

Emerging Politics of Hispanic Education: From Politics to the Courts and Back Again

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This article is an abstract from the first paper to appear in HBLI's new Policy Paper Series. Look for the expanded version of this paper to be released in December.

A Historical Perspective

Custom has singled out a landmark decision of the U.S. Supreme Court as the catalyst of the modern civil rights movement. In 1954 the Court in *Brown v. Board of Education I* declared unanimously that the South's customary separation of black and white systems of education was unconstitutional. This call for the desegregation of American public education provoked overwhelming resistance in the South and only tepid interest in the North. Yet, *Brown* contributed greatly to elevating the civil rights movement from a regional issue in the early 1960s to a national priority.

Before this, as the country's attention returned from a global war to domestic problems, Harry S. Truman moved to solidify a pro-civil rights coalition by establishing the President's Committee on Civil Rights. In making civil rights a national issue, he gave voice to a significant growth of moral awareness among the nation's elites.

The growing civil rights movement of the twentieth century took off like a multistage rocket: as a great northern migration awakened and disillusioned the mass of southern blacks, the Depression gave their discontent a fresh ideological thrust

which World War II expanded and added elite leadership. In 1954, massive resistance to the *Brown* decision ignited an explosion. In this fourth stage elites and masses merged into a political front.

Struggle for Hispanic Education

While conventional wisdom defined the landmark *Brown* case as the beginning of the modern civil rights movement, the struggle by Hispanic communities for educational equity predates the civil rights movement of the 1960s by decades.

In California, the *Mendez v. Westminster* (1946) case officially ended *de jure* segregation for Hispanic students and cast doubt on the "separate but equal" doctrine. In Texas one year later, in *Delgado v. Bastrop Independent School District* (1948), the court ruled that placing Hispanic students in segregated schools was arbitrary and discriminatory and in violation of the Fourteenth Amendment.

These cases, which ended *de jure* racial segregation for Hispanic students, did not, however, change the existing social view that portrayed non-whites as inferior. (*De jure* segregation is supported by official policy or law while *de facto* segregation exists in reality but without lawful authority.)

Although Hispanics have made significant progress in regards to educational inclusion in the last four decades, since the late 1970s hard-won gains have deteriorated. Many of



Dr. A. Reynaldo Contreras
HBLI Scholar at ASU, Fall 1999

today's educational issues, such as improving inferior school facilities, removing intolerant teachers and administrators, eliminating tracking, and including Hispanic history, language, and culture in the curriculum, resonate with those debated in Hispanic communities in the Southwest since early in the twentieth century.

Educational issues such as continued school segregation, the struggle for bilingual education, and inclusion in higher education were especially prominent throughout the Southwest over the past forty years. During this period, school segregation, desegregation, and now re-segregation efforts took on a new form and differed greatly from the era of *de jure* segregation that officially ended in 1954 with the *Brown* decision.

The bilingual education movement is unique to this period, and Hispanic participation in higher education was very limited prior to the 1950s. Another common thread is the active participation of Hispanic communities, including their use of

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Executive Director's Corner



Leonard A. Valverde

HBLI is now in its fourth year of activity. As with any thoughtful undertaking, we have made alterations to our original design as circumstances change and good suggestions and recommendations are presented to us. Additionally, we have added activities that would help us reach our mission of improving the education of Latinos. Let me share with you a few of the modifications and additions.

First, since we are at midpoint of a six-year funding from the W. K. Kellogg Foundation, we have rededicated ourselves to our mission.

Only the future and the actions of the HBLI familia will reveal if our mission to improve the education of Hispanics will make a difference in the lives of our people. The great odds against our success ought not deter us in support of a cause we strongly believe is just.

To increase our effort and to refresh our enthusiasm, we will be adding new members to the National Advisory Panel. We will introduce our new members in our next newsletter (Spring 2000).

In keeping with adding capacity, this fall semester we have initiated two related knowledge development and sharing activities. The first is the creation of HBLI Scholars. These scholars will be experts either as university faculty or practitioners. They will interact primarily with HBLI fellows, but also with NAP members and HBLI faculty and staff, probably at the HBLI annual meeting. Secondly, we will be disseminating policy briefs, by way of a Policy Paper Series. We will be getting experts to discuss such critical policy issues as testing, admission policies like affirmative action, K-12 standards, bilingual education models, drop-out factors, school finance changes, implications of charter schools, and so on.

