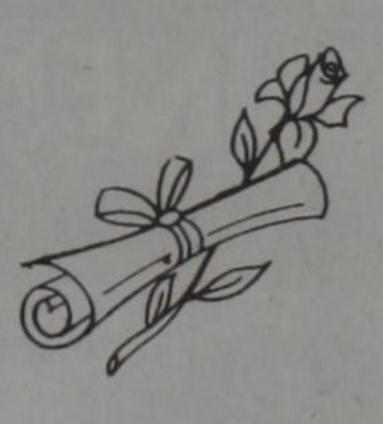


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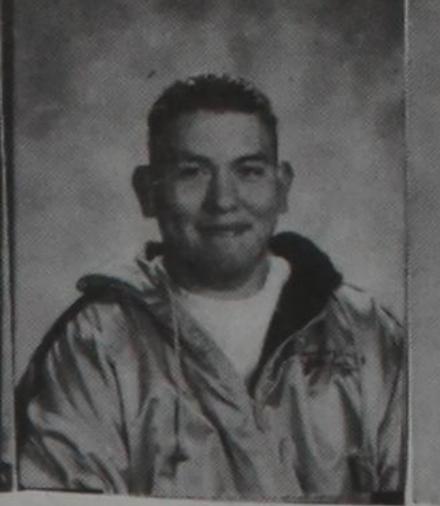
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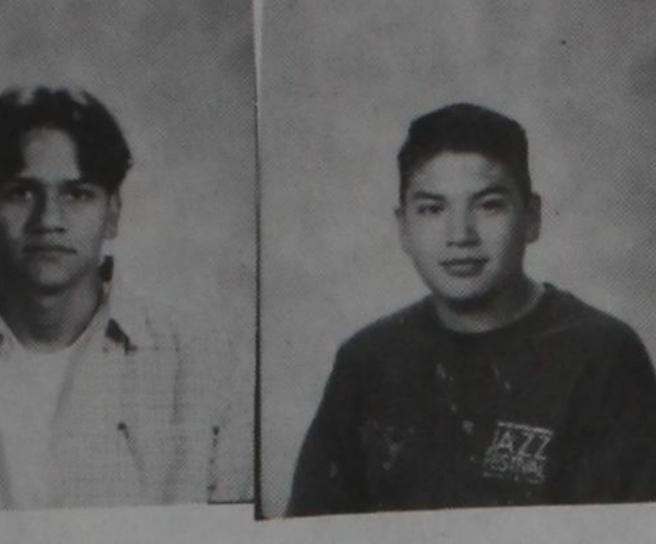


Frank Berdija

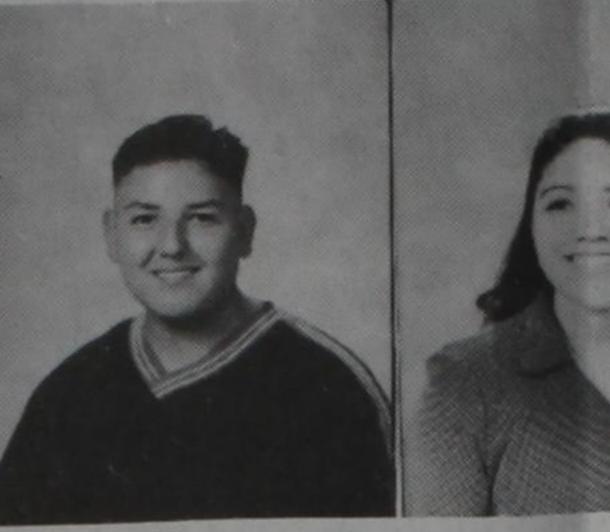
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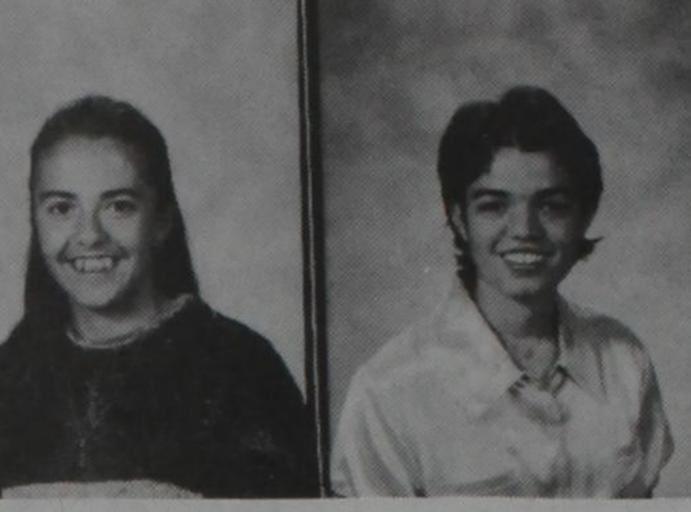


