

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the George Bush Presidential
Library Staff.**

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13723
Folder ID Number: 13723-011

Folder Title:
National Council of La Raza 7/18/90 [OA 8314]

Stack:	Row:	Section:	Shelf:	Position:
G	26	20	6	4


NATIONAL COUNCIL OF LA RAZA / OMNI HOTEL
WEDNESDAY, JULY 18 / 1990, 1:15 P.M.

THANK YOU. THANK YOU ALL. I'M PROUD TO BE SHARING
THE STAGE WITH TWO MEMBERS OF MY CABINET TODAY:
SECRETARY OF HHS LOUIS SULLIVAN AND SECRETARY OF
EDUCATION LAURO CAVAZOS, WHO ARE DOING SUCH A
MAGNIFICENT JOB FOR THE AMERICAN PEOPLE. AND I ALSO
WANT TO PAY MY RESPECTS TO SENATOR ORRIN HATCH AND
CONGRESSMAN ESTEBAN TORRES.

- 2 -

I'M GRATEFUL FOR THIS OPPORTUNITY TO GREET THE
NATIONAL COUNCIL OF LA RAZA, AND PLEASED TO SEE SO MANY
DISTINGUISHED LEADERS FROM AMERICA'S HISPANIC SERVICE,
EDUCATION AND BUSINESS COMMUNITIES, GATHERED HERE IN
OUR NATION'S CAPITAL.

(AND I WANT TO THANK THE PERSON WHOSE BRILLIANCE,
FORESIGHT AND TENACITY MADE THIS JULY GATHERING IN
WASHINGTON POSSIBLE. \\ THE MAN WHO INVENTED AIR
CONDITIONING!) \\\

- 3 -

(IT WAS SURE HOT IN HOUSTON LAST WEEK. BUT WE SHOULD HAVE KNOWN IT WAS COMING. THE WEATHERMAN WE CONSULTED WAS THE SAME GUY WHO SET UP THE SUMMIT IN MALTA!) \\\

TODAY, WE ARE VERY PLEASED AND HONORED TO WELCOME YOU TO WASHINGTON AND TO HAVE THIS OPPORTUNITY TO TELL YOU JUST HOW IMPORTANT WE BELIEVE YOUR EFFORTS ARE.

I MENTIONED LAURO CAVAZOS, AND I ALSO WANT TO SALUTE MANUEL LUJAN, OUR SECRETARY OF THE INTERIOR.



- 4 -

AS OUTSTANDING CABINET SECRETARIES, THEY REPRESENT NOT ONLY THE NEW ENERGY AND LEADERSHIP HISPANIC-AMERICANS ARE BRINGING TO THIS GREAT COUNTRY -- BUT ALSO TWO OF OUR ADMINISTRATION'S MOST IMPORTANT PRIORITIES: THE PROTECTION AND USE OF OUR NATURAL RESOURCES, AND EXCELLENCE IN EDUCATION. \\\

INDEED, OUR ADMINISTRATION HAS MADE EDUCATIONAL ASSISTANCE FOR HISPANIC-AMERICANS ONE OF THE TOP PRIORITIES OF OUR CAMPAIGN TO REVIVE EDUCATIONAL EXCELLENCE.

**WE WILL SEEK -- WE WILL DEMAND -- EDUCATIONAL EXCELLENCE FOR AMERICA. THAT MEANS REFORMS LIKE GIVING PARENTS A CHOICE IN THEIR CHILDREN'S EDUCATION AND THAT MEANS EDUCATIONAL EXCELLENCE FOR ALL AMERICANS. **

I KNOW LAURO SPOKE TO YOU YESTERDAY, BUT I'D LIKE TO TOUCH ON JUST A FEW OF OUR MOST IMPORTANT NEW EFFORTS. LAST DECEMBER, WE LAUNCHED A NEW EFFORT, SPECIALLY DESIGNED TO ASSIST HISPANIC-AMERICANS, AND DEVELOPED IN PART WITH THE ASSISTANCE AND ADVICE WE RECEIVED FROM MANY OF YOU HERE TODAY.

I DIRECTED THE SECRETARY OF EDUCATION TO FORM AN HISPANIC EDUCATION TASK FORCE, AIMED AT IDENTIFYING NOT ONLY EDUCATIONAL OBSTACLES -- BUT ALSO EDUCATIONAL OPPORTUNITIES.

LAURO HAS TOLD ME THAT THE WORK OF THE TASK FORCE IS WELL UNDERWAY, SEEKING NEW WAYS TO IMPROVE FEDERAL EDUCATION PROGRAMS THAT SERVE HISPANIC-AMERICANS -- AND SEEKING WAYS TO MAKE THEM BETTER. WE NEED TO FOCUS ON FINDING SOLUTIONS.

AND YOU WHO ARE PART OF THE PROUD LA RAZA TRADITION, HAVE ALSO BEEN ONE OF THOSE SOLUTIONS. EFFORTS LIKE PROJECT SECOND CHANCE, THE FAMILY READING PROGRAM, AND PROJECT EXCEL -- DESIGNED TO HELP HISPANIC COMMUNITY ORGANIZATIONS BECOME EFFECTIVE PARTNERS WITH SCHOOLS -- ARE ALREADY MAKING A DIFFERENCE FOR THOUSANDS OF YOUNG AMERICANS. \\\

(OUR TIME TODAY IS SHORT -- IF I'M NOT OUT OF THE HOTEL BY TWO O'CLOCK, THEY CHARGE ME FOR ANOTHER DAY.) \\\

BUT LET ME ALSO ADDRESS ONE OF THE MOST IMPORTANT PRIORITIES OF MY ADMINISTRATION: HELPING TO BUILD A BETTER AMERICA WHERE THE DOORS OF OPPORTUNITY ARE OPEN TO EVERY CITIZEN AND EVERY CHILD.

- 9 -

I HOPE YOU KNOW WHERE I HAVE ALWAYS STOOD ON CIVIL RIGHTS. THE CIVIL RIGHTS COMMISSION HAS BEEN REAUTHORIZED. THE HATE CRIMES STATISTICS ACT IS NOW THE LAW. AND I WILL SIGN THE AMERICANS WITH DISABILITIES ACT INTO LAW NEXT WEEK.

AND FOR THE PAST SEVERAL MONTHS, WE HAVE BEEN WORKING HARD TO MAKE ANOTHER CIVIL RIGHTS LAW A REALITY.

- 10 -

I MET WITH MANY OF YOU AT THE WHITE HOUSE IN MAY -- LEADERS LIKE MARIO MORENO OF MALDEF ((MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATION FUND)), JESS QUINTERO OF LULAC ((LEAGUE OF UNITED LATIN AMERICAN CITIZENS)), AND YOUR OWN RAUL YZAGUIRRE [EE-ZA-GEAR-RAY]. BUT I TOLD RAUL THAT I WANTED TO SIGN THE "CIVIL RIGHTS BILL OF 1990" -- NOT THE "QUOTA BILL OF 1990."

- 11 -

MORRIS ABRAM, WHO MANY OF YOU KNOW AS A CHAMPION OF CIVIL RIGHTS, RECENTLY WROTE ME ABOUT THIS BILL, URGING ME TO OPPOSE THE BILL AS IT IS CURRENTLY WRITTEN. HE TOLD ME, "ALL MY LIFE, EVEN IN THE DARKEST DAYS OF SEGREGATION IN GEORGIA I FOUGHT AGAINST THE PRINCIPLE OF COLOR PREFERENCE, THEN KNOWN AS WHITE SUPREMACY." THIS BILL, HE POINTED OUT, WOULD "ACHIEVE PRECISELY WHAT THE 1964 CIVIL RIGHTS ACT STOOD FOUR-SQUARE AGAINST."



- 12 -

HE RECALLED FREDERICK DOUGLASS' FAMOUS STATEMENT OF 1871: "EQUALITY OF NUMBERS HAS NOTHING TO DO WITH EQUALITY OF ATTAINMENT." WE ALL KNOW QUOTAS AREN'T RIGHT. THEY'RE NOT FAIR. THEY DIVIDE SOCIETY INSTEAD OF BRINGING PEOPLE TOGETHER.

I DID GIVE RAUL A COMMITMENT BACK IN MAY. I WANT TO SIGN A NEW CIVIL RIGHTS BILL. \\ I DID THEN. \\ AND I DO NOW. \\ YESTERDAY'S ANNOUNCEMENT MARKED ONLY THE END OF A CHAPTER -- NOT THE END OF A CAMPAIGN.

- 13 -

WE RENEW THE FIGHT FOR A CIVIL RIGHTS BILL TODAY. I
NEED YOUR HELP -- TO MAKE THE CHANGES NEEDED TO ENSURE
A BILL THAT DOES NOT RESULT IN QUOTAS \\ -- CHANGES
NEEDED TO ENSURE A BILL THAT WILL PROTECT THE RIGHTS OF
ALL AMERICANS, AND INJURE THE RIGHTS OF NONE.