Third, in trying to educate more of our constituents, we are making our web page, www.hbli.org, the major source of information and primary way of communicating. As most of us know, the web is the fastest and easiest way to find information and make contact with others. We have added links to other related web pages, and we have started to archive our previous bulletins (*Entre Nosotros*) and newsletters (*Adelante*). In addition, we will be posting all of our policy papers and whatever handout information presented by Platica speakers at any of the four universities with doctoral fellows.

Finally, we will be brainstorming to develop better ways of networking. As HBLI gets older, more and more persons participate in different ways, i.e., leadership development of school board members, state legislators at policy seminars, supervisors in the field with HBLI fellows while interning, thus our network expands. The question now becomes how do we continue to keep these folks connected and involved? One response is to develop listservs for each subgroup to facilitate continued dialogue on common concerns.

Let me end with encouraging you to communicate with us any ideas that you think will strengthen HBLI and help us to move more aggressively toward our mission.

Adelante,

Leonard A. Valverde
Professor, Educational Leadership and Policy Studies

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the judicial system in demanding educational equity. Lately, California has been setting a national public policy standard with legislation that negatively impacts the schooling of Hispanics.

Where We Are Today

Today, there is evidence that points to, at best, some progress. More Hispanics are going to college, many major universities in the Southwest offer some type of Hispanic Studies courses, and more Hispanic scholars are writing about and documenting the life experiences of Hispanics. In California, more Hispanic students are graduating from high schools, taking the SAT and ACT tests, and becoming eligible for the California community college and state university system.

These improvements are modest, however, particularly when contrasted with the proportional growth of the Hispanic population over the last fifty years. Moreover, attacks continue on the educational opportunities and the quality of education offered to Hispanic students. Presently, Hispanics are still considered to be the most unlikely racial/ethnic group to finish high school, attend college, and graduate from college. From the 1960s to the present, public schools have continued to consistently fall short of providing for the success of Hispanic students at every point in the educational pipeline. Currently anti-civil rights, anti-Hispanic, and anti-immigrant beliefs are manifested in California's Propositions 187, which denies public education to anyone suspected of being an illegal alien; 209, which dismantles affirmative action; and 227, which calls for the elimination of bilingual education. These beliefs continue to shape public policy that directly affects Hispanic communities' educational, economic, political, and social well being. Although such

legislation and policy initiatives seem to issue primarily from California, it is significant for all Hispanics in the United States because California appears to be setting a national public policy standard as it stimulates a new politics of civil rights.

What Is the Future?

The story of civil rights in the twentieth century can be seen as having the shape of a wave moving up a beach: it starts as a low swell, moving slowly, gaining momentum. At a certain point it surges to a mighty crest that crashes with a roar. A wash of water flows onward, but the force is diminished, and the water recedes. This is the pattern of the civil rights struggle: a gradual improvement in the 1920s and 1930s, accelerating power after the Second World War, a breath-taking climax in the 1960s, and an aftermath of persistence and stagnation from the 1970s through the 1990s.

The stagnation of today in the civil rights movement can be seen in a longer perspective as a phase of spiraling history. Each major advance loops backward before another spiral arises. Yet, the backward turn never returns us to the starting point of the previous phase. Both the surging gains and bitter disappointments of the civil rights movement in the twentieth century have occurred before, and each time some advance toward social equality has survived. Whether the spiral can recur in the new millennium, as it has in the present and past millenniums, is for each of us to judge.

Continued school segregation, pre-collegiate educational equity, Bilingual Education, and access to higher education are at the forefront as we have move towards a new millennium. While it has been asserted that schooling for Hispanics has indeed improved after the era of *de jure* segregation, since the late 1970s there has been a decline and deterioration of educational gains.

Many of today's most important educational issues are similar to those voiced in Hispanic communities prior to the 1950s. The improvements in the schooling of Hispanics have been modest at best and have not kept pace with the demographic growth of the Hispanic populations.

