

(THE VOICE of the Plains)

"A BILINGUAL WEEKLY"



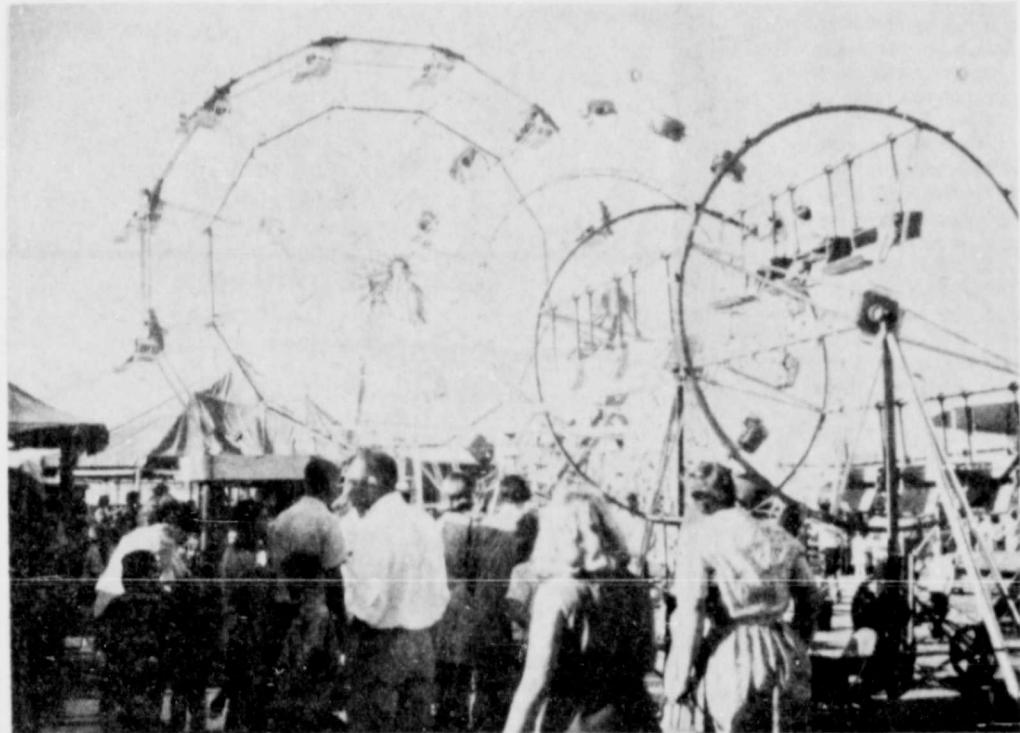
DE LOS LLANOS

VOLUME I NO. 18

VIERNES 27 de SEPTIEMBRE, 1968

LUBBOCK, TEXAS

Simbolo Viene a Lubbock Simbolo Comes to Lubbock



Once more the Fair is here. Viva la Feria!

PEQUEÑOS NEGOCIOS RECIVEN AYUDA

El Señor Jack Teddis, director regional del Small Business Administration, y seis de sus asistentes estuvieron en una junta de comerciantes pequeños y personas interesadas (40 por todos) y explicaron un programa nuevo de SBA.

Este programa, dijo el Sr. Klein, es con el propósito de ayudar al comerciante de las minorías y personas que desean establecer un negocio.

Dijo que no es necesario que el comerciante amanece nada sino que SBA garantiza el préstamo.

Si usted se interesa en hacer aplicación, pase a las oficinas de SBA en 204 Federal Office Bldg., 1616 calle 19.

NEW RADIO PROGRAM

"El profesor de la B grande" comenzará este Domingo a las 3:30 de la tarde en el teatro El Capitan. Este programa será a control remoto llevándose a todos sus hogares.

Animadas preguntas serán hechas por Willie Acosta, "el profesor" y el público tratará de contestarlas. Será muy divertido este programa ya que nunca se puede saber las últimas puntadas de este nuevo profesor.

Habrá premios al contado y otros para aquellos que contesten las preguntas. Además, será un programa educativo y divertido. No deje de ir el Domingo a las 3:30 P.M.

SMALL BUSINESSES MAY GET HELP

Jack Teddis, regional director of Small Business Administration, and six of his helpers were at a meeting Monday night at Posey Elementary School with about 40 interested small businessmen, where the new program of SBA was explained.