FROM THE TIME IT WAS FIRST LAUNCHED IN 1968, THE
NATIONAL COUNCIL OF LA RAZA HAS PLAYED A UNIQUE ROLE IN
WORKING TO IMPROVE OPPORTUNITIES FOR AMERICANS OF
HISPANIC DESCENT.



- 14 -

THE SUCCESS OF YOUR EFFORTS IS EVIDENT IN THE MANY
SUCCESS STORIES REPRESENTED THROUGHOUT THIS ROOM. AND
SO I'M HERE TO SALUTE YOU FOR THE IMPORTANT WORK YOU
DO. BY WORKING TODAY FOR HISPANIC-AMERICANS -- YOU'RE
BUILDING A BETTER TOMORROW FOR ALL AMERICANS. ///

THANK YOU. AND GOD BLESS THE UNITED STATES OF
AMERICA.

#

THE WHITE HOUSE
WASHINGTON

SCHEDULE OF THE PRESIDENT
FOR
WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990

EVENTS:

Drop By National Council of La Raza Luncheon

DRESS:

Men - Business Suit
Women - Day Dress

CONTACT:

Office of Presidential Advance
John G. Keller, Jr. - 202/456-7565

Trip Coordinator
Peggy Hazelrigg - 202/456-7565

ADVANCE:

John Gibbons - LEAD
Mike Busch - PRESS
Don Gambatesa - USSS
Bruce Caughman - MIL. AIDE
Bill Lord - WHCA

WEATHER:

Partly cloudy/mid 90's

SCHEDULE OF THE PRESIDENT

FOR

WASHINGTON, D.C.

WEDNESDAY, JULY 18, 1990

1:00 pm

THE PRESIDENT departs White House en route the
Omni Shoreham Hotel.

MOTORCADE ASSIGNMENTS:

Lead

Spare

T. McBride
Doctor

LIMO

THE PRESIDENT
Sec. Cavazos

Follow Up

Control

A. Card
Mil. Aide

Support

M. Fitzwater
J. Parmer
Official Photographer
Medic

WHCA

Staff Van

All Remaining Staff

Press Van I

J. Allison

Press Van II

(Drive Time: 10 Minutes)

1:10 pm THE PRESIDENT arrives Omni Shoreham Hotel and, accompanied by The Honorable Lauro Cavazos, Secretary of Education, proceeds to Regency Ballroom Off-Stage Announcement Area.

Met by:

Mr. Norman MacLeod
Vice President and Managing Director
Omni Shoreham Hotel

1:13 pm THE PRESIDENT, accompanied by Secretary Cavazos, arrives Regency Ballroom Off-Stage Announcement Area and holds briefly.

Met by:

Mr. Tony Salazar
Chairman
National Council of La Raza

Mr. Raul Yzaguirre
President and Chief Executive Officer
National Council of La Raza

Ms. Rita DiMartino
Executive Committee
National Council of La Raza

Ms. Patricia Asip
Executive Committee
National Council of La Raza

EVENT: DROP BY NATIONAL COUNCIL OF LA RAZA LUNCHEON

OPEN PRESS

OFF-STAGE ANNOUNCEMENT

BRIEF REMARKS

1:15 pm THE PRESIDENT, accompanied by Secretary Cavazos, is announced onto Stage and proceeds to Podium.

1:17 pm THE PRESIDENT makes Brief Remarks.

1:22 pm THE PRESIDENT concludes Brief Remarks, departs Ballroom and proceeds to Motorcade.

1:25 pm THE PRESIDENT boards Motorcade and departs Omni Shoreham Hotel en route White House.

MOTORCADE ASSIGNMENTS:

Same as on Arrival, except:

LIMO

THE PRESIDENT

(Drive Time: 10 Minutes)

1:35 pm THE PRESIDENT arrives White House.

1:15

WEDNESDAY LUNCHEON JULY 18, 1990

FROM MY LEFT

1. The President of Inter America Research Associates, from McLean, VA, MR. JUAN GUTIERREZ.
2. The Former Treasurer of the United States MS. CATHERINE ORTEGA.
3. Executive Director of Campesinos Unidos, Inc. and member of the board of directors from Brawley, CA MR. ADALBERTO RAMIREZ.
4. The Executive Director of Idaho Migrant Council an NCLR affiliate from Caldwell, Idaho, MR. HUMBERTO FUENTES.
5. The Special Assistant to the President, Office of Presidential Personnel, from Washington, D.C., MR. JOSE MARTINEZ.
6. Secretary of the U.S. Department of Health and Human Services, THE HONORABLE LOUIS SULLIVAN.
7. The Executive Director of the Association for the Advancement of Mexican Americans, an NCLR affiliate from Houston, Texas, site of next years conference, MR. RICHARD FARIAS.
8. The Director of the Office of Civil Rights of the Department of Education, MR. EDWARD MERCADO
9. The Director of Hispanic Marketing of the Miller Brewing Company, a Golden Circle Sponsor of the Conference, from Milwaukee, Wisconsin, MR. JOSE RUANO
10. The Associate Director of the Office of Public Liaison at the White House, MS. SHERRIE SANCHEZ
11. The Director of Hispanic Marketing for the Phillip Morris Companies, a Golden Circle Sponsor of this years conference and one of our hosts today, from New York City, MR. FRANK GOMEZ.
12. The Chairman of the NCLR Board of Directors and a partner in the firm of McCormack, Baron & Associates, from St. Louis, Missouri, MR. TONY SALAZAR

PODIUM

1. MISTRESS OF CEREMONIES, RITA DIMARTINO
2. The President and Chief Executive Officer of the National Council of La Raza, MR. RAUL YZAGUIRRE.
3. The Senator of the great state of Utah, and Chairman of the United States Republican Task Force on Hispanics Affairs, the HONORABLE ORRIN G. HATCH.
4. U.S. Congressman from Los Angeles, California, the HONORABLE ESTEBAN TORRES.
5. Secretary of Education, DR. LAURO CAVAZOS
6. The Executive Director of the Hispanic Women's Council, an NCLR affiliate from Los Angeles, California, MS. LOURDES SAAB.
7. The Manager of Special Segment Marketing, and a member of the Executive Committee of the NCLR Board of Directors, from Dallas, Texas, MS. PATRICIA ASIP.
8. The Executive Director of the Trinity Coalition, an NCLR Affiliate from El Paso, Texas, MS. PATRICIA ROYBAL SUTTON.
9. Former White House Special Assistant to the President and now Senior Staff Representative at the Coca-Cola Company, a Platinum Sponsor of this years conference, from Atlanta, Georgia, MR. RUDY BECERRA.
10. Texas State Senator and a member of the board of NCLR from Corpus Christi, Texas THE HONORABLE CARLOS TRUAN.
11. The Executive Director of the Commission for Hispanic Affairs for the State of Michigan, Ms. Marylou Olivares Mason.
12. Representing the ARCO Corporation MR. ALBERT C. ZAPANTA.

Arnoldo

Resendez

234-0700

Rm. 374 or book

HEADTABLE LIST

(not final)

WEDNESDAY LUNCHEON

- * Secretary of the U.S. Department of Education THE HONORABLE LAURO CAVASOS.
- * Secretary of the U.S. Department of Health and Human Services, THE HONORABLE LOUIS SULLIVAN.
- * The President of Inter America Research Associates, from McLean, VA, MR. JUAN GUTIERREZ.
- * The Director of Hispanic Marketing for the Phillip Morris Companies, a Golden Circle Sponsor of this years conference and one of our hosts today, from New York City, MR. FRANK GOMEZ.
- * JOSE RUANO from Miller Brewing Company
- * Special Assistant to the President, *OFFICE OF PRESIDENTIAL PERSONNEL* ~~of the United States for Hispanic Affairs~~ MR. JOSE MARTINEZ
- * SHERRIE SANCHEZ, *ASSOCIATE DIRECTOR OFFICE OF PUBLIC LIAISON*
- * The Former Treasurer of the United States MS. CATHERINE ORTEGA.
- * ALBERT C. ZAPANTA
- * Executive Director of Campesinos Unidos, Inc. and member of the board of directors from Brawley, CA MR. ADALBERTO RAMIREZ.
- * EDUARDO MERCADO Department of Education
- * The Executive Director of the Commission for Hispanic Affairs for the State of Michigan, Ms. Marylou Olivares Mason.
- * The Executive Director of The Trinity Coalition an NCLR affiliate from El Paso Texas, Ms. Patricia Roybal Sutton.
- * Texas State Senator and a member of the board of NCLR from Corpus Christi, Texas THE HONORABLE CARLOS TRUAN.
- * The Vice Mayor of the City of Phoenix and a member of the board of directors of NCLR, from Phoenix, Arizona, THE HONORABLE MARY ROSE WILCOX.
- * A man who needs no introduction, the President and Chief Executive Officer of the National Council of La Raza, our leader MR. RAUL YZAGUIRRE.
- * The Executive Director of Idaho Migrant Council an NCLR affiliate from Caldwell, Idaho, MR. HUMBERTO FUENTES.
- * The Executive Director of the Hispanic Women's Council, an NCLR

affiliate from Los Angeles, California, MS. LOURDES SAAB.