Hispanics have a rich historical legacy that includes active struggles to gain equal access to quality education. A focus of the Hispanic student movement was improving the quality of education at various points in the educational pipeline. Over the past four decades, Hispanic families have used the judicial system to fight educational practices that have limited the education of their children. They have utilized the courts to fight for bilingual education and against school segregation and related schooling inequities. Today, Hispanic students and their families continue to struggle in the pursuit of quality education through political participation and legal recourse. History is repeating itself. Exclusionary laws such as California's Propositions 187, 209, and 227 contribute to a stagnating civil rights climate that fosters the intolerant practices of the *de jure* segregation era. Inasmuch as the education of all Hispanic students is threatened, it is crucial that educators, policymakers, and Hispanic communities continue to engage in strategies that combat this antagonistic civil rights climate as they pursue educational equity.

As we look forward to the civil rights struggle of the new millennium, history seems to suggest to us that a restoration of cooperation and trust between leaders on all sides will have to rank high in the leadership exercised. Each one of us will need to risk unpopularity while holding firmly to a popular following. On all sides leaders will need to have a flexible, loosely bounded identity, be yielding and therefore willing to incorporate something of the "others" who are different from themselves.



HBLI Fellows Participate in an

On November 4–6, fellows from ASU and NMSU met in Las Cruces, New Mexico, to discuss their internship experiences. Fellows from the first cohort of both institutions reported on their internship experiences and met with fellows from the second cohort who would be interning this summer. The discussion centered on the value of the internship, and while many felt the four-week internships were too short, they were nonetheless important experiences that helped to shape the fellows' dissertation work and career choices.

Bonavita Quinto, a first-cohort fellow from NMSU, said, "The internship summit gave the first cohort an opportunity to voice the strengths and positive issues of the internships as well as ways of improving the experiences for the fellows that follow. This allows HBLI to improve each experience with each cohort. We are all learning from each other. This will be the future link that will enrich our future 'change agent' network."

Nine HBLI first-cohort fellows,

six from NMSU, three from ASU, interned in seven different cities last summer. The interning agencies include Maricopa Community College, Texas Education Agency, Western Interstate Commission on Higher Education (WICHE) and Education Commission of the States (ECS), Texas Region 19 Education Service Center, Palo Alto College, Eagle Pass Independent School District, Intercultural Development Research Association (IDRA), and the New Mexico State legislature.

Bonavita Quinto, who did her internship at Palo Alto College, said, "as for my internship experience, Dr. Solis, his administrative staff, and support staff made it possible to have a good balance of research and 'hands on experience' of community college administration. Overall, the internship gave me a comprehensive look at the administrative goals and challenges faced at Palo Alto. President Solis facilitated an incredible experience for me as a community college administrator in a very progressive and cutting-edge community college."

Janelle Taylor-García interned as a Research Analyst with the Legislative Education Study Committee (LESC) in Santa Fe, New Mexico. The LESC is the education body of the New Mexico State Legislature. "Overall, I had a very worthwhile experience with the LESC," she reports. "I was treated not as a student intern, but as a peer, with knowledge of my own to share and assist them."

"The internship fulfilled its purpose and beyond," said **Carlos Nevarez**, an ASU fellow who interned with WICHE and ECS. He cites three benefits from the experience: first, it helped him build a network that will facilitate his professional development; second, it exposed him to education policy oriented working environments; and finally, the wide range of literature relating to educational issues he was exposed to was invaluable.

First-cohort fellows recommended that the interns research the institution where they plan to intern and get some background on the organization, which can easily be done on the internet or through a phone interview. It was also recommended that interns set up a short orientation before they start their internship so they are familiar with the organization and can hit the ground running. It is especially important that the organization has projects for the new intern and that it is an organized experience, not just time spent researching in the library. The experience should be as broad and well rounded as possible and not just focused on a single project that is not completed.

Dr. Enrique Solis, President of Palo Alto College in San Antonio, Texas, and **Jimmy Vasquez**, Executive Director, Region 19, Educa-



ASU and NMSU fellows and HBLI staff enjoy an informal evening in Las Cruces.

Internship Summit in Las Cruces, NM

tion Service Center in El Paso Texas, provided a supervisors' point of view on the internship experience. They emphasized that the internship should not only provide work experience, but it should also help fellows to focus on their dissertation topics and career choices. While the internship should be a well-organized experience, interns should also be open to changes in their schedules and impromptu events that will broaden their exposure and enrich their experience.