The program, said Mr. Klein, has for its purpose the helping of the small businessmen of minority groups who wish to establish or better their businesses. He stated that it was not necessary for the person to have collateral and that the SBA would guarantee the loan.

If you are interested in making an application, please come by the SBA offices at 204 Federal Office Bldg., 1616 19th St.

NUEVA PROGRAMA DE RADIO

"The Prof from the great B" will begin this Sunday at 3:30 p.m. at the Capital Theatre. This program will be a remote control thing and you will be able to hear it on the air KLFB.

Interesting questions will be asked by Willie Acosta, "the Prof," and the public will try to answer them. This promises to be extremely enjoyable since one never knows just what this prof will pull from his bag of tricks.

There will be prizes in cash and otherwise for those able to answer the questions. This program will be not only educational but fun.

LABOR MEETING

The presentation of a New Charter to the Labor's International Union, Local 897 will take place Thursday, Oct. 3 at the basement of St. Joseph's Catholic Church at 8 P.M.

JUNTA OBRERA La presentación de una nueva ca- rta constitucional a la Unión In- ternacional de Obreros, Local 897 será en la igle- sia de San José el Jueves Oct. 3

SIMBOL COMES TO LUBBOCK

Thursday afternoon Eliseo Urbina and his charming fiancee landed in Lubbock, bringing SIMBOL with them.

SIMBOL is a new spirit manifesting itself throughout the states with a Mexican-American population. It is designed to unite minds and efforts together in an attempt to educate and better the Mexican-American position.

A group of Lubbock Mexican-Americans met Eliseo, Teresa (his fiancee) and Manuel Sanchez, who is running for state treasurer on a Republican ticket.

SIMBOL does not endorse any party or political faction but recognizes any and all who are doing something for la raza. It strives to remain political yet involved in the betterment of the people.

A yearly plaque will be given by SIMBOL to a Mexican-American who has shown his interest for the Mexican Community in word and action. The recipient can be member of any political group or any existing organization. SIMBOL simply recognizes a good deed.

Eliseo Urbina, from San Antonio, created and started SIMBOL with the aid of many interested Mexican-Americans.

SIMBOL VIENE A LUBBOCK

El Jueves por la tarde Eliseo Urbina y su encantadora novia, llegaron a Lubbock trayendo SIMBOL con ellos. SIMBOL es un nuevo espíritu que se está manifestando por los estados con población Mexicano-Americana.

Su propósito es unir las mentes y esfuerzos en un intento de educar y mejorar las condiciones del Mexico-Americano.

Un grupo de Mexican-Americanos de Lubbock se juntaron con Eliseo, Teresa (su novia) y Manuel Sanchez, quien está corriendo para Tesorero del estado como candidato Republicano.

SIMBOL no endosa ningún partido político más reconocido a todos aquellos que hacen algo por la raza. Trata de mantenerse imparcial a la política pero si esta envuelto en el mejoramiento de la gente.

Una placa anual se dará por SIMBOL a un Mexican-American que haya mostrado interés en la comunidad Mexicana en palabra y en acción. El receptor puede ser miembro de cualquier grupo político u organización que exista. SIMBOL simplemente reconoce los buenos actos.

Eliseo Urbina, de San Antonio, creó y comenzó SIMBOL con la ayuda de muchos Mexican-Americanos interesados.



Teresa Wiltz and Eliseo Urbina at the Lubbock Municipal Airport. Eliseo is creator of SIMBOL.

Dee Dee, Go Away Party

A Going away party was held for Mrs. Dee Dee Cotton Tuesday, September 17, at 8 P.M. in the Posey School cafeteria. Leaving October 7th for Madison, Wisconsin, husband Captain John Cotton, is a flight examiner at Reese and is being transferred to spend the month of October in Madison, Dee Dee's hometown.

The party was given by the Posey Neighborhood Youth Council, which Dee Dee has sponsored since its formation in April of 1968.

Dee Dee is R.N. with a B.S. degree in nursing from the U. of Wisconsin. Has been employed as a Public Health Nurse at the City County Health Department for the past four years, in which she worked as a visiting nurse in the Guadalupe Barrio and in Southeast Lubbock. She has also been the coordinator of the Posey Neighborhood and Lubbock Health Demonstration programs since December 1966.

Has worked in the Posey Neighborhood with the rabies vaccination program, the Environmental program, Immunization pro-



GABINO AGUILAR no se dejó ganar la pelea y también se llevó la oreja del segundo de su lote, tras exhibir su valentía y correr la mano como lo muestra la foto.