- * The Executive Director of the Association for the Advancement of Mexican Americans, an NCLR affiliate from Houston, Texas, site of next years conference, MR. RICHARD FARIAS.
- * Congressman Esteban Torres
- * Senator Orrin Hatch
- * M.C. Rita DiMartino

DRAFT INSERT: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 1:15 P.M.

7/18
9 am

Finally, let me also address one of the most important priorities of my Administration: helping to build a better America where the doors of opportunity are open to every citizen and every child.

You know where I have always stood on civil rights. The Civil Rights Commission has been reauthorized. The Hate Crimes Statistics Act is now the law. And I will sign the Americans with Disabilities Act into law next week.

And for the past several months, we have been working hard to make another civil rights law a reality. I met with many of you at the White House in May -- leaders like Mario Moreno of MALDEF ((Mexican American Legal Defense and Education Fund)), Jess Quintero of LULAC ((League of United Latin American Citizens)), and your own Raul Yzaguirre [EE-za-gee-ray]. But I told Raul that I wanted to sign the "Civil Rights Bill of 1990" -- not the "Quota Bill of 1990." ~~Quotas aren't right. Quotas aren't fair. And quotas aren't the American way.~~

DD
edits

Albarran insert → ~~And~~ ^{did} I gave Raul ^{a commitment} ~~my word on something else, too.~~ ^{back in May} I want to sign a new civil rights bill. \\ I did then. \\ And I do now.
\\ You have my word on it.

Yesterday's announcement marked only the end of a chapter -- not the end of a campaign. We renew the fight for a civil rights bill today. A bill that will protect the rights of all Americans -- and injure the rights of none.

#

[[INSERT ON PAGE THREE -- BEFORE THE LAST TWO PARAGRAPHS]]

Thom. calls

Hooks

Vernon

Coleman

men's strike, who many of you
know as a champion of civil
rights, recently wrote me about
this bill to say that "it is not
a civil rights bill but a gross
bill urging me to oppose the
bill as it is currently written. He
said" told me ~~that it~~ "All my
life, even ~~opposed~~ in the darkest
days of segregation in Georgia, I
fought against the principles of
color prejudice, then known as
white supremacy. This bill, he
mounted out would "achieve

precisely what the 1964
Civil Rights Act stood for -
Square against. " He recalled
Frederick Douglass famous statement of
1871 "Equality of numbers has nothing to do with
equality of all know quotas of attainment
men & right. They're not
fair. They are ~~divisive~~ and
~~breed divisiveness~~ divide society
instead of bringing people
together.

I need your help --
to get the benefits of a civil
rights bill ~~in 1990~~ without
the ~~unintended~~ ^{and negative} consequences of
a ~~quota bill~~.

McNally/Simon
July 18, 1990
Draft Three (B:LA-RAZA)

PRESIDENTIAL REMARKS: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 1:15 P.M.

Thank you. Thank you all. I'm proud to be sharing the stage with two members of my Cabinet today: Secretary of HHS Louis Sullivan and Secretary of Education Lauro Cavazos, who are doing such a magnificent job for the American people. And I also want to pay my respects to Senator Orrin Hatch and Congressman Esteban Torres.

I'm grateful for this opportunity to greet the National Council of La Raza, and pleased to see so many distinguished leaders from America's Hispanic service, education and business communities, gathered here in our Nation's capital.

(And I want to thank the person whose brilliance, foresight and tenacity made this July gathering in Washington possible. \\ The man who invented air conditioning!) \\\

(It was sure hot in Houston last week. But we should have known it was coming. The weatherman we consulted was the same guy who set up the summit in Malta!) \\\

Today, we are very pleased and honored to welcome you to Washington and to have this opportunity to tell you just how important we believe your efforts are.

I mentioned Lauro Cavazos, and I also want to salute Manuel Lujan, our Secretary of the Interior. As outstanding Cabinet secretaries, they represent not only the new energy and leadership Hispanic-Americans are bringing to this great country

-- but also two of our Administration's most important priorities: The protection and use of our natural resources, and excellence in education. \\\

Indeed, our Administration has made educational assistance for Hispanic- Americans one of the top priorities of our campaign to revive educational excellence. We will seek -- we will demand -- educational excellence for America. That means reforms like giving parents a choice in their children's education and that means educational excellence for all Americans. \\\

I know Lauro spoke to you yesterday, but I'd like to touch on just a few of our most important new efforts. Last December, we launched a new effort, specially designed to assist Hispanic-Americans, and developed in part with the assistance and advice we received from many of you here today. I directed the Secretary of Education to form an Hispanic Education Task Force, aimed at identifying not only educational obstacles -- but also educational opportunities.

Lauro has told me that the work of the Task Force is well underway, seeking new ways to improve federal education programs that serve Hispanic-Americans -- and seeking ways to make them better. We need to focus on finding solutions.

And you who are part of the proud La Raza tradition, have also been one of those solutions. Efforts like Project Second Chance, the Family Reading Program, and Project EXCEL -- designed to help Hispanic community organizations become effective

partners with schools -- are already making a difference for thousands of young Americans. \\\

(Our time today is short -- If I'm not out of the hotel by two o'clock, they charge me for another day.) \\\

But let me also address one of the most important priorities of my Administration: helping to build a better America where the doors of opportunity are open to every citizen and every child.

You know where I have always stood on civil rights. The Civil Rights Commission has been reauthorized. The Hate Crimes Statistics Act is now the law. And I will sign the Americans with Disabilities Act into law next week.

And for the past several months, we have been working hard to make another civil rights law a reality. I met with many of you at the White House in May -- leaders like Mario Moreno of MALDEF ((Mexican American Legal Defense and Education Fund)), Jess Quintero of LULAC ((League of United Latin American Citizens)), and your own Raul Yzaguirre [EE-za-gee-ray]. But I told Raul that I wanted to sign the "Civil Rights Bill of 1990" -- not the "Quota Bill of 1990."

Morris Abram, who many of you know as a champion of civil rights, recently wrote me about this bill, urging me to oppose the bill as it is currently written. He told me, "All my life, even in the darkest days of segregation in Georgia I fought against the principle of color preference, then known as white

JC/DD changes 10:00 AM -

4

supremacy." This bill, he pointed out, would "achieve precisely what the 1964 Civil Rights Act stood four-square against."

He recalled Frederick Douglass' famous statement of 1871: "Equality of numbers has nothing to do with equality of attainment." We all know quotas aren't right. They're not fair. They divide society instead of bringing people together. [I need your help -- to make ~~the~~ changes needed to ensure ~~that~~ ^{the} bill does not result in unintended negative consequences.] ~~to get the benefits of the Civil Rights bill without~~ ^{quotas -} _{changes to ensure}

I did give Raul a commitment back in May. I want to sign a new civil rights bill. \\ I did then. \\ And I do now. \\ You have my word on it.

Yesterday's announcement marked only the end of a chapter -- not the end of a campaign. We renew the fight for a civil rights bill today. ✓ A bill that will protect the rights of all Americans -- and injure the rights of none.

From the time it was first launched in 1968, the National Council of La Raza has played a unique role in working to improve opportunities for Americans of Hispanic descent. The success of your efforts is evident in the many success stories represented throughout this room. And so I'm here to salute you for the important work you do. By working today for Hispanic-Americans -- you're building a better tomorrow for all Americans. \\\

Thank you. And God bless the United States of America.

#

McNally/Simon
July 18, 1990 a:00 am
Draft Three (B:LA-RAZA)

PRESIDENTIAL REMARKS: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 1:15 P.M.

Thank you. Thank you all. I'm proud to be sharing the stage with two members of my Cabinet today: Secretary of HHS Louis Sullivan and Secretary of Education Lauro Cavazos, who are doing such a magnificent job for the American people. And I also want to pay my respects to Senator Orrin Hatch and Congressman Esteban Torres.

I'm grateful for this opportunity to greet the National Council of La Raza, and pleased to see so many distinguished leaders from America's Hispanic service, education and business communities, gathered here in our Nation's capital.

(And I want to thank the person whose brilliance, foresight and tenacity made this July gathering in Washington possible. \\ **The man who invented air conditioning!**) \\\

(It was sure hot in Houston last week. But we should have known it was coming. The weatherman we consulted was the same guy who set up the summit in Malta!) \\\

Today, we are very pleased and honored to welcome you to Washington and to have this opportunity to tell you just how important we believe your efforts are.