Along with shepherding the new cohort in their internship experiences, the summit allowed fellows to get together and dialogue face to face on issues larger than the internships themselves, such as dissertation topics, research, and job ambitions. The summit built relationships and camaraderie amongst the fellows, allowing for some informal networking. **Sylvia Peregrino**, ASU second-cohort fellow, said that "the HBLI internship will be a critical experience in developing my career trajectory....The benefit of the summit was to learn about the other fellows experiences. We also had an opportunity *para compartir* (to share) and support one another in this educational endeavor."

The internship summit was a positive experience for everyone, as summed up by **Michelle Valverde**, an NMSU first-cohort fellow, "I believe this is a very important piece of the HBLI Program. In addition to this, the visit with university administrators in Juarez was very informative [see insert] and the internship presentations were packed with information that I hope is helpful for the second cohort. With feedback from everyone who attended, next year's summit can be even better."

HBLI Fellows Travel to UACJ in Juarez, Mexico

HBLI fellows took a break from their internship summit in Las Cruces to visit the Universidad Autonoma de Ciudad Juarez (UACJ). UACJ was officially created by the Congress of the State of Chihuahua in 1973 as a public university licensed to offer programs and degrees in sciences, liberal arts, humanities, and other professions. UACJ is located at the junction of three states, two nations, and at the border with the U.S.

The city of Juarez is considered a gateway to Latin America and a passage to North America. This physical environment is the basis for the university's international vocation. The UACJ welcomes the opportunity to establish international linkages, collaborations, and exchanges. Scholars, students, and researchers are encouraged to participate in academic projects and enroll in study and research programs at the UACJ.

The mission of UACJ is to generate, transmit, expand, and promote knowledge to educate integrally competitive and socially committed professionals with academic programs of relevance to regional, national, and international needs, so that they can strengthen and preserve the national cultural identity. The UACJ has 285 full-time faculty and 425 part-time faculty, 65 percent of whom have graduate degrees. The university's enrollment for Spring 1999 was 8,210 full-time undergraduate students, 560 full-time graduate students, plus 3,400 part-time special programs and continuing education students, totaling over 12,200 students.

The UACJ has the largest and best-equipped library in Northeastern Mexico, along with state of the art computer-based laboratories and excellent telecommunications facilities with fast access to Mexico and the rest of the world. The UACJ has several international academic exchange programs, including Ball State University, Indiana; Universidad Politecnica de Cataluña, Spain; NMSU; Texas Tech University; The University of Arizona; and University of Texas at El Paso. All graduates of the UACJ are required to be fluent in English upon graduation.

The fellows visited with Jesus Lau, Ph.D., Dean of Academic Affairs/ Director of Direccion General de Apoyo Academico (DIGA). The DIGA department is in charge of functions related to educational development, libraries, academic exchange, and international affairs, as well as information and educational assessment, outcomes, and research. They also had an opportunity to discuss and exchange information about the United States' demographics, retention, recruitment, and graduation rates. Dr. Lau and his staff were especially interested in information regarding the U.S. Hispanic population. He also announced that the fellows were welcome to apply to work at UACJ as they are in need of Ph.D.'s.



ASU and NMSU fellows at UACJ with Dr. Jesus Lau (fourth from right) and Mtro. Jesus Cortes, Associate Director DIGA (center in white shirt and tie).

Introducing UCR



Luis Cruz

Hometown:

Education: A.A. General Education, Mount San Antonio College; B.A. Sociology, California State University, Fullerton; M.A. Education, Claremont Graduate University

Work Experience: K–12 instructional assistant, Bilingual Elementary School Teacher, a counselor in a variety of settings, parent and community involvement resource teacher.

Career Goals: To become a high school principal/part-time university professor, a superintendent of schools, an agent of change.

Areas of Research Interest: Upward mobility among Latinos in K–12 setting, the educational system and its contribution to high Latino dropout rate, critical pedagogy among Latino students.