Toros en los Estados

Tarde Colosal Otrecen Joselito Huerta, Carvajal y Jaime Bravo

TIJUANA, México, 10 — Guillermo Carvajal, Joselito Huerta y Jaime Bravo, repartieron gran cosecha de apéndices, ocho orejas, dos rabos y una pata, en colosal celebración hoy.

El coso registró magnífica entrada y los toros de Záratepe bravísimos, sobre todo el maestro de pecho y adornos. Estocada. Dos orejas y rabo. En el otro se quedó el sexto que se indultó.

Carvajal, que hoy se des-

pidió de los ruedos, en el primero ovacionado con el capote y la muleta. Estocada. Oreja. En el otro indulto regular matando. Pitos.

Joselito Huerta tuvo una actuación cumbre. En su primer indulto realizó un faenón de maestro con naturales, derechazos, de pecho y adornos. Estocada. Dos orejas y rabo. En el otro se quedó el sexto que se indultó.



Professor Willie Acosta de la "B" Grande KLFB.

A CERTIFIED NUT?

The following is excerpted from an article appearing in the July edition of True Magazine under the authorship of the nationally-famous writer, William Bradford Huie:

"George Wallace is the only man ever to run for President of the United States while drawing mental disability compensation. In the summer of 1945, while he was a 26-year-old Air Force sergeant, Wallace spent about four weeks in the Pacific when the war was nearly over. After his discharge he claimed disability compensation for nervousness, and was adjudged to be 10 percent mentally disabled. About 1956 VA doctors reexamined him and found that he still deserved the compensation."

(A certified mental case with his finger on the atomic-bomb trigger?)



EDITORIAL



Nephátil De León

POLITICA MEXICANA

Introducción de Macbeth de Shakespeare

I Acto: I Escena: Texas: Campo abierto de Guerra.

Rayos y truenos. Entran tres brujas Mexicanas. I. Bruja. ¿Cómo nos daremos otra mano; en paz, en guerra, o en vano?

2. Bruja. Como el borbote sea historia, como haya derrota y gloria.

3. Bruja. Será antes que por ultimo caiga el sol.

Todas. Bien es mal, y mal es bien. Ronda por aire sucio—y la neblina tambien.

Escena II Un campo en la frontera.

Alarma dentro. Entran partidarios de Wallace, partidarios de Nixon, partidarios de Humphrey, con atendientes enfrentandose a un pueblo que esta sangrando.

Editor de La Voz leyendo un manuscrito: ¿Cuál pueblo sangrante es este? Podrá dar un reporte, como es obvio en su caso, el más moderno estado de la ultima revuelta.

Pueblo: En duda estamos. Cual tres fatigados nadadores colgados uno al otro hogando su arte. Nuestros crueles malentendimientos multiplican nuestras villanías contra lo natural. Los partidarios Wallace quieren bañarse en las heridas apestosas, o comenzar otra Golgota... nosotros no diríamos, pero podríamos desmayar de nuestros golpes cotidianos. Nuestra horrenda herida pide ayuda. "Lo respaldamos," ellos dicen, "en señal de protesta de los tiempos."—O! Perniciosos Mexicanos, a pesar de sus buenas intenciones.

Se inchan los desconsolos. Muchos cual buenos y feroz guerrilleros luchan contra la captividad. Mas, Mexicanos compatriotas, prestadme sus oídos. Mis palabras no quieren desprobar aquellas de Nixon, pues Nixon es un hombre honrado. Pero ustedes no son leña, piedra, sino hombres; y siendo hombres si escucharán lo que dijeron Nixon se enrabiarían, se enloquecerían. A Cesar Chavez y su gente en California, quienes pidieron nuestra cooperación pidiendo que no usáramos uvas ni el producto de uvas para así ayudar la causa, Nixon dijo, "Usare uva y sus productos en cada oportunidad que yo tenga." Esta es una de las muchas infamias orquestadas por este hombre de honor. Que los Republicanos den puestos a algunos de nosotros pueda ser cierto; pero noten, nobles ciudadanos, la posición regalada y el carácter de los hombres puestos. Preguntemos por sus credenciales, pero más bien, el numero de actividades buenas que hayan hecho. Recuerden compatriotas, que sangramos.

¡O valientes primos! ¡Caballeros valerosos! Por largo tiempo se nos ha ignorado por los Lores Demócratas, que por tantos años ni siquiera se preocupan de nosotros; cierto. ¡Ay! Es cierto.