I mentioned Lauro Cavazos, and I also want to salute Manuel Lujan, our Secretary of the Interior. As outstanding Cabinet secretaries, they represent not only the new energy and leadership Hispanic-Americans are bringing to this great country

-- but also two of our Administration's most important priorities: The protection and use of our natural resources, and excellence in education. \\\

Indeed, our Administration has made educational assistance for Hispanic- Americans one of the top priorities of our campaign to revive educational excellence. We will seek -- we will demand -- educational excellence for America. That means reforms like giving parents a choice in their children's education and that means educational excellence for all Americans. \\\

I know Lauro spoke to you yesterday, but I'd like to touch on just a few of our most important new efforts. Last December, we launched a new effort, specially designed to assist Hispanic-Americans, and developed in part with the assistance and advice we received from many of you here today. I directed the Secretary of Education to form an Hispanic Education Task Force, aimed at identifying not only educational obstacles -- but also educational opportunities.

Lauro has told me that the work of the Task Force is well underway, seeking new ways to improve federal education programs that serve Hispanic-Americans -- and seeking ways to make them better. We need to focus on finding solutions.

And you who are part of the proud La Raza tradition, have also been one of those solutions. Efforts like Project Second Chance, the Family Reading Program, and Project EXCEL -- designed to help Hispanic community organizations become effective

partners with schools -- are already making a difference for thousands of young Americans. \\\

(Our time today is short -- If I'm not out of the hotel by two o'clock, they charge me for another day.) \\\

But let me also address one of the most important priorities of my Administration: helping to build a better America where the doors of opportunity are open to every citizen and every child.

You know where I have always stood on civil rights. The Civil Rights Commission has been reauthorized. The Hate Crimes Statistics Act is now the law. And I will sign the Americans with Disabilities Act into law next week.

And for the past several months, we have been working hard to make another civil rights law a reality. I met with many of you at the White House in May -- leaders like Mario Moreno of MALDEF ((Mexican American Legal Defense and Education Fund)), Jess Quintero of LULAC ((League of United Latin American Citizens)), and your own Raul Yzaguirre [EE-za-^{GEAR}gee-ray]. But I told Raul that I wanted to sign the "Civil Rights Bill of 1990" -- not the "Quota Bill of 1990."

Morris Abram, who many of you know as a champion of civil rights, recently wrote me about this bill, urging me to oppose the bill as it is currently written. He told me, "All my life, even in the darkest days of segregation in Georgia I fought against the principle of color preference, then known as white

supremacy." This bill, he pointed out, would "achieve precisely what the 1964 Civil Rights Act stood four-square against."

He recalled Frederick Douglass' famous statement of 1871: "Equality of numbers has nothing to do with equality of attainment." We all know quotas aren't right. They're not fair. They divide society instead of bringing people together. I need your help -- to get the benefits of the Civil Rights bill without unintended negative consequences.

I did give Raul a commitment back in May. I want to sign a new civil rights bill. \\ I did then. \\ And I do now. \\ You have my word on it.

Yesterday's announcement marked only the end of a chapter -- not the end of a campaign. We renew the fight for a civil rights bill today. A bill that will protect the rights of all Americans -- and injure the rights of none.

From the time it was first launched in 1968, the National Council of La Raza has played a unique role in working to improve opportunities for Americans of Hispanic descent. The success of your efforts is evident in the many success stories represented throughout this room. And so I'm here to salute you for the important work you do. By working today for Hispanic-Americans -- you're building a better tomorrow for all Americans. \\

Thank you. And God bless the United States of America.

#

DRAFT INSERT: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 1:15 P.M.

Finally, let me also address one of the most important priorities of my Administration: helping to build a better America where the doors of opportunity are open to every citizen and every child.

You know where I have always stood on civil rights. The Civil Rights Commission has been reauthorized. The Hate Crimes Statistics Act is now the law. And I will sign the Americans with Disabilities Act into law next week.

And for the past several months, we have been working hard to make another civil rights law a reality. I met with many of you at the White House in May -- leaders like Mario Moreno of MALDEF ((Mexican American Legal Defense and Education Fund)), Jess Quintero of LULAC ((League of United Latin American Citizens)), and your own Raul Yzaguirre [EE-za-gee-ray]. But I told Raul that I wanted to sign the "Civil Rights Bill of 1990" -- not the "Quota Bill of 1990." ~~Quotas aren't right. Quotas aren't fair. And quotas aren't the American way.~~

And I gave Raul my word on something else, too. I want to sign a new civil rights bill. \\ I did then. \\ And I do now. \\ You have my word on it.

Yesterday's announcement marked only the end of a chapter -- not the end of a campaign. We renew the fight for a civil rights bill today. A bill that will protect the rights of all Americans -- and injure the rights of none.

#

[[INSERT ON PAGE THREE -- BEFORE THE LAST TWO PARAGRAPHS]]

Abrams insert

Sir:
Gov. Sununu has
cleared this
letter.

jim

THE WHITE HOUSE
WASHINGTON

Dear Morris:

Thank you for your insights and thoughtful comments about the "Civil Rights Act of 1990." Your letter captured the essence of our concerns about this bill.

As you know, we are in the midst of conversations with Senator Kennedy and others in hopes of resolving our problems with the bill. I am sincere when I say that I want to sign a civil rights bill. The corollary is equally true, though: I will not sign a quota bill -- that would be neither right nor good for the Nation.

Warmest best wishes to you, in which Barbara joins.

Sincerely,

I hope you are
enjoying your work
time. All reports, as expected, are
"A+".
The Honorable Morris B. Abram
The Representative of the
United States of America to the
European Office of the United Nations
Geneva

3, plateau de Frontenex
1208 Geneva

10 JUN 7 12:01

June 7, 1990

The President
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President:

If I were still practicing law, I would love the "Civil Rights Act of 1990." While it may enrich some lawyers, it will impoverish the principle of equality of all Americans. All my life, even in the darkest days of segregated Georgia, I fought against the principle of color preference, then known as "white supremacy." This bill institutionalizes that principle under the false flag of civil rights. It is not a civil rights bill but a quota bill because it will achieve precisely what the landmark 1964 Civil Rights Act stood foursquare against.

Proportionality of result, not equality of opportunity, is the touchstone of this flawed legislation:

- it eliminates the longstanding requirement that a plaintiff identify a specific employment practice causing a racial, ethnic, or gender imbalance;
- it holds the employer guilty until proven innocent by forcing him to justify any racial, gender, or ethnic statistical imbalance in his workforce;
- it creates a presumption of guilt so difficult to overcome and so costly to fight that employers will simply capitulate and hire by the numbers, impairing not only the principle of American equality but, inevitably, American efficiency and productivity;
- it denies individuals their day in court by effectively barring challenges to civil rights consent decrees to which they were not parties.

Page Two
June 7, 1990

Abraham Lincoln's great friend Frederick Douglass understood the divisive and destructive influence of proportional representation based on race. "Equality of numbers," he wrote in 1871, "has nothing to do with equality of attainments."

This legislation, despite its flaws, has meritorious portions, including further sanctions on racial and sexual harassment in the workplace. There is no reason why these advances should be held hostage by the objectionable aspects of the bill -- particularly since its race- and gender-conscious elements are easily deleted or modified.

You have the opportunity, perhaps more so than any other president in recent years, to forge a new and lasting civil rights consensus. Every opinion poll confirms that the American people, including blacks, share the goals of equal opportunity and color blindness and will support the vision of Martin Luther King, Jr., who urged that we judge ourselves "not by the color of our skin but by the content of our character."

Mr. President, my own participation in the civil rights struggle has shaped my deepest moral and political beliefs. It is because of this that I urge you to refuse your concurrence to this bill as it stands.

Most respectfully,



Morris B. Abram

WHITE HOUSE STAFFING MEMORANDUMDATE: 7/17/90ACTION/CONCURRENCE/COMMENT DUE BY: ---SUBJECT: PRESIDENTIAL REMARKS: NATIONAL COUNCIL OF LA RAZA

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☐	☒	MCCLURE	☐	☒
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☐	☒
DARMAN	☐	☒	ROGICH	☐	☒
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	ROGERS	☐	☒
DEMAREST	☒	☒	WINSTON	☐	☒
FITZWATER	☐	☒	PINKERTON	☐	☒
GRAY	☐	☐		☐	☐
HAGIN	☐	☐		☐	☐
HOLIDAY	☐	☒		☐	☐

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

THE WHITE HOUSE

WASHINGTON

July 16, 1990

1990 JUL 16 PM 7:03

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *W*
FROM: EDWARD E. McNALLY *gmm*
SUBJECT: BRIEF REMARKS FOR NAT'L. COUNCIL OF LA RAZA

I. SUMMARY

Attached are draft remarks for Wednesday's appearance at the annual convention of the National Council of La Raza, an umbrella organization of Hispanic community organizations.

II. DISCUSSION

On Wednesday, July 18, at noon, you will drop by La Raza's convention at the Omni Shoreham Hotel to speak to an audience of about 1,000.

This draft (6 minutes, on cards) cites the Administration's action to create a Hispanic Education Task Force. Also, there is a call for the House of Representatives to restore parts of your anti-crime initiative that were deleted by the Senate.

McNally/Simon
July 11, 1990
Draft One (B:LA-RAZA)

PRESIDENTIAL REMARKS: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 11:45 A.M.