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Renatta Delello Julie Desai



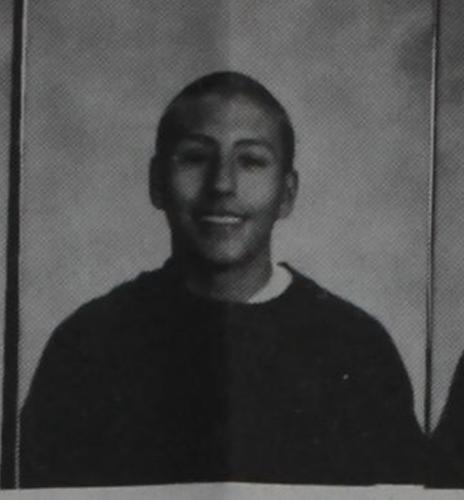
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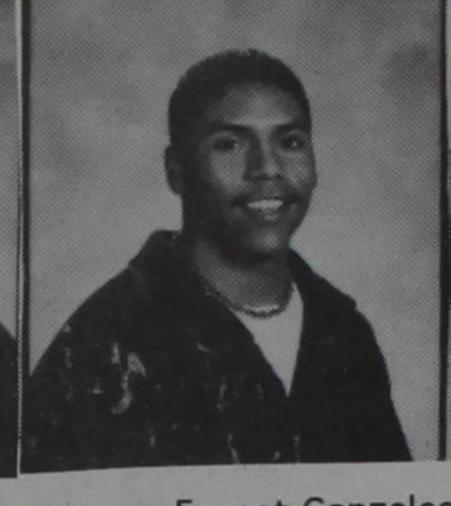


Veronica Garcia Tasha Garcia

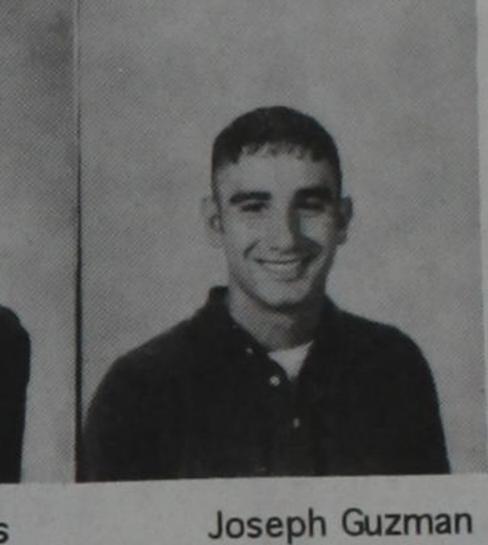


David Gomez

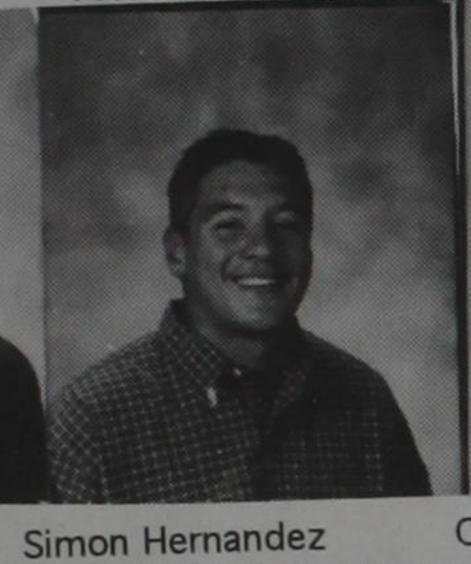
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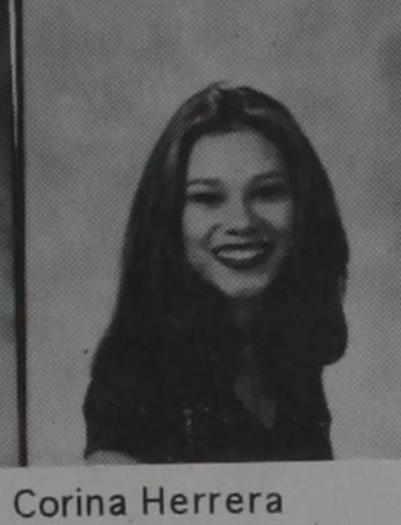