Más, aun cuando han tomado nuestro voto por supuesto, no han volteado las espaldas a nuestros problemas. El noble Preston Smith no es más que un pijo, cierto; pero Humphrey tendrá que recordar nuestro peligro y sangre. Sus ejecuciones y azafas son testigo de esto. Tal vez no guste sus estandartes y cara, pero es lo mejor de lo que hay para escoger. Así que hermanos nobles, hombres de armas, endorsemos nuestro candidato y hombre, el dudoso plan de Humphrey y aguantemos nuestros males lo mejor que puedamos.

Recuerden, nuestro candidato es Humphrey.

El correo en los Estados Unidos

Se originan 72.000.000 de piezas de correo anualmente en los Estados Unidos; eso equivale a la mitad del correo que se origina en el resto de todo el mundo combinado. ¿Cuánto de ese correo recibe usted? Si cuenta las revistas y la publicidad, además de las cartas personales, el total quizás sea más de lo que usted haya pensado.

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MEXICAN POLITICS

Introduction from Shakespeare's Macbeth

Act I. Scene I: Texas: No Man's Land.
Thunder and lightning. Enter three Mexican witches.

I. Witch. How shall we three meet again; in candor, fighting, or in vain?
2. Witch. As the hurlyburly's done, as the battle's lost and won.
3. Witch. That will be ere the final set of sun.
All. Fair is foul, and foul is fair. Hover through the fog and filthy air.

Scene II A camp near the border
Alarm within. Enter Wallace supporters, Nixon supporters, Humphrey supporters, with attendants meeting a bleeding town.

Editor of La Voz reading a script: What bloody town is this? It can report, as seemeth by its plight, of the revolt the new state.

Town: Doubtful we stand. As three spent swimmers that do cling together and choke our art. Our merciless misunderstandings multiply our villainies 'gainst nature. Wallace supporters mean to bathe in reeking wounds, or memorize another Golgotha... we cannot tell, but we may faint from our everyday wounds; our gashes cry for help. "We vote for him," they say, "as sign of protest of our times."—Oh! most pernicious Mexicans, however well-intended!

Discomfort swells. Many like good and hearty soldiers fight 'gainst our captivity. Hail brave friends! But Mexicans and countrymen lend me your ears. I speak not to disprove what Nixon speaks, for Nixon is an honorable man. Yet, you are not wood, you are not stones, but men; and being men hearing the words of Nixon will inflame you, make you mad. To Cesar Chavez and the California workers who have asked that we not buy grapes and their product to aid them in their cause, Nixon did say, "I will use grapes and their products every chance I get." This is but one of many infamies bestowed by this most honorable man.

That the Republicans may give some of our men some stout positions may be true; but note, oh noble friends, the type of office given, and the character of men there placed. Let's question their credentials then, but more than that, their number of benevolent activities. Remember friends, we bleed.

Oh valiant cousins! Worthy gentlemen! We're overlooked too long by Democratic lords, who've taken us for granted all these years; 'tis true, 'tis true. Alas!

But, whereas they've ignored our vote, they have not altogether turned their backs upon our needs. The noble Preston Smith is but a Fink, 'tis true; but Humphrey will remember our peril and our blood. His past achievements and his deeds are perfect witness to this fact. We may not like his banner and his mask, but he's the best of what we have to choose. So noble cousins, men of arms, let us endorse our candidate and man, the dubious Humphrey plan and bear our ills as best we may!

Remember, Humphrey is our man.

PARA MANTENER LA PAZ

Algunas veces nos empeñamos en hacer una montaña de un granito de arena. Perdemos el sentido de las proporciones, tan importante en toda relación humana, y nos dejamos llevar por explosiones de mal carácter, que no componen nada y que siempre nos pesan. He aquí algo que puede ocurrirle a cualquier matrimonio joven. El llega de su oficina, agotado y tenso después de un día especialmente laborioso. Ella, por su parte, tampoco ha tenido una tarea fácil en casa. Ha sido uno de esos días en que todo ha salido mal y han abundado las contrariedades. El se queja de que, temprano en la mañana, no encontró la camisa que quería ponerse. Buscó otra, y le faltaba un botón. Ninguna persona emocionalmente adulta debería permitir que semejantes incidentes condujeran a una pelea conjugual de series proporcionales. Sin embargo, los nervios, el cansancio y la impaciencia parecen empeñarse en vencernos a veces, haciéndonos perder el control. Si ella, víctima también de un día agotador, responde de mal modo a los comentarios del esposo, la brusca, áspera y desagradable discusión subsiguiente es prácticamente inevitable. *Saldo* (negativo, por supuesto): hostilidad, resentimiento, reprimiciones mutuas, amarguras y espinas innecesarias, *utiles*, en las relaciones conjugales.