Thank you. Thank you all. I'm grateful for this opportunity to greet the National Council of La Raza, and pleased to see so many distinguished leaders from America's Hispanic service, education and business communities, gathered here in our Nation's capital.

(And I want to thank the person whose brilliance, foresight and tenacity made this July gathering in Washington possible. \\ The man who invented air conditioning!) \\\

(It was sure hot in Houston last week. But we should have known it was coming. The weatherman we consulted was the same guy who set up the summit in Malta!) \\\

Today, we are very pleased and honored to welcome you to Washington and to have this opportunity to tell you just how important we believe your efforts are.

And in saluting you, I also want to salute two outstanding Hispanic leaders -- Manuel Lujau and Lauro Cavazos who, as outstanding Cabinet secretaries, represent not only the new energy and leadership Hispanic-Americans are bringing to this great country -- but also two of our Administration's most important priorities: The protection and use of our natural resources, and excellence in education. \\\

Indeed, our Administration has made educational assistance for Hispanic-Americans one of the top priorities of our campaign

to revive educational excellence. We will seek -- we will demand -- educational excellence for America. That means reforms like giving parents a choice in their children's education and that means educational excellence for all Americans. \\\

I know Lauro spoke to you yesterday, but I'd like to touch on just a few of our most important new efforts. Last December, we launched a new effort, specially designed to assist Hispanic-Americans, and developed in part with the assistance and advice we received from many of you here today. I directed the Secretary of Education to form an Hispanic Education Task Force, aimed at identifying not only educational obstacles -- but also educational opportunities.

Lauro has told me that the work of the Task Force is well underway, seeking new ways to improve federal education programs that serve Hispanic-Americans -- and seeking ways to make them better. We need to focus on finding solutions.

And you who are part of the proud La Raza tradition, have also been one of those solutions. Efforts like Project Second Chance, the Family Reading Program, and Project EXCEL -- designed to help Hispanic community organizations become effective partners with schools -- are already making a difference for thousands of young Americans. \\\

(Our time today is short -- If I'm not out of the hotel by one o'clock, they charge me for another day.) \\\

insert But I wanted to mention one other effort that is of intense interest to ~~Hispanic-Americans~~ -- and to all ~~decent Americans~~

concerned not only with equality of opportunity -- but also with quality of life.

14 months ago I stood before the U.S. Capitol and announced America's determination to "Take Back The Streets."

The process that began on that day has now produced a crime bill that cleared the Senate last week. There are still some improvements to be worked out in the House -- improvements needed to stop the endless abuse of the appeals process, to limit the size of gun magazines, and to ensure that evidence gathered by good cops acting in good faith isn't barred by technicalities that let bad people go free. In this effort, too, we're calling for support from you and those you represent. \\\

From the time it was first launched in 1968, the National Council of La Raza has played a unique role in working to improve opportunities for Americans of Hispanic descent. The success of your efforts is evident in the many success stories represented throughout this room. And so I'm here to salute you for the important work you do. By working today for Hispanic-Americans -- you're building a better tomorrow for all Americans. \\\

Thank you. And God bless the United States of America.

#

**NCLR**NATIONAL COUNCIL OF LA RAZA
Raul Yzaguirre, President*EE-za-GEER-ray**EE-za - geer-ray*

National Office

810 First Street, N.E.

Suite 300

Washington, D.C. 20002

(202) 289-1380

FAX COVER MEMO

DATE 7-12-90TIME 11:20COST CENTER 15TO: NAME BOB SIMONCOMPANY THE WHITE HOUSECITY D.C.FAX# 456-6218FROM: NAME LISA NAYANETE

FAX # (202) 289-8173

PHONE # (202) 289-1380

of pages in transmission, including cover 10

Message PSAS ARE AVAILABLE ON TAPE. WE
CAN PROVIDE THEM TO YOU IF YOU LIKE.
CALL ME IF YOU NEED MORE INFORMATION.

Project EXCEL

A National Hispanic Organization seeks to improve the American educational system for Hispanic children.

The American educational system is often portrayed as a pipeline, successfully transporting individuals from childhood to college or the work. However, it is increasingly clear that this "pipeline" more closely resembles a sieve where Hispanic children are concerned. Hispanics slip out of this pipeline at disproportionately high rates. From kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in school, and those who are enrolled are often prepared for very different futures than non-Hispanic children. (See Figure 1.)

Because of its concern about Hispanic undereducation, in 1985 the National Council of La Raza (NCLR) launched Project EXCEL, which stands for Excellence in Community Educational Leadership. Project EXCEL was developed both to contribute experiences and input from the community level to the school reform process and to address some of the short-term needs of students currently enrolled in school systems unresponsive to those needs. It was designed to help Hispanic community-based organizations become effective partners with the schools, tapping their unique ability to combine social service approaches with educational programming for students and families that schools have traditionally had difficulty serving well.

The Educational Status Of Hispanics

Hispanics are the youngest, fastest growing, and most undereducated

major American subgroup. (See Sidebar on "Workforce 2000.") Dropout rates for Hispanics are much higher than those for either Blacks or Whites, ranging from 35 to 80 percent depending upon the community; nationally about half of Mexican American and Puerto Rican youth leave school without a diploma. College completion rates for Hispanics are low as well: only 10 percent of Hispanic 25 years of age and over had completed college in 1988 compared to 21 percent of non-Hispanics.

National studies and local experience document several particularly critical points at which Hispanic children fall through the pipeline. A higher percentage of Hispanic children are enrolled below grade level than are non-Hispanics, a particularly disturbing statistic since early school failure is perhaps the greatest predictor of a child's later dropping out of school. In high school, Hispanics are disproportionately enrolled in general and vocational educational tracks, both of which make college enrollment unlikely.

Moreover, two groups which should be helping students, teachers and parents, are also experiencing problems. English illiteracy among Hispanic adults, which has been reported as high as 56 percent, makes it difficult for Hispanic parents to be effective participants in their children's education. There

are few Hispanics in the nation's teaching force (only 2.6 percent of elementary school teachers and 1.7 percent of secondary school teachers) and a similarly small proportion among administrators (2 percent of principals) and guidance counselors (2.7 percent). Thus, there are few role models among school personnel and few persons who are intimately familiar with the Spanish language and the cultures of Hispanic children.

Despite the consistent pattern of undereducation and the rapid growth of Hispanics as a proportion of the school population, educational policies and programs continue to be developed and implemented with scant attention to the needs of Hispanics and with relatively little effort to use community resources. If this situation is to change, effective, low-cost community-based educational efforts must be available to supplement what public and parochial schools are able to do for Hispanic children, their parents, and the teachers serving them. Moreover, such local efforts must be paired with national education policy initiatives which provide policy makers at the federal, state, and local levels with timely, fact-based analyses on the educational needs of Hispanics and the likely effects of various policy alternatives on this community.

NCLR believes that fundamental changes in the philosophy, structure, and practices of schooling are necessary if the public schools are to do a better job of educating Hispanic and other minority group

Lori Orum is Director of Project EXCEL and Lisa Navarrete is Director of Public Information, both for the National Council of La Raza.

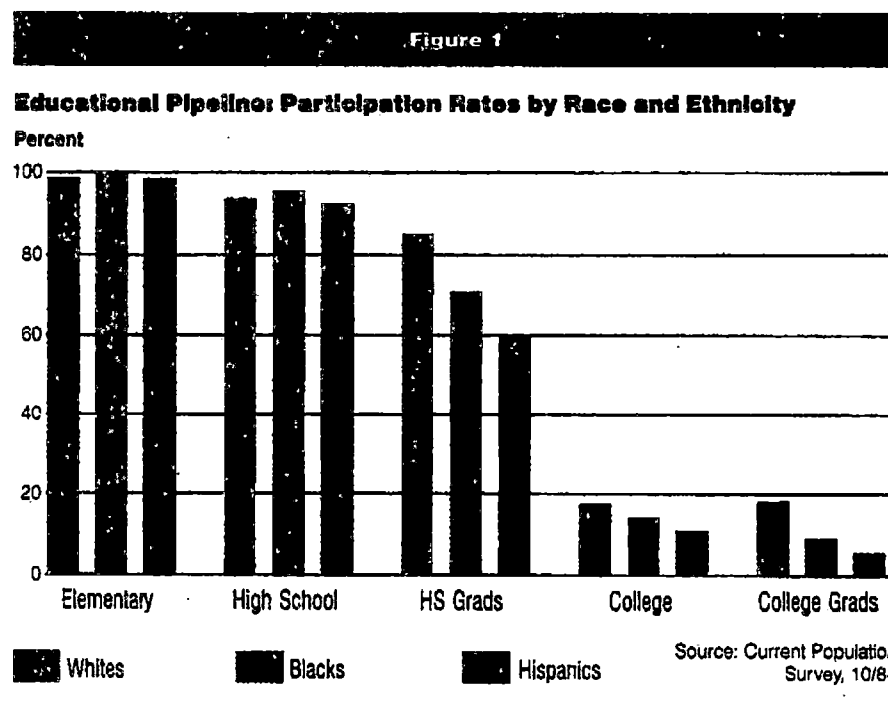
students. Equity and excellence in education must be viewed as twin and inseparable goals. However, given the resistance to change inherent in most bureaucratic systems, systematic restructuring of the schools must be realistically viewed as a critical but long-term objective.