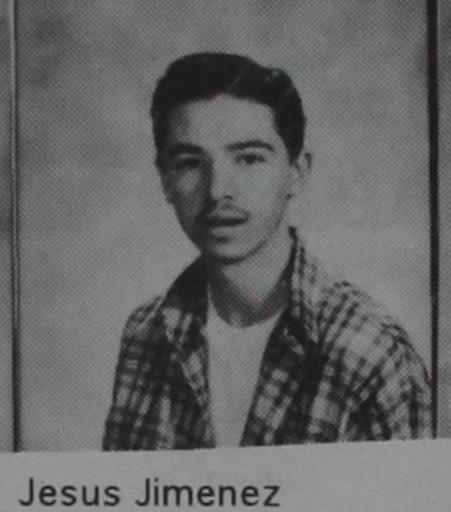






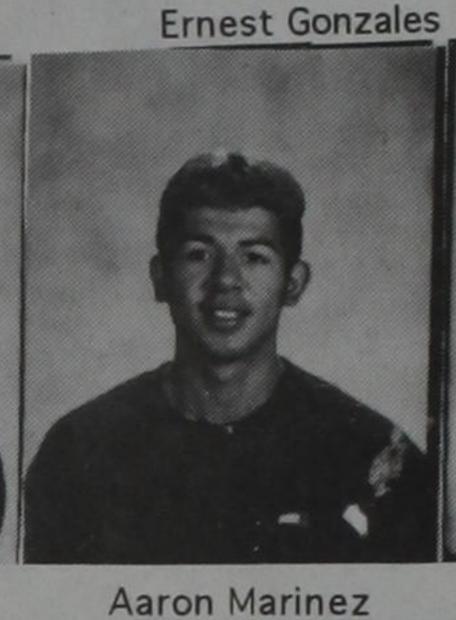


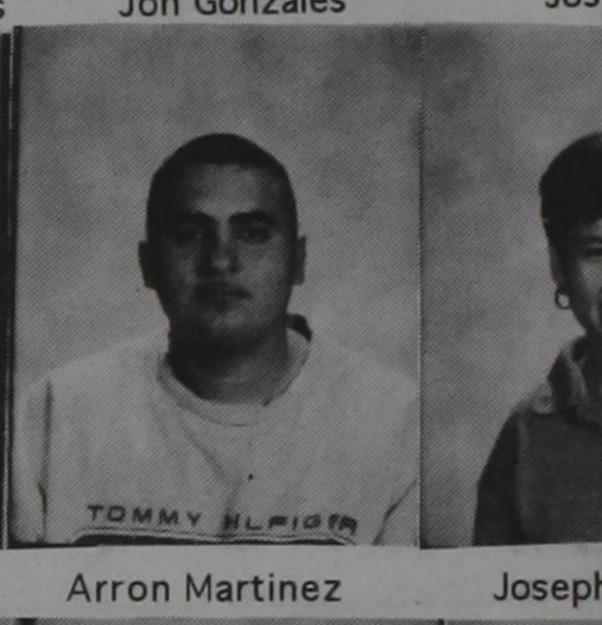


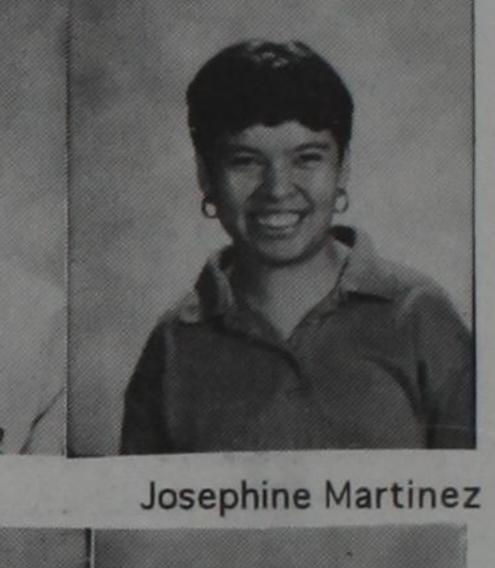


Manuel Lara

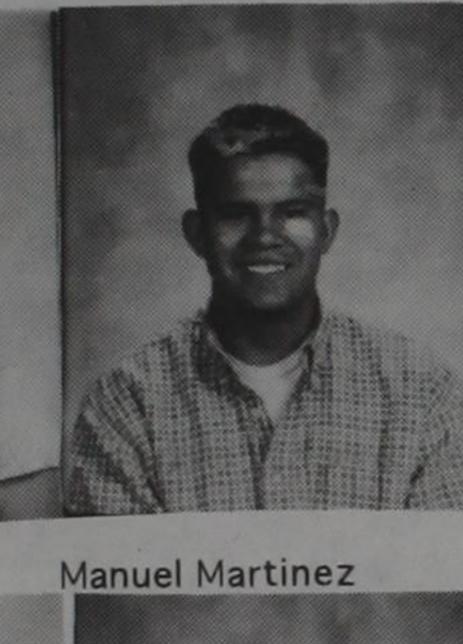
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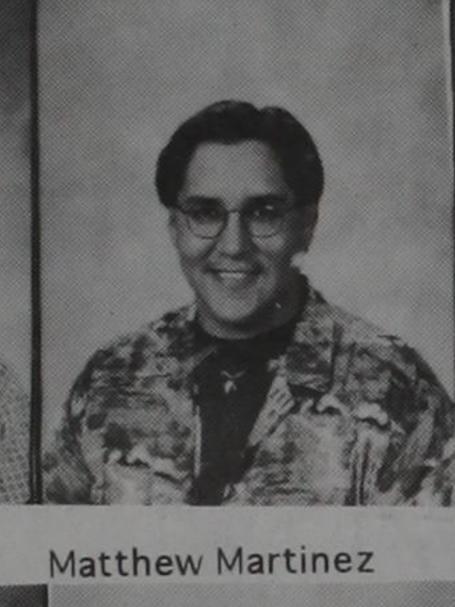