Motivos de discordia o de desacuerdo, ya lo hemos dicho muchas veces en esta misma sección, siempre los habrá. Es ingenuo pretender que no existan dondequiera convivan dos personas, por mucho que se quieran, pero ni usted ni él pueden actuar como chiquillos irreflexivos.

Cuando mantener la calma se haga muy difícil, el pensamiento de los hijos, del daño que les hacemos diciendo en su presencia, debe actuar como freno eficaz.



Bill Cadzow, "el Gordito"
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Srta. maestra Nora Cantu en
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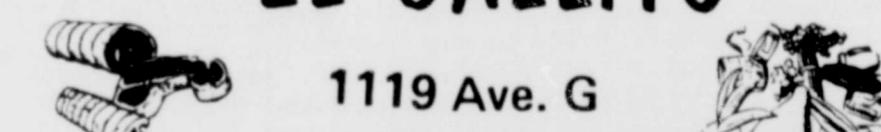
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de 7:30-5:30 P.M., Lunes a Viernes

RINCON LITERARIO

I don't want to dream
I don't.
Drowning in sweat I wake up:
A strange hand was grasping mine...
Hmpf! 'Twas my other hand!

The faraway shores
were snowbound;
And Chinese Arabs were hunting camels
And the frigid cold wind was biting
... the flesh of the cold nude muses.

One elephant danced away
the hep dance with golden girls,
shaking his tail and his vast ears
shouting Yeah! Yeah!
and then A Go Go.

And Christ crawled down from that black cross
addressing the townfolk
in his sweet words
which nobody understood
because he spoke Aramaen.

I ran toward China
with many a pygmy
all born in Biafra and raised in Limbo,
And Nixon and Wallace and Humphrey
were hippies and flower children.

We finally reached the United States
where we were kicked for being too dark
but once I spoke English,
they took me for French
and made me
their
King.

And Wallace's mother-in-law
wanted all my tacos
So quickly I ran
to Saint Joseph's Church:
I commended myself
to the Holy virgin and Holy Cow
And then I escaped in a river's swift current.

In a bucket with water I floated,
above me the winted swines flew
(all fat politicians)
yelling Oink! Oink!
and playing with yo-yos.

And then they proceeded to bathe me—
(they were diarrhetic)
and spitting right over my face
they jubilantly departed.

And then a policeman
unholstered a gun,
and killed an old lady
for snooting about;
just then I was chewing my gum
and blew a large bubble
that laughed a mad laughter
exquisite! and bawdy!
saying that all was a dream—
my life,
and my mind,
and my...
SPLOCK!
crashing upon my face
I awakened... *S. J. H. M.*

No quiero soñar
no quiero.
Ahogado en sudor despierto:
una mano agarra la mía...
... ¡Jmpf! ¡Fué mi otra mano!

Las playas remotas
estaban nevadas;
y Arabes chinos cazaban camellos,
y el frigido viento roía aquellas carnes
... de musas desnudas y frías.

Un elefante bailaba
el baile moderno con chicas doradas,
meneaba su cola y sus vastas orejas
gritando ¡yea! ¡yea!
y luego A Go Go.

Y cristo bajaba de aquella cruz negra
hablando al pueblo
con dulces palabras
que nadie entendía
por ser Calíope.

Corrí hacia la China
con muchos pigmeos
nacidos en Biafra y criados en Limbo,
Y Nixon y Wallace y Humphrey
eran "hipis" y "flower children."

Llegamos al Norte de Estados Unidos
y fuimos pateados por ser algo obscuro,
pero al hablarles Inglés
me creyeron Francés
y me hicieron
su
rey.

La Suegra de Wallace quería mis taquitos
Y yo que le corro
a la Iglesia Saint Joseph's:
Me encendón con el Santo
Francisco y Cachucha
y luego escapé en la comiente de un río.

Floté en una tina con agua caliente:
Cochinos con alas volaban encina
(políticos gordos)
gritando ¡Oink! ¡Oink!
jugando con yo-yos.