The Barriers To Equity and Excellence

While some school districts, or—more commonly—individual schools, are highly effective in meeting the needs of Hispanic students, the majority can be more fairly described as “underachieving” schools. These are the schools which most Hispanic students attend. Either through lack of will, training, or resources (or some combination thereof), these schools have not succeeded well in providing an equitable and excellent education for their Hispanic students.

Even when commitment is high, sufficient resources are available, and teachers and administrators are willing to tinker with the structure of the school, the schools face a formidable challenge in effectively serving Hispanic students and their families. Bilingual personnel are in notoriously short supply in most schools, and the shortage of bilingual counselors, psychologists, health personnel, and parent outreach workers is even more pronounced.

The segmented nature of public education also makes it difficult for schools to plan for or coordinate family-wide learning programs. Few elementary and secondary schools are able to offer education and training to parents either to help them become partners in their children's education or to upgrade their own skills. Adult education programs are generally not connected to programs serving chil-



dren, and most concentrate on the basic educational skills necessary for parents to learn English or secure General Education Development certificates, rather than skills which might help them help their children with school. Those parent programs which are run through elementary and secondary schools are too often viewed as a “frill,” and when budgets must be cut, they are usually among the first casualties.

Few schools have the resources to address the non-academic needs of students and their families, although those needs can frequently interfere with a student's ability to be an effective learner. Lack of affordable and safe housing, unemployment, emergency cash needs for food and heat, lack of affordable health care, and needs for counseling or assistance in times of crisis can all cause formidable barriers to education for low-income Hispanic families.

Although several approaches have been developed in recent years to try

to pull together community resources to meet these needs for students, few schools have discovered or utilized a valuable resource that already exists in many Hispanic communities—Hispanic community-based organizations, or CBOs. These organizations have several advantages in reaching Hispanic families, especially low-income, non-English-speaking families. They are located in the community, are staffed by bilingual personnel, and generally offer a variety of services which are used by low-income, limited-English proficient parents. These organizations are designed to serve the very people the schools have often had difficulty reaching—the poor, the non-English speaking, the recent immigrant, and families in crisis.

Project EXCEL

Originally known as the Innovative Education Project, Project EXCEL was launched in 1985 to improve Hispanic educational opportunities and achievement through the devel-

opment and testing of low-cost, replicable community-based education models, and complementary applied research, policy analysis, and dissemination of information about the educational status and

needs of Hispanics. Three of the six models since developed are designed to address the school-age populations that both national research and local community experience indicate are among the most

educationally "at-risk." The remaining three models address the needs of parents and teachers, whose informed assistance is essential to improve children's educational outcomes. Currently, Project EXCEL is in the second year of implementation of a five-year demonstration project. This program year, 26 sites are running 42 separate programs.

Academia del Pueblo

The Academia del Pueblo model addresses the problems of early academic failure and grade retention faced by many Hispanic children in elementary school. After-school and summer "academies" are established to provide reinforcement and supplemental educational assistance to help children meet and exceed grade promotion requirements in elementary school. During the school year the program can be offered from two to five afternoons per week, depending on local resources and needs.

Children may be recommended for the Academia by either parents or teachers, and teacher assessment of areas in which a child needs additional skills are solicited. While the programs typically charge a very minimal fee for participation, the real "cost" to the parent is time for parental involvement. A parent contract is required for each child, stipulating that the parent will attend at least 50 percent of the monthly parent education activities, read with the child at home for a contracted amount of time (or, in the case of parents with limited reading skills, have the child read aloud to the parent), establish and enforce rules for homework and school attendance, review and sign



Spencer Grant/Uniphoto

From kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in school.

the child's homework, and ensure that the child has a library card.

Instruction for the children centers around language arts and reading (English as a Second Language where necessary), mathematics and problem solving skills, and enrichment activities such as computer education and, in some sites, Spanish. Instruction is provided by teachers (the head teacher is to be a certified teacher experienced in working with Hispanic children) and cross-age tutors. The core curriculum for the project makes use of cooperative learning techniques and a student writing project which links students with a "sister" site in another community. The belief that all the children can learn given the appropriate instruction is the credo of the program.

Some of the sites where Academia del Pueblo is being implemented this program year include El Comité Hispano and United Community Ministries in cooperation with Fairfax County Schools, Fairfax County, Virginia; Friendly House, Phoenix, Arizona; Guadalupe Center, Kansas City, Missouri; and the United Community Center, Milwaukee, Wisconsin. The College of St. Thomas in St. Paul, Minnesota, is developing a project for a spring or summer start.

Project Success

Project Success is designed primarily to help Hispanic youth in middle or junior high schools increase their high school completion and college entrance rates by providing them with academic enrichment, career and academic counseling, and other special opportunities. In most cases, the project is specifi-

Academia del Pueblo helps elementary school students keep up with their non-Hispanic classmates by providing instruction in after-school and summer "academies."

WORKFORCE 2000: THE URGENT NEED FOR HISPANIC INVOLVEMENT

When the National Council of La Raza began to serve the Hispanic community, there were 9.1 million Hispanics in the United States according to the 1970 Census. As of March of 1989, there were 20.1 million Hispanics in the United States. The tremendous growth has been one of the most dramatic demographic phenomena of the last decade. While the population at large grew by 7 percent in the 1980s, Hispanics grew by over a third since 1980. Hispanics now constitute 8.1 percent of the total U.S. population and are expected to be the largest minority in the U.S. by the middle of the next century.

The vast majority of Hispanics, 62.3 percent, are of Mexican descent, followed by Puerto Ricans (12.7 percent), Central and South Americans (11.5 percent) and Cubans (5.3 percent). While there are Hispanics in every state, the population remains highly concentrated geographically. Fifty-five percent of all Hispanics live in Texas and California, and 89 percent live in those two states plus New York, Florida, Illinois, New Jersey, New Mexico, Arizona, and Colorado. Hispanics are also the youngest major subpopulation. The median age for Hispanics is 25.1 years compared to 32.6 for non-Hispanics.

Economically, Hispanics are not faring as well as non-Hispanics. For much of the 1980s, Hispanic unemployment rates were in the double digits. Their unemployment rate tends to be almost two-thirds higher than the rate for whites. Moreover, Hispanics tend to be concentrated in low-skill, low-paying occupations such as laborers, operators, and fabricators, and they are less likely than non-Hispanics to hold managerial, professional, or technical jobs.

Nonetheless, Hispanics have very high labor force participation rates. In 1988, 65 percent of Hispanics were in the labor force compared to 64.5 percent of non-Hispanics. Seventy nine percent of Hispanic men are in the labor force compared to 74 percent of non-Hispanic men. Only Hispanic women have lower labor force participation rates than their counterparts, 52 percent versus 55.7 percent, but this rate has increased from 48 percent in 1982.

Despite such high labor force participation rates, Hispanic median family income is lower than that for non-Hispanics. The average Hispanic household income is \$20,300 compared to \$31,600 for non-Hispanic families. In fact, 25.8 percent of Hispanic families live below the poverty level, two-and-a-half times the rate for non-Hispanic families. Thus, Hispanics are over-represented among the working poor.

Clearly, the growing Hispanic population presents a challenge to America. In its 1987 study of the future of the American economy, *Workforce 2000*, the Department of Labor stated that one of the major challenges for policy makers was to integrate Black and Hispanic workers fully into the economy. It noted "the shrinking numbers of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000." While the population at large will grow slowly, non-whites will make up 29 percent of new entrants into the workforce, twice their current share of the workforce.

However, the study warns that minority workers are less likely to have the education or job training these new jobs required. The report concludes that it is time to begin investing in education, training, and other assistance to ensure a qualified workforce for 2000 and beyond.

cally concerned with equipping youth with the skills and interest to enroll and succeed in college-preparatory curriculum tracks when they reach high school. It is designed to operate from two to five days per week after school and in the summers, depending on local resources. Project Success offers academic instruction and career awareness and personal development activities since youth need to be not only encouraged but also enabled.

While the research literature and all the communities included in the project to date have identified middle school/junior high school as a critical point for intervention, the model does not have to be used exclusively for that age group. Project Success may also be used with younger or older students if the aim

is to increase academic success, reduce limiting curriculum tracking, lead to higher rates of high school graduation, and increase the possibility of post-secondary education and/or training. In fact, several of this year's program sites work with high school youth, and one serves youth preparing to enter junior high.

As in the Academia, referral may come from parents or teachers and participation requires both a signed parent contract and a teacher assessment. However, given the much higher level of choice available to adolescents—who typically vote with their feet—the programs must also reflect student-perceived needs and design activities to meet the interests of the young people.