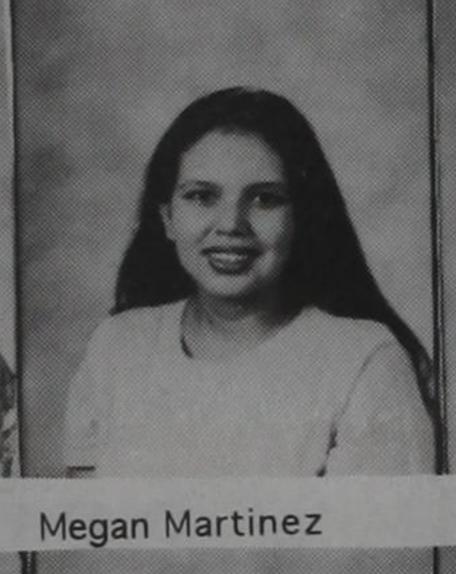




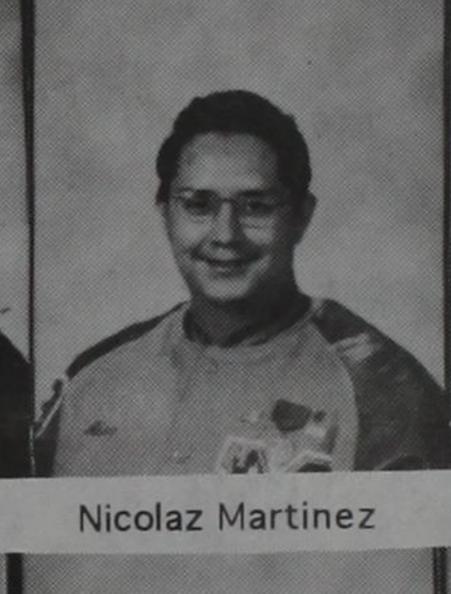




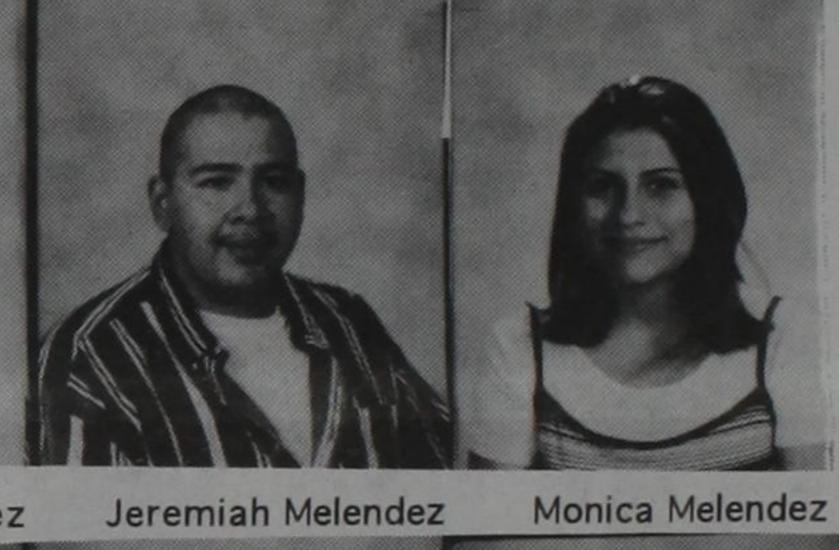


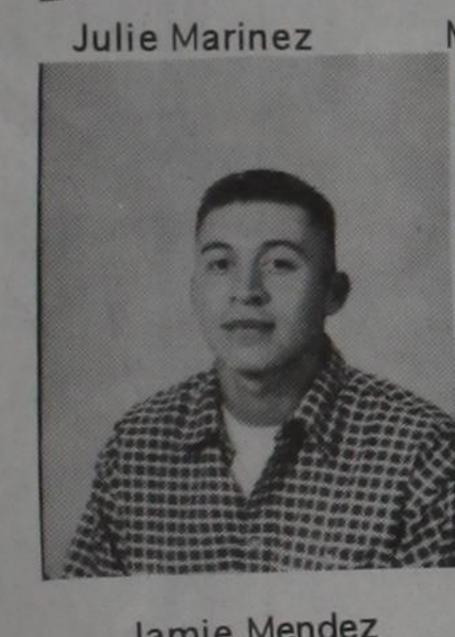


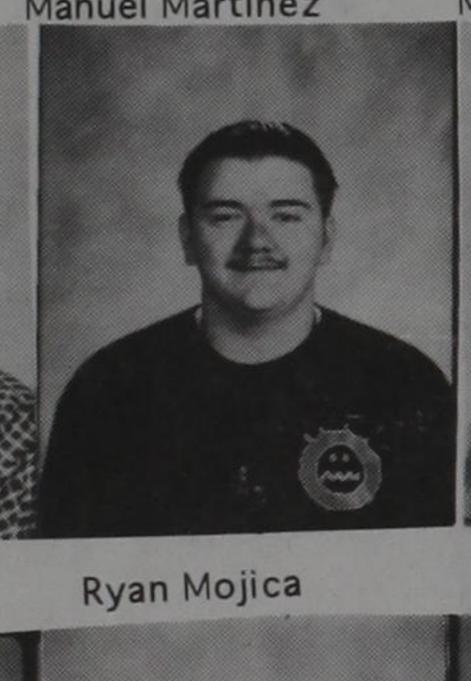


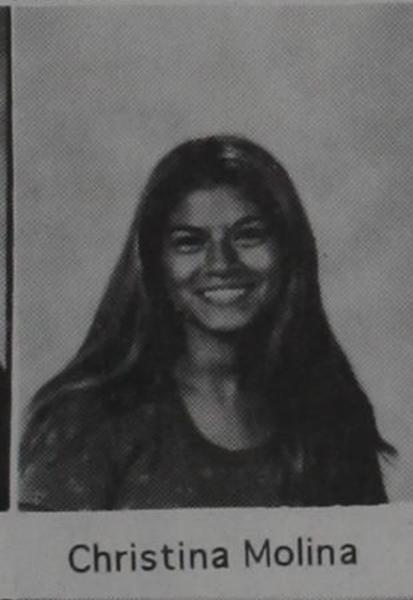