Después me bañaron
con mucha diarrea
y escapiendo mi cara
feliz se alejaron.

Y luego un gendarme
sacó una pistola,
mató una vieja por andar de boba
y en eso mascaba mi chicle
y soplé un vasto globo
que loco reía a carcajadas
¡hermosas! ¡groseras!
diciendo que todo era una sueño—
mi vida,
mi mente,
mi...
;SPLOCK!
estallando en mi cara
alli desperté... *S. J. H. M.*

WHY BILINGUAL EDUCATION?

The question is being asked these days what bilingual education is and why we should make the maximum effort to have it established in the schools attended by a majority of Mexican-American students.

To begin with bilingual education is an educational system in which two languages are used in the instruction, one of them the native language of the child and the other English, which is the language of the country and of commerce and of higher education.

The advantage of this system of education for the Mexican-American child is more evident on the level of primary education, because frequently the small pupils have no English or very little when they first enter school. Starting their lessons in English runs into the double difficulty that the child has to learn both the language in which he is being taught and the subject material that he should be learning through that language at the same time. Frequently the difficulty is overcome but tardily and the child falls behind in his studies in relation to his fellow students who are English-speaking.

Generally the Mexican American child begins to fall behind in our present school system in the task of learning to read. Ordinarily the child learns to read, once he has been introduced to the alphabet, by being shown simultaneously the picture of a thing familiar to him, a cat, for example, and on the same page the written word for cat.

Now, the child does not understand at once the phonetic value of the written word. Instead he takes it as a cipher that refers him directly to the thing. Thus for the child the letters G-A-T-O are just a few marks on the paper which are supposed to make him think of the domesticated feline. He does not know that these marks signify sound which he has to make with his mouth. This is how it happens, and I have made the experiment at home with my own children, that the child can say "mirar" as well as "ver" for the group of letters "V-E-R." Our six year old student is running through the same steps that the primitive peoples went through in inventing writing; first they take writing as a picture or cipher, albeit poorly made, of the thing. It is only later that they learn to signify vocal sounds with what are properly the letters of an alphabet.

The difficulty of coming to the idea that the letters of the alphabet are signs of words is aggravated when the fact that the letters are signs of words in a language unknown to the child enters into play. Now the child has to figure out that the letters C-A-T signify the same domesticated feline which he has at home, but now it is pronounced "cat" and not "gato." What the child should be learning is the phonetic value of the written letters and the idea that the letters signify sounds and not directly things. This teaching supposes that the child already knows the oral form of the word which he should be learning. When he does not know it, his learning to read can only be made difficult if

not impossible.

At the present writing, the outcome is still uncertain. The students insist they will remain on strike until their demands are met. They declare that they are willing to discuss the matter with the government on the condition that this discussion be public, and have television coverage. Among the places suggested are the Zocalo, the National Auditorium, and the Aztec Stadium. One thing is certain, whatever the outcome, repression, revolution, or a peaceful solution, things will never be the same again in Mexico. The students have taught the people that public protest, even at the risk of repression, is worthwhile.

PORQUE LA EDUCACION BILINGUE?

En estos días se viene preguntando qué cosa es la educación bilingüe y porqué debemos de hacer el máximo esfuerzo para que se imponga en las escuelas frecuentadas mayormente por niños mexicanos.

En principio la educación bilingüe es un sistema educativo en que dos idiomas son empleados para la instrucción, uno de ellos siendo el lenguaje nativo del niño y el otro el inglés, que es el lenguaje del país y del comercio y de la educación superior.

La ventaja de este sistema de educación para el mexicano es más evidente en el nivel de la educación primaria, pues a menudo los pequeños educandos dominan mal o nulamente el inglés al ingresar la escuela. El iniciar sus lecciones en este lenguaje topa con la doble dificultad de que el niño tiene que aprender al mismo tiempo el lenguaje en que se le enseña y la materia que se le debe de estar enseñando por medio de este lenguaje. A menudo la dificultad tarde en superarse y el niño queda atrasado en sus estudios con respecto a sus condiscípulos de habla inglesa.

El retraso escolar de los niños de habla española en nuestro presente sistema principia en la faena de aprender a leer. Ordinariamente el niño se enseña a leer, ya que haya sido introducido al alfabeto, mostrándole simultáneamente el dibujo de una cosa con la cual es familiar—un gato, por ejemplo—y en la misma página la palabra escrita.