Because many of the students participating in Project Success will

THE NATIONAL COUNCIL OF LA RAZA: 20 YEARS OF COMMITMENT TO HISPANICS

The National Council of La Raza (NCLR) was founded in 1968 to provide leadership and advocacy for the Hispanic community in the United States.

Hispanic descent. Incorporated in 1968, NCLR has been a leading force in the Hispanic community. La Raza, NCLR served as an umbrella organization for many other organizations in the area, organizations such as the Mexican American Youth Center, the Mexican American Unity Center, and the Mexican American Student Union. NCLR has been providing technical assistance to many other organizations, such as housing, community development, and social services. NCLR has affiliates in 32 states, the District of Columbia, and Puerto Rico.

Providing capacity building assistance to the Hispanic community is just one of NCLR's many activities. In addition, NCLR has been addressing Hispanic concerns about housing, education, employment, and social services. Research, Advocacy, and Leadership are the three main areas of NCLR's work. Published in 1980 to address the needs of the Hispanic community, the book "Hispanics and the American Dream" was a landmark publication. It provided a comprehensive overview of the public and private sector, the government, and the media. Among other things, it addressed housing, civil rights, education, and social services.

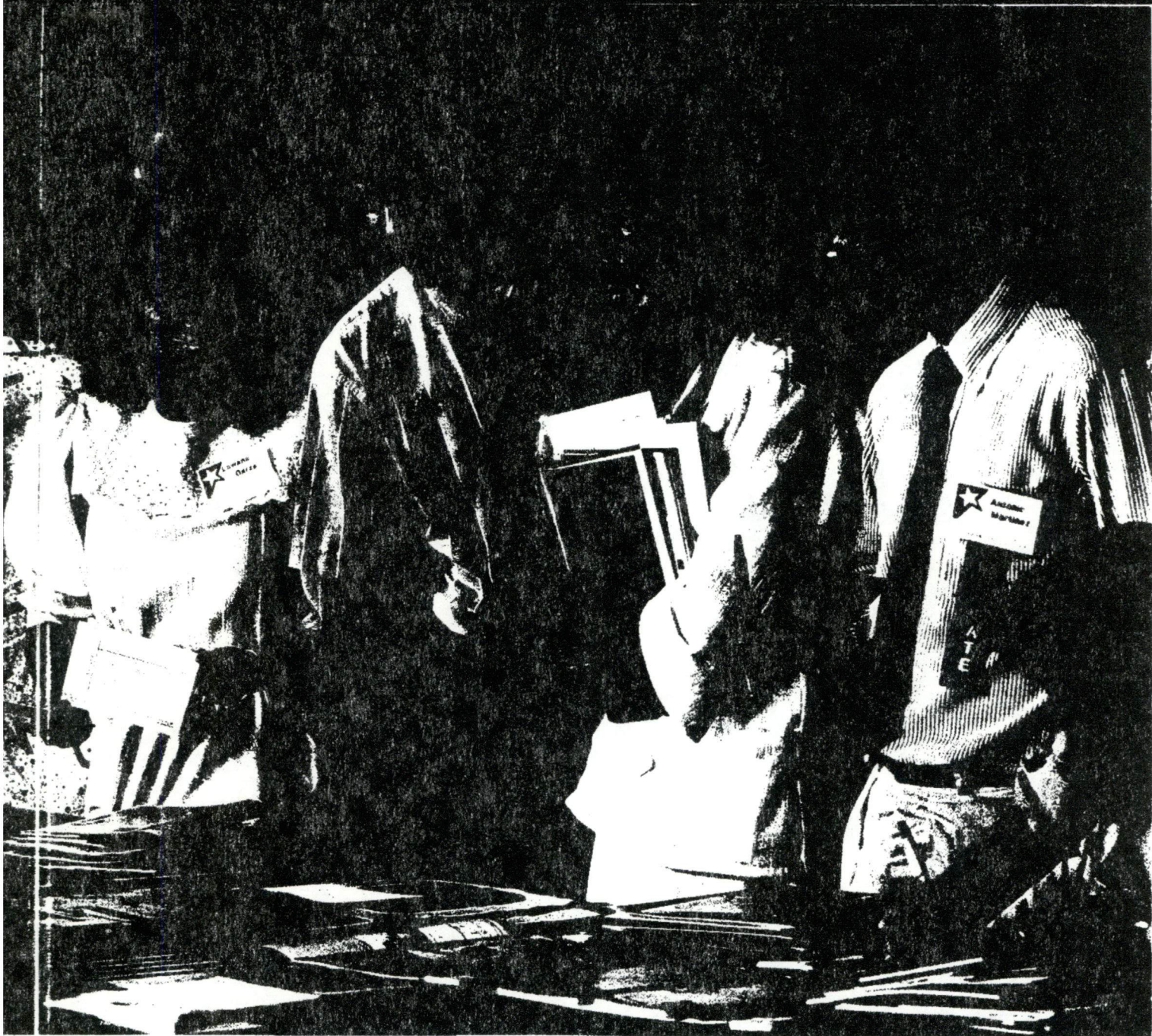
NCLR also carries out a variety of activities which include the National Project, which is a national campaign to improve the lives of Hispanics and to promote the development of the Hispanic community. NCLR also carries out a variety of activities which include the National Project, which is a national campaign to improve the lives of Hispanics and to promote the development of the Hispanic community. NCLR also carries out a variety of activities which include the National Project, which is a national campaign to improve the lives of Hispanics and to promote the development of the Hispanic community.

One of the aims of Project Success is to boost Hispanics' college entrance rates by offering career and academic counseling. Here, high school students participate in Career Day.

be the products of low-level ability tracks, the projects are to pay particular attention to the development of higher-order thinking and analytic skills and problem-solving skills in math rather than simply computation skills. They are also asked to employ cooperative learning techniques whenever possible.

Curricula available through NCLR reflect these needs. Through a partnership with Time, Inc., one local project uses the





Overmich/Uniphot

"Time to Read" program as a part of its efforts. The program uses high interest materials, features small "study group" style instruction, involves adults from local businesses who also serve as role models and sources of information about the world of work, and provides students with their own subscriptions to magazines—ensuring that high-interest reading materials are available at home. (Three other "Time To Read" programs placed by NCLR work through Project Second Chance programs, which are discussed next, or as stand-alone reading projects for youth.)

The Project Success core academic curriculum is cross-curricular and uses Law-Related Education as a vehicle for improving students' oral language and analytic and reasoning skills. Through a partnership with the Constitutional Rights Foundation, a special set of materials has been developed for use in EXCEL projects. Evidence that Law-Related Education has a positive influence on delinquency reduction also makes the program popular with communities which have identified delinquency, drug use, and gang activity as major concerns for youth of this age.

The core curriculum uses a thematic approach and also makes use of problem-solving exercises developed for the project by the American Association for the Advancement of Science. Students also participate in the De Orilla a Orilla student writing project, an approach recognized as effective by the Congressional Office of Technology Assessment. Via computers or via mail, sites are matched with "sister" sites and regularly exchange materials and conduct projects together. Computers provided by Apple computers greatly help this effort.

Overall, career education is to be

addressed by involving as many volunteers in the program as possible—either as subject matter tutors, guest speakers, or mentors for students in specific fields. Groups are free to select their own materials for personal development. This year's seven sites were trained to use Quest International's *Skills for Adolescence* and report good progress with these materials.

Sites for Project Success this program year include Harvest America, Garden City, Kansas; El Centro de Servicios Sociales, Lorain, Ohio; Council for the Spanish Speaking, Stockton, California; Mujeres Latinas de Stanislaus, Modesto, California; El Hogar del Nino, Chicago, Illinois; Nebraska Association of Farmworkers, North Platte, Nebraska; Michigan Economics for Human Development, Lansing, Michigan; and Siete del Norte, Embudo, New Mexico, and Rochester City Schools, Rochester, New York.

Project Second Chance

Project Second Chance was designed to address the needs of the large proportion of Hispanic youth who have already left school without diplomas. Because funding sources for these types of endeavors vary tremendously, the program may operate in a variety of ways. Local programs may be full- or part-time, and with or without job training and placement. However, the basic aim of the project is to provide educational services and counseling so that youth can either gain a high school equivalency certificate or diploma and continue on with some type of education—traditional post-secondary or specialized training.

Hispanics' enrollment in vocational education tracks is disproportionately high, limiting their post-secondary educational opportunities.