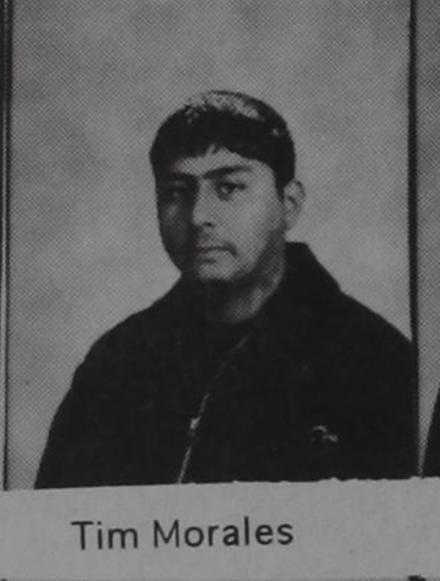




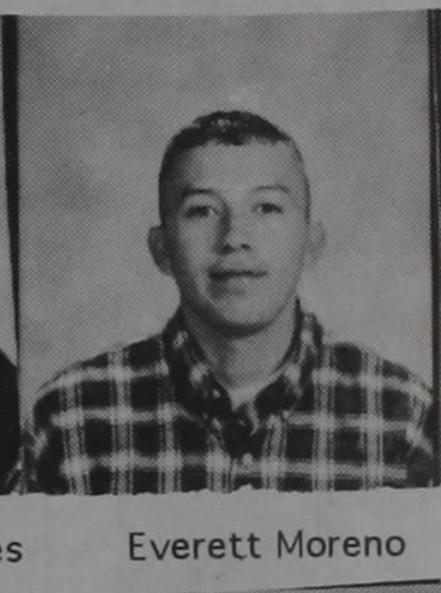




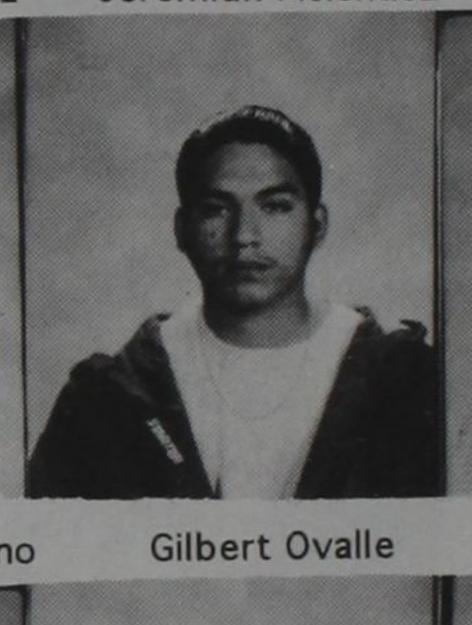


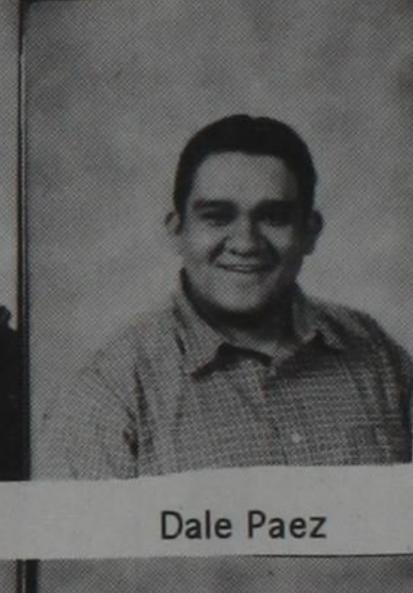




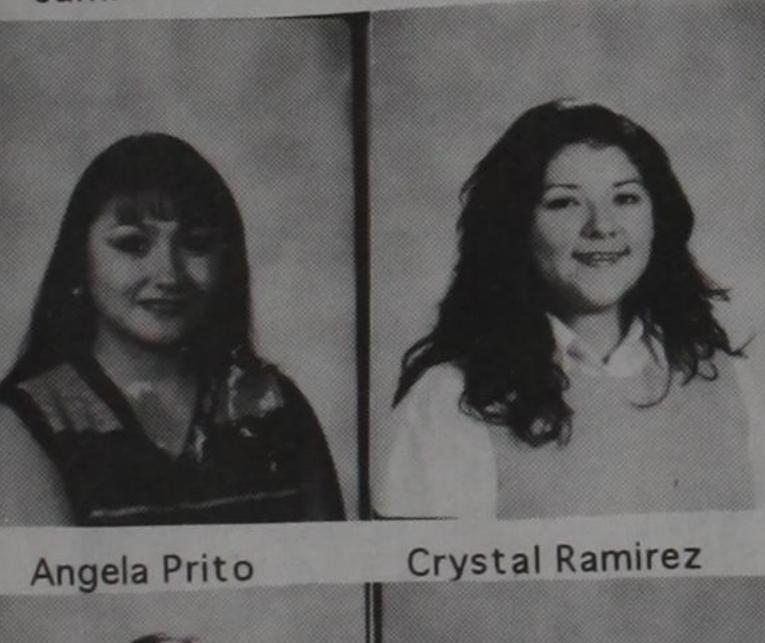