Ahora bien, el niño no capta luego el valor fonético de la palabra escrita, sino la toma como una cifra que directamente le refiere a la cosa. Así que para el niño las letras G-A-T-O son unas tantas rayas que deben hacerlo pensar en el felino doméstico. No sabe que ellas significan sonidos que debe pronunciar con su boca. Así acontece—y ha hecho el experimento en casa con los míos—que el niño puede decir tanto "mirar" como "ver" para el conjunto de letras V-E-R. Nuestro educando de seis años no hace más que recorrer los mismo pasos que transitaron los pueblos primitivos, como el egipcio y el azteca, al inventar por vez primera la escritura—primero toman la escritura como un dibujo o cifra, aunque mal hecha, de la cosa. Solo después aprenden a significar los sonidos vocales con letras de que es propiamente un alfabeto.

La dificultad de llegar a la idea de que las letras del alfabeto son signos de palabras se agrava cuando entra en juego el hecho de que significan palabras de la lengua que desconoce el niño. Ahora tiene que figurarse el niño que las letras C-A-T significan el mismo felino doméstico que tiene en casa, pero ahora se dice "cat" y no "gato." Lo que English in lessons especially adapted to his small mind.

The news that our educational associations are pushing bilingual education is encouraging indeed. Let us hope that soon it will be established here in Lubbock to reduce the growing number of school failures among the Spanish-speaking.



Maria Cruz, hermosa chica mexicana en la Feria. Maria es de Abernathy, Texas.



La Sra. J. de la Cordera, Sra. de la Cordera, Sra. de la Cordera, Maria Leiva, y la Sra. Leiva en la feria.

Bishops Allow Use Of 'Pill'

Catholics do not have to confess the use of the pill, an extraordinary Austrian Bishops' conference decided Monday.

In a carefully worded statement, the Austrian bishops under the leadership of Cardinal Franz Koenig of Vienna said:

"In his encyclical, the Holy Father did not define usage of the pill as a mortal sin. Therefore, whoever acts against the spirit of the encyclical is not necessarily parted from the love of God and may accept holy communion without confession."

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debe de estar aprendiendo el valor fonético de las letras escritas y la idea de que las letras significan sonidos y no directamente las cosas. Esta enseñanza supone que el niño ya sabe la forma oral de la palabra que debe de estar aprendiendo. Cuando no la sabe, únicamente puede hacérsele difícil si no es imposible la enseñanza de la lectura.

El remedio sensato y eficaz de este defecto que actualmente existe en nuestro sistema escolar con respecto a su trato con los niños de habla española, de que hay tantos, es de hacer las primeras lecciones del niño mexicano en el castellano. Puede aprender a leer, hacer sus problemas de aritmética y demás tarea en el castellano mientras aprende el inglés en lecciones especialmente adaptadas a su pequeña mente.

Es, pues, alentadora la noticia de que las asociaciones educativas están promoviendo la educación bilingüe. Es de esperar que pronto se impone aquí en Lubbock para reducir el creciente número de fracasos escolares entre las personas de habla española.

I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve.

Albert Schweitzer



REPUBLICAN

Mexican Student Revolt

TANIA
Brief synopsis of previous events:
23rd of June: Fight in high school, GRANADEROS (riot police) called in, beat up students and teachers, leave one dead.
26th of June: Two demonstrations, one of the CNED, communist student organization, to celebrate the Cuban Revolution, and another of students of the Polytechnical Institute, to protest police brutality of the 23rd of June.
The members of the second demonstration decide to hold a rally in the Zocalo, are met and attacked by police and GRANADEROS. Return, join forces with students of the first demonstration, and fight police and granaderos for several hours. Students beaten, jailed, killed, etc.

29th of June: Large demonstration of students from the University and the Polytechnical Institute to end in rally at the Zocalo protecting police brutality of the 26th of June. Once

again met and attacked by police and GRANADEROS. Great battle. Students set up barricades and, with some help from bystanders, resist police and GRANADEROS for 6 hours. Army called in. Soldiers armed with bayonets, bazookas, etc. Mass arrests. Unknown number of dead. Tanks and troops surround the University, the Polytechnical Institute, the Palacio Nacional, and are seen in different parts of the city. From the 29th of June on: Skirmishes in several parts of the city. Bodies incinerated to prevent proof of death. Witnesses watched, jailed or kidnapped. Threats and police vigilance of bereaved families. Government controlled press campaign minimizing number of wounded and jailed, and denying deaths. University and Polytechnical students go on strike. Many schools and colleges join them. 200,000 students go on strike in Mexico City alone. High School and University teachers, University workers and several state universities

join the strike. Rebellion against police brutality turns into revolt against corruption, exploitation, injustice and general dishonesty of the government. The students declare they are not fighting for themselves but for the people, and call for the people's support. On the 30th of August, the Rector of the University heads a march of 50,000 students in order to show that the students are orderly and did not cause the trouble on the 26th and 29th. Posters and banners carried on this march had slogans like "Freedom for political prisoners." The Rector, however, in his declarations to the press, made no mention of the dead students, killed, and a curfew.