Elizabeth Gutierrez

Hometown: Santa Fe, NM

Education: B.A. Political Science, University of Kansas; M.P.A. Public Administration, University of Kansas

Work Experience: A consultant to nonprofit organizations and the government with Gutierrez and Associates, Executive Assistant to the President of Santa Fe Community College, Director of Administrative Services for the city of Santa Fe, Senior Marketing Representative to state government clients for IBM.

Career Goals: Teaching and higher education administration.

Areas of Research Interest: Community college and higher education access.



Marilyn Martinez-Flores

Hometown: Riverside, CA

Education: B.A. Liberal Studies, University of California, Riverside; M.A. Education (Critical Pedagogy) University of California, Los Angeles

Work Experience: One year as a resource teacher/principal designee and three years as a bilingual teacher for fifth grade.

Career Goals: Educational Administration and Policy.

Areas of Research Interest: Educational Administration and Policy, Allocation of Funds, Success among Minority Students, and Language Acquisition.



Zulma Y. Méndez

Hometown: El Paso/Juarez border region

Education: B.A. Sociology, University of Texas at El Paso; M.A. Sociology, University of Texas at El Paso

Work Experience: Associate Professor, Universidad Autonoma de Ciudad Juarez, part-time lecturer in the Chicano Studies Program at the University of Texas at El Paso

Career Goals: To get a tenure-track position at a research institution.

Areas of Research Interest: Women, leadership, and higher education.

First-Year Doctoral Fellows



Marie Orillon-Harker

Hometown: Temecula, CA

Education: B.S. Business Administration, California State University, Long Beach; M.B.A. Management, University of California, Riverside

Work Experience: The affirmative action office at California State, Long Beach, and the Chancellor's Office and Center for Ideas and Society at University of California, Riverside.

Career Goals: Faculty position at a major research university and eventually a leadership role in a public policy institute.

Areas of Research Interest: Access to Higher Education in the Post-Affirmative Action era and the efficacy of different forms of outreach and transfer programs.



Mark Salinas

Hometown: Hayward, CA

Education: B.A. La Raza Studies, San Francisco State University; M.A. Multicultural Education: Leadership and Public Policy, San Francisco State University

Work Experience: The Ernesto Galarza Research Bureau at the University of California, Riverside, the Faculty/Student Mentorship Program in the College of Education at San Francisco State University, and the Cesar E. Chavez Institute for Public Policy at San Francisco State University.

Career Goals: A local, state, or national policy player; university professor or administrator.

Areas of Research Interest: Elementary and Secondary Bicultural/Bilingual Education Policy, bridging the gaps between higher education institutions and culturally diverse families and students



Samantha Scribner

Hometown: Austin, TX

Education: B.A. Art, American Studies, Temple University; M.Ed. Educational Administration, University of Texas, Austin.

Work Experience: Bilingual education teacher grade 6-8 in Austin, Assistant Principal LBJ High School in Austin, Administrative Intern Area Superintendent Austin ISD.

Career Goals: To design organizations (schools) that support and promote the achievement of Latino adolescents in urban communities and to affect local and federal policy as it relates to urban communities of color.

Areas of Research Interest: The interaction of the organizational culture (beliefs, policies, behaviors, rituals, role distribution, underlying assumptions) with its institutional and political environment, with particular attention to the immediate community that the school serves.



Platicas Feature Distinguished Speakers

The Fall 1999 Platica Speaker Series at Arizona State University and New Mexico State University featured several noted individuals from academia.

ASU FALL PLATICA SERIES

ASU has had three speakers as part of its Platica Series. On September 28, Dr. **Raúl Cárdenas**, Interim Chancellor of Maricopa County Community College District (MCCCD) and HBLI Coordinating Council member, spent a half day with the ASU fellows in the offices of the MCCCD in Tempe. Cárdenas provided information on the district's history and its current status. He spoke about this own career path, and he shared his views with the fellows about how to be successful after completing their HBLI program of study.

On October 15, Dr. **David Ballesteros**, spoke on the advantaged student in the new millennium. He outlined a number of competencies he felt were necessary for the next century, including excellent communication, problem solving, critical thinking, leadership, and interpersonal skills. He also emphasized that being bilingual and

bicultural is an asset, not a disadvantage, and the advantaged student should have a commitment to life-long learning, including being well versed in the sciences, social sciences, and humanities, and appreciating the fine arts. Along with this, being technologically savvy, well traveled, and understanding the political system are important for the advantaged student.