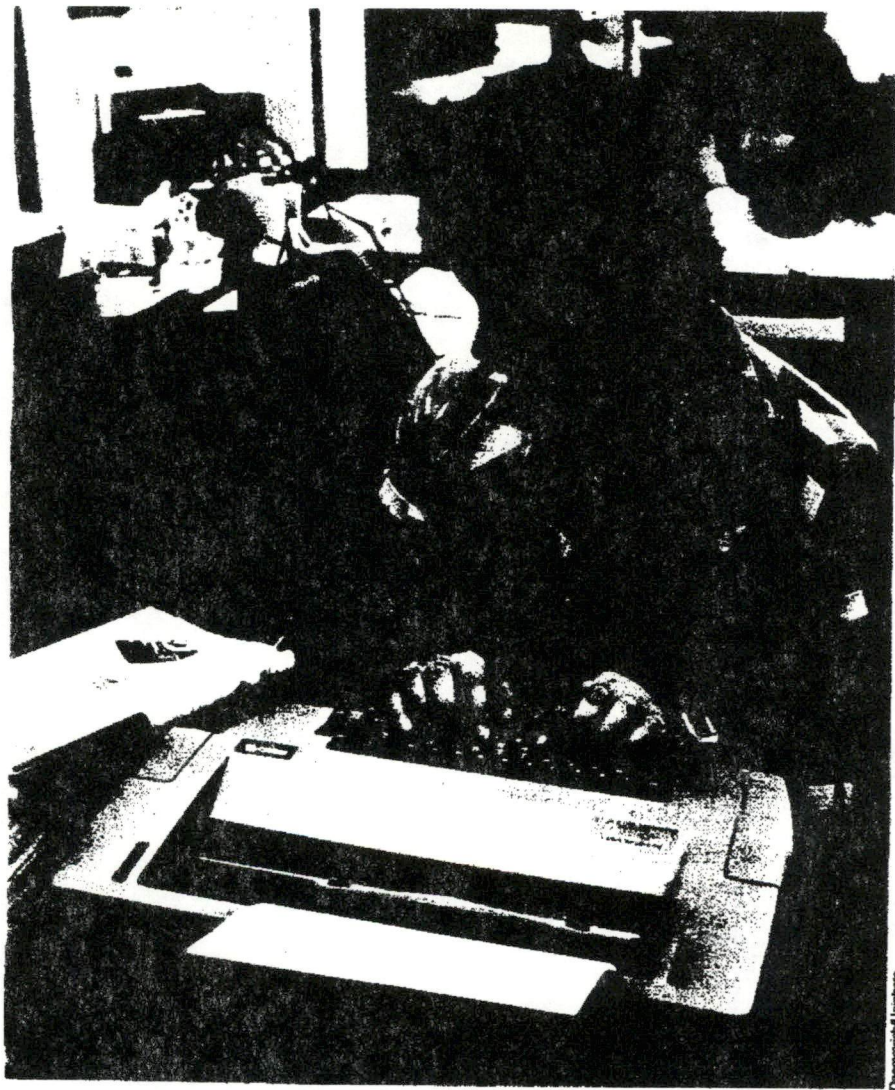
As with Project Success, Project Second Chance programs must deal with the fact that most students will be products of low-level curriculum tracks and, consequently, will need assistance in developing higher-order thinking and reading skills and problem-solving abilities. The curricular materials and approaches outlined for Project Success are available to these projects, plus whatever other materials and subjects are required by local accrediting agencies. Several computer-assisted instructional curricula are also being evaluated for possible use by

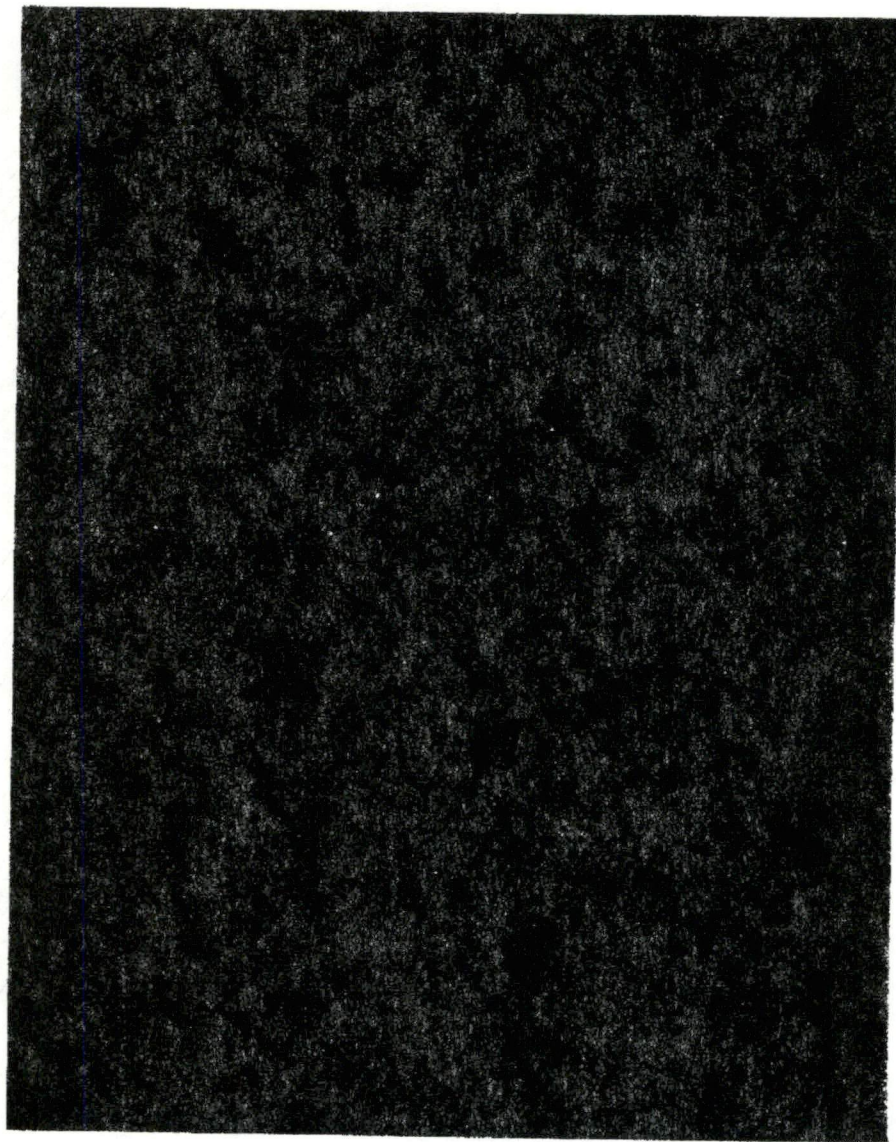
these programs as one facet of the program.

Project Second Chance sites include the Gulf Coast Council of La Raza, Corpus Christi, Texas, and the Association for the Advancement of Mexican Americans, Houston, Texas.

Parents as Partners

The Parents as Partners model recognizes that Hispanic parents are their children's most important teachers but often lack the skills necessary to help their children progress successfully through





school. It provides training and assistance to parents so that they can become active partners in their children's education. The program is a required component of the Academia, Project Success, and Project Second Chance, but it also may be operated as a free-standing program by organizations which do not operate educational programs for children or youth but are interested in parent leadership development.

The program offers a variety of educational seminars to parents, with topics ranging from activities

parents can use at home in everyday life to help their children, to developing skills to help parents understand test scores and report cards, school budgets, policy making procedures, and the structure of other entities which influence the quality of life in the community. Because of the need to involve parents in helping children improve math abilities, training has also been provided to demonstration sites on the use of the Family Math approach developed by the Lawrence Hall of Science at the Univer-

sity of California at Berkeley.

This year's Parents as Partners sites include El Centro de Servicios Sociales, Lorain, Ohio; Association House, Chicago, Illinois; Association for the Advancement of Mexican Americans, Houston, Texas; Minnesota Hispanic Education Project, St. Paul, Minnesota; Council for the Spanish Speaking, Stockton, California; Friendly House, Phoenix, Arizona; Commission on Catholic Community Action, Cleveland, Ohio; El Hogar del Nino, Chicago, Illinois; Guadalupe Center, Kansas City, Missouri; Spanish Speaking Unity Council, Oakland, California; Latino Resource Organization, Santa Monica, California; and Harvest America, Garden City, Kansas.

Family Reading Program

The Family Reading Program is designed to help parents support the educational efforts of their children by developing their own literacy skills. Its objectives are to increase English Literacy skills of Hispanic parents with limited English proficiency and to improve their ability to help their children improve their English reading skills.

The Family Reading Program consists of activities which involve parents in producing stories and developing chronicles based on family themes. In most sites Apple computers have been made available to edit, revise, and generate finished stories. Parents then have the opportunity to become acquainted with the uses of the computer while practicing writing skills and creating word lists. The program typically meets five hours per week and parents participate over the course of a school year and summer session.

Family Reading Models are being tested at United Community Center, Milwaukee, Wisconsin; Centro La-



With the help of Project EXCEL, low-cost, community-based educational models are helping "at risk" students in 42 separate programs at 26 different sites across the country.

tino de San Francisco, San Francisco, California; El Hogar del Nino, Chicago, Illinois; Centro de Accion Social, Pasadena, California; Guadalupe Center, Kansas City, Missouri; KACHA, Topeka, Kansas; Washington State Migrant Council, Sunnyside, Washington; Latino Resource Organization, Santa Monica, California; Michigan Economics for Human Development, Lansing, Michigan, and El Centro de Servicios Sociales, Lorain, Ohio.

The Teacher Support Network

The Teacher