Not only the students in Mexico City are on strike. There are eight state universities on strike, including those of Oaxaca, Puebla, Veracruz, and Durango. In Tabasco there was a bloody repression of a student demonstration which ended in the burning of the PRI (official party) building, students killed, and a curfew.

Many groups not directly involved have actively supported the strike. Among them, a group of writers and artists including such well known names as Juan Rulfo, Juan José Arreola, José Luis Cuevas and Manuel Filgueira. Groups of electrical workers, railroad workers, bakery workers, and telephone company workers support the strike. There is also a letter from guerrilla leader Genaro Vázquez, expressing solidarity with the movement.

At the present writing, the outcome is still uncertain. The students insist they will remain on strike until their demands are met. They declare that they are willing to discuss the matter with the government on the condition that this discussion be public, and have television coverage. Among the places suggested are the Zocalo, the National Auditorium, and the Aztec Stadium. One thing is certain, whatever the outcome, repression, revolution, or a peaceful solution, things will never be the same again in Mexico. The students have taught the people that public protest, even at the risk of repression, is worthwhile.

James Donaldson

Jaime Donaldson



ELECT
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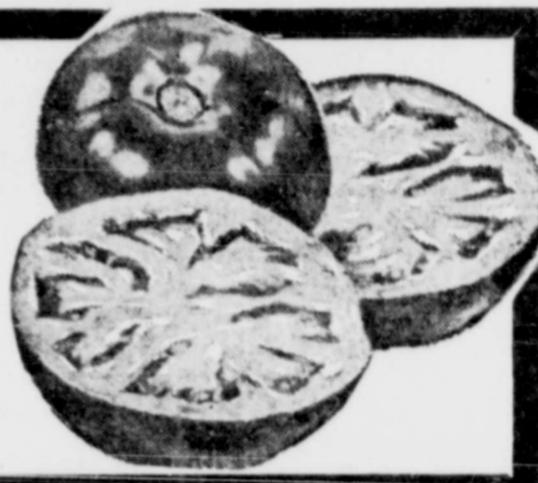
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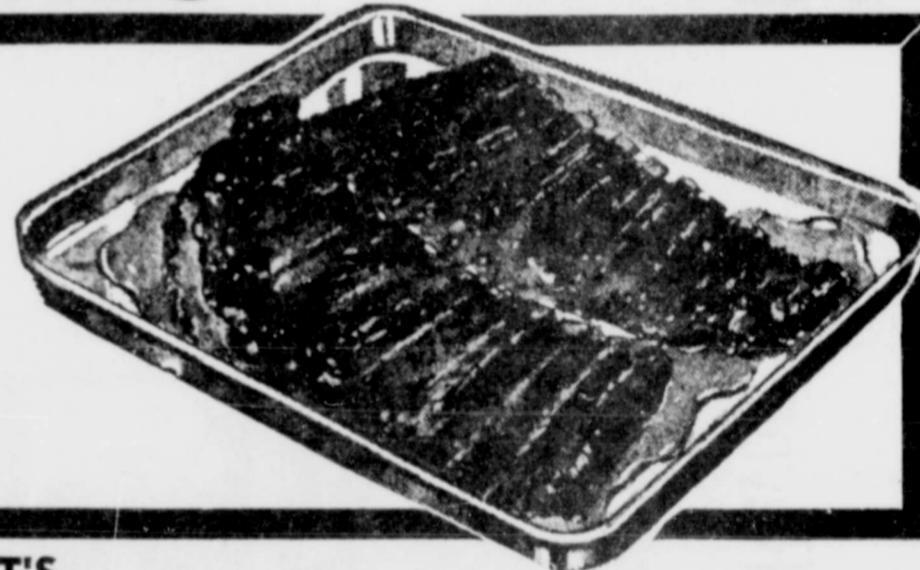
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