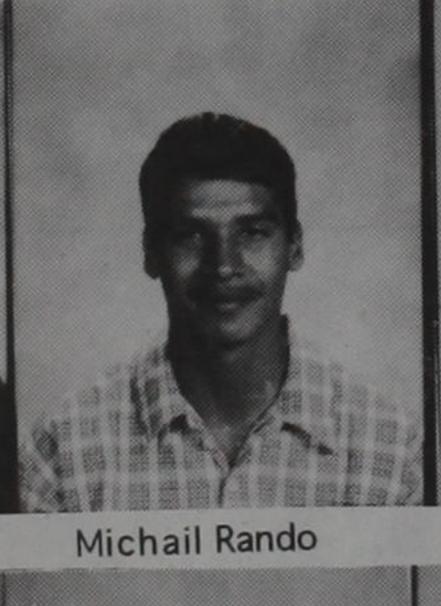










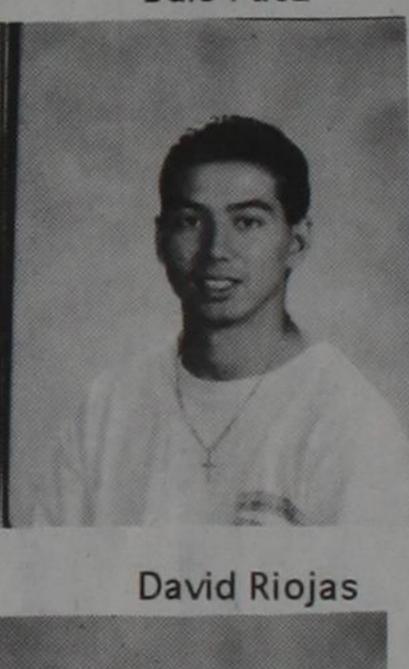


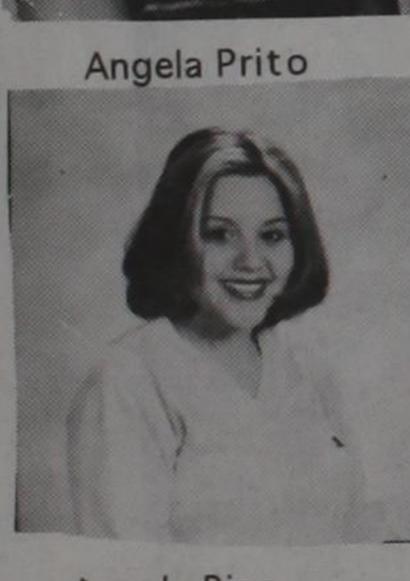




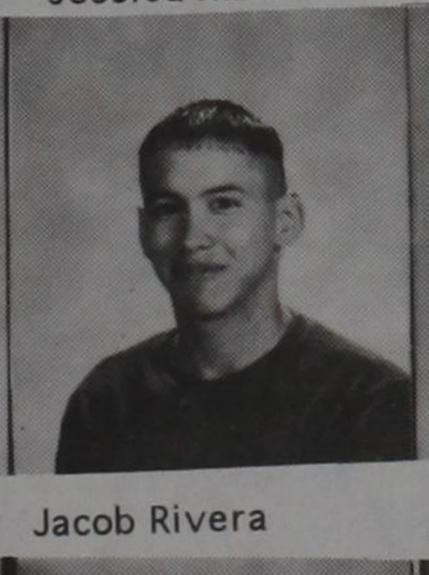


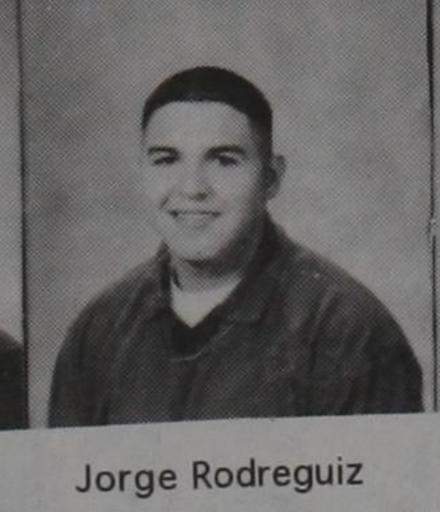


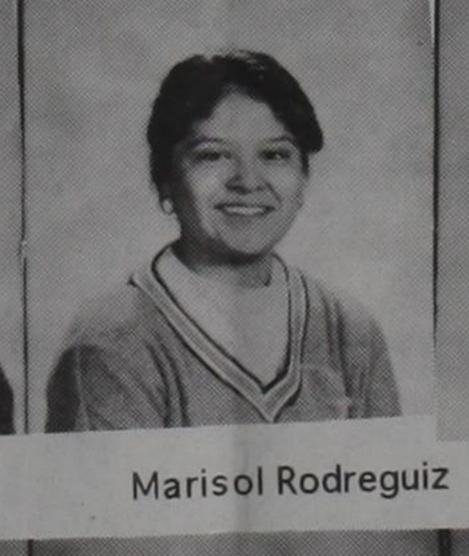