On November 12, Dr. **John E. Roueche** spoke about remedial education in colleges. In his talk, he highlighted Denver Community College as the most successful community college in the nation in terms of remedial education. Denver has reached out to the community to cultivate students and meet their needs by providing day care for single parents, coordinating the college's financial aid with federal supplemental aid and housing, and addressing the transportation difficulties remedial students often face.

NMSU FALL PLATICA SERIES

As part of the NMSU Fall 1999 Platica Series, the fellows traveled to Tucson, Arizona, to hear **Rigoberta Menchu Tum**, Nobel



Miriam Muniz Quiz, NMSU fellow, with Rigoberta Menchu Tum, Nobel Peace Prize winner.

Peace Prize Winner for 1992. Rigoberta was the keynote speaker for the thirtieth year celebration of Bilingual Education in Arizona, sponsored by the Southern Arizona Bilingual Education Consortium on October 21.

On November 18, **Charley Trujillo**, publisher of Chusma House Publications, one of the few independent Chicano publishing houses in the nation, spoke at NMSU. The position of Chusma House is neither to depict Chicanos negatively or positively but rather to write about them honestly, realistically, and unpretentiously. A Vietnam War Veteran awarded the Purple Heart and Bronze Star, he has taught classes in Ethnic Studies and Chicano Studies. Often asked to speak at high school and college campuses, Charley has spoken throughout the country and in Europe. He has written extensively on the Vietnam War and on other Chicano related topics. Charley conveyed a strong will and conviction, and he encouraged the fellows to stand up for what they believe in and not let their voices be drowned out by rejection.



Dr. Leonard Valverde (left) with Dr. Cardenas (center) listen to ASU fellow Miranda Lopez (right).

Orientation at two new institutions, UTPA and UCR

UTPA Orientation

On August 18, an orientation for the five new fellows starting their doctoral studies at the University of Texas, Pan American, took place at the historic Echo Hotel. The all-day program included providing background information with regard to HBLI. Dr. **Jaime Chahin**, Coordinating Council member, focused his attention on the expectations the Coordinating Council has regarding the doctoral fellows. Also joining the program were two current doctoral fellows from NMSU, **Eduardo Arellano** and **Mariella Rodriguez**, who spoke about what the incoming UTPA fellows could anticipate and prepare for in the program. In addition, the provost **Rudy Arevalo**, spent time over lunch sharing with everyone the importance of this doctoral program within the university and south Texas. HBLI is particularly interested in the UTPA program because of its special focus, that is, the fellows working with *colonias* and border schools.



UTPA fellows from left to right: Lisa Irby, Diane Ramirez, Maria Cristina Cavazos, Glendelia Zavala, and Alfredo Salinas.

UCR Orientation

Similarly, an orientation for the seven new doctoral fellows at the University of California, Riverside, took place on the campus of UCR on September 22. Since UCR is on a quarterly semester basis and starts later than other schools, the orientation was held in September.

The program for UCR was similar to that of UTPA, except that Mr. **Sal Castro**, from the Los Angeles City Schools, was invited to speak to the fellows and share with them the perspective of a proven change agent. The fellows also received the student's perspective from two ASU doctoral second-year fellows, **Gloria Armendáriz** and **Sylvia Peregrino**. At lunch, the fellows and the HBLI staff were joined by the Dean of the School of Education, **Robert Calfee**, and the faculty in Educational Administration. UCR's contribution to the preparation of change agents will be from an inter-disciplinary studies approach.



UCR Fellows from left to right: Dr. Flora Ida Ortiz, Marilyn Martinez-Flores, Marie Orillon-Harker, Mark A. Salinas, Samantha Scribner, Luis Felipe Cruz, Elizabeth Gutierrez, and Zulma Méndez.

Antojitos

PRAISE FOR HBLI

Santa Paula High School in Santa Paula, California, is one of five schools selected nationwide to receive the 1999 School of Excellence award. This prestigious award is given each year by *Hispanic Magazine* to recognize schools that provide outstanding and unique programs that significantly impact on the preparation of youth for the Twenty-First Century.

Robert Salas, President of the Board of Trustees, noted that ideas he learned at HBLI seminars and subsequently shared with other board members were integrated into the district's vision of high school achievement. The school has high expectations of students and increased offerings leading to college success, as well as programs to help low-performing students. Tutorial programs, summer school, and partnerships with local colleges have helped to raise students' abilities. Accomplishments in student achievement, curriculum, leadership, environment, organizational ability, attendance, awards attained, student retention, and post-graduation results garnered the school the award.

NEW MEXICO STATE UNIVERSITY

Ed Arellano, HBLI fellow from the second cohort at New Mexico State University, was selected to participate in the North American Student Forum (NASF) Inaugural Meeting in Veracruz, Mexico, on October 25–26, 1999. The NASF was created to build a North American student community and promote collaboration across Canada, the United States, and Mexico. It is sponsored by CONAHEC, a leading network of institutions committed to strengthening academic collaboration among Canada, Mexico, and the United States. Forty students out of 120 applicants from each country were selected through an essay competition.

Janelle Taylor-García interned as a research analyst with the New Mexico Legislative Education Study Committee (LESC) over the summer. Her assignment was to work the LESC staff and research all that pertained to House Joint Memorial 1 (HJM1), "Teachers to Learn English and Spanish," which deals with Article 12, Section 8, of the New Mexico State Constitution (1912) stating

that all teachers who teach in New Mexico must speak both Spanish and English in order to effectively teach both English and Spanish speaking students. Janelle researched the history behind the writing of the State Constitution and most of the research on bilingual education nationally and at the state level. She will present her findings to the Legislative Education Committee at their interim meeting on Oct 13–15 in Carlsbad, NM.

Bonavita Quinto was on the program of TACHE (the Texas Association of Chicanos in Higher Education) at its 25th Annual Meeting in San Antonio, Texas. She presented on "Breaking the Ivory Tower: Increasing the Chicano(a) Pipeline in Ph.D. Programs."

HBLI fellows **Rachel Ortiz** and **Mariela Rodriguez** presented at the UCEA conference in Minneapolis, Minnesota. Two HBLI faculty members from NMSU, Drs. **Roy Rodriguez** and **Abram Armendariz**, along with Dr. Flora Ida Ortiz from UCR, also participated in the session titled "Preparing School Leaders for Minority Populations in the Age of Accountability."

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Dr. **Flora Ida Ortiz**, HBLI Campus Director at the University of California, Riverside, participated in the International Comparative Education Conference in Hong Kong in October. People from all parts of the world presented reports concentrating on centralization and decentralization of educational systems in their countries. Of particular interest was an informative report by Professor Carlos Ornelas regarding the massive reorganization and reform effort of Mexico's educational system. The representative from Russia addressed the

HBLI Mourns the Loss of Two Colegas y Amigos

The Hispanic education community has lost two educators and community activists. Dra. **Dee Cardenas** (d. 1999) of San Antonio, Texas, and Dr. **Raul Murgia**, (d. 1999), a professor at San Antonio College, passed away leaving a long legacy of improving the educational lives of many Hispanic youth. We are indeed richer because of their lives and will miss them and their involvement.



Dr. Flora Ida Ortiz, HBLI Campus Director at UCR

dilemmas of decentralized national structures and organizational efforts to centralize functions particularly within school systems. Some countries associate the decentralization of school systems with the democratization of their countries.

ARIZONA STATE UNIVERSITY

Sylvia Peregrino represented Arizona State University at the Twenty-Second Annual Graduate Student Seminar sponsored by the Association for the Study of Higher Education (ASHE) at the Omni San Antonio Hotel, in San Antonio, Texas, on November 17–21, 1999. This year’s seminar focused on state and national policy issues and was entitled “National Issues on Student Access with Success.”