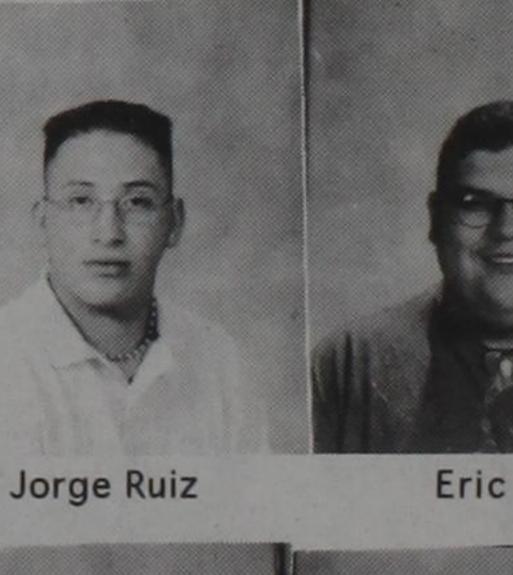


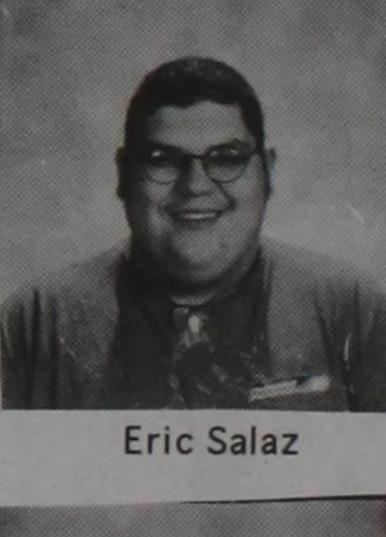




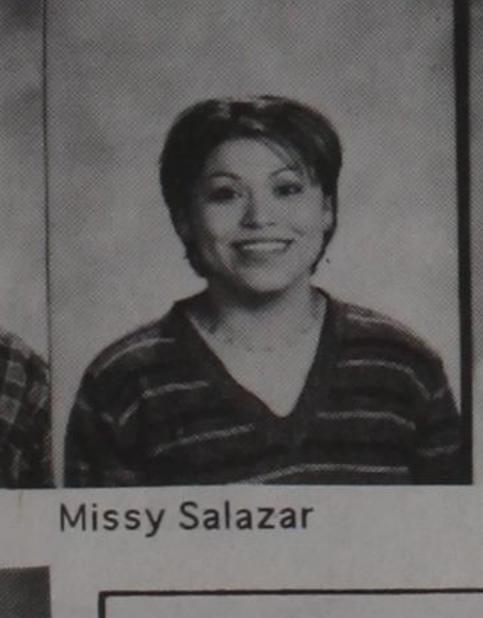




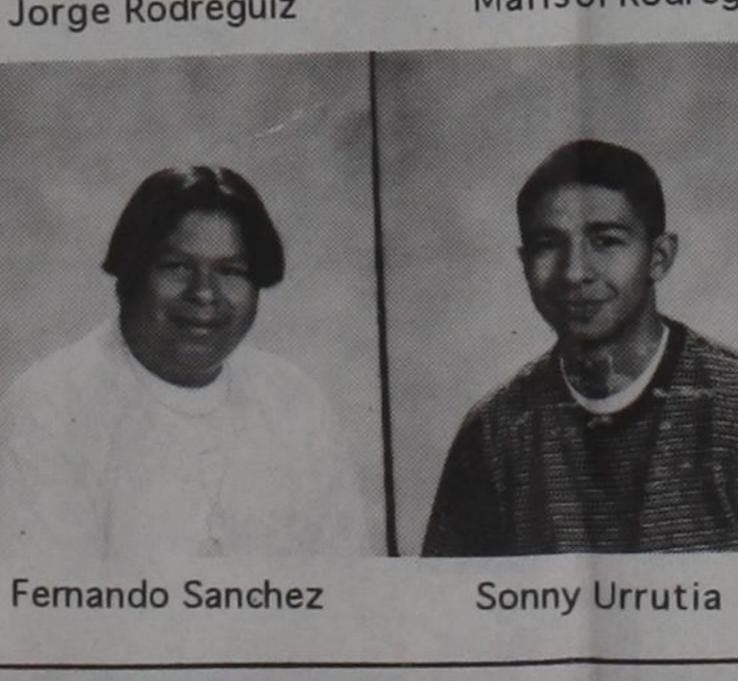


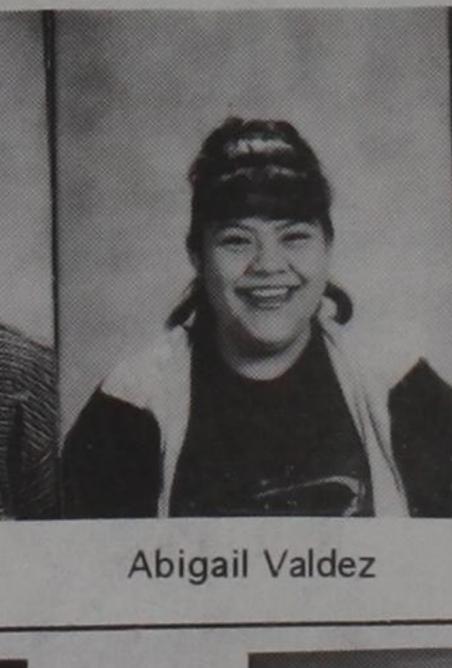


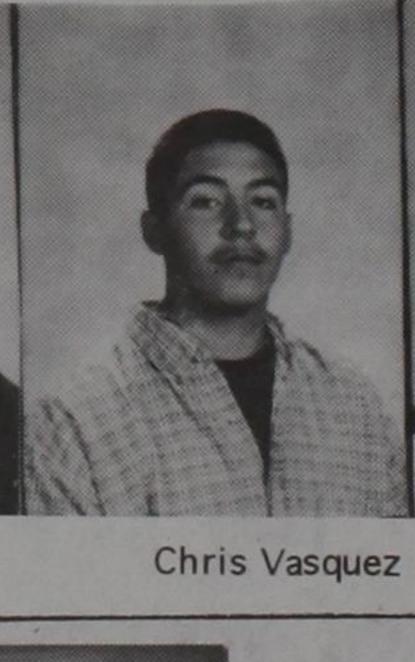


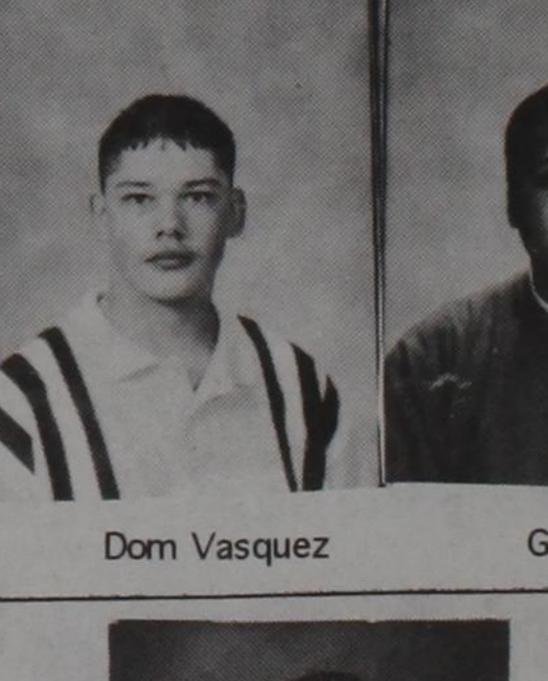










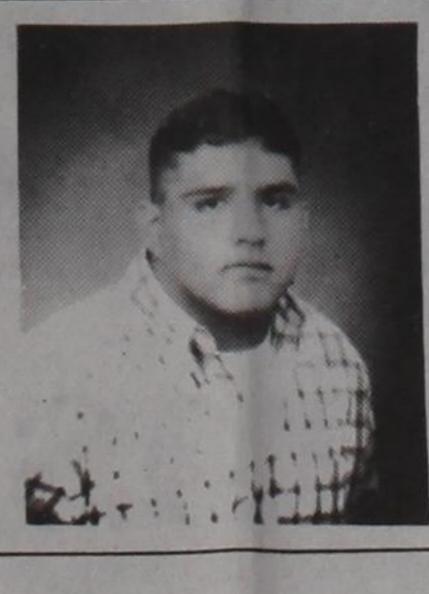




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7



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