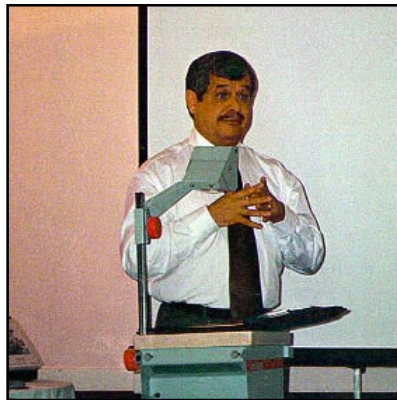
The Texas Association of Chicanos in Higher Education (TACHE) invited Dr. **Leonard Valverde** to give the opening presentation to its twenty-fifth annual meeting in San Antonio, Texas, on

November 17, 1999. Dr. Valverde was the chair of the Organizing Committee in 1974 at the founding of TACHE. Also presenting at the TACHE conference was **Jaime Chahin**, Coordinating Council member of HBLI.

Gloria Armendáriz put together a conference, the Bilingual Education Institute, which was held at ASU West on November 4. Nearly 300 participants, ranging from administrators to teachers and teaching assistants, attended. The theme was “Bilingual Education: an Ethical and Public Discourse.” The keynote speaker was Theresa Fay-Bustillos, head of legal affairs for MALDEF. She talked about the implications of California’s Proposition 227, which eliminated bilingual education in the state, and what the nation could be prepared for in the future.

UNIVERSITY OF TEXAS, PAN AMERICAN

HBLI fellows **M. Cristina Cavazos** and **Diana M. Ramirez** will be co-presenting at the National Association of Hispanic and Latino Studies during the February 2000 conference. Dr. **Veronica Lopez Estrada** and Dr. **Velma Menchaca** will led the discussion and the fellows will provide testimony of their mentoring experiences. Their pro-



Dr. Jaime Chahin, HBLI Coordinating Council member

posed paper is titled “Changing the Face of Educational Leadership: A Unique Method of Mentoring Hispanic Doctoral Programs.”

Alfredo Salinas, HBLI fellow at UTPA, has become involved in the issue of voter registration at the University of Texas, Pan American. He has made contact with the Cameron County District Attorney Juan Angel Guerra to begin a voter registration drive at the university. Rafael Borge, owner and editor of *El Americano* newspaper, is supporting the drive through volunteer work and newspaper coverage. The Valley Interfaith Organization, in conjunction with Rafael Borge and the HBLI Cohort, will be venturing into the communities to get people registered to vote.

Lisa Irby is currently working with the NetDay Project, which was recently adopted by the Mercedes I.S.D. The NetDay Project is a technology program aimed at integrating and incorporating more computers and technology throughout the district in grade levels 3–12. Lisa’s role in the three-year project will be to link the school district and the university.

The HBLI Doctoral cohort at UTPA, in conjunction with Dr. Veronica Lopez Estrada, has begun a self-study qualitative research project. Their study is focusing on the issues of a minority cohort in a minority institution with a minority professor. The current method of data collection is the tape-recording of class sessions, individual journaling, and focus group interview. Once data collection is complete, the cohort will begin transcription of data. Dr. Estrada and the class participants plan to publish together. The HBLI participants include M. Cristina Cavazos, Lisa Irby, Diana M. Ramirez, Alfredo Salinas, and Glendelia Zavala.



FALL 1999 HBLI CALENDAR

August

18 New Fellow Orientation UTPA

September

22 New Fellow Orientation UCR

28 Platica Speaker Dr. Raúl Cárdenas, MCCCCD ASU

October

7 Platica Speaker Rigoberta Menchu Tum in Tucson NMSU

15 Platica Speaker Dr. David Ballesteros ASU
San Diego State University

November

4-5 HBLI Internship Summit at New Mexico State University

12 Platica Speaker Dr. John Roueche ASU
University of Texas at Austin

18 Platica Speaker Charley Trujillo NMSU
Publisher of Chusma House Publications

26-27 Education Research Exchange at the NMSU
Universidad Autonoma de Ciudad Juarez (UACJ)

December

2-4 HBLI Annual Meeting in Santa Fe, NM

The HBLI *Adelante* Newsletter is published three times a year (fall, spring, summer) by the Hispanic Border Leadership Institute at Arizona State University. The editor and staff writer is Roy Rukkila. HBLI is a consortium of 7 IHEs: ASU, NMSU, Paradise Valley CC, Palo Alto College, SWTSU, UCR, and UTPA. It's six-year mission is to improve Hispanic education through leadership development, by shaping policy, and by influencing systematic change. Your comments and suggestions are welcome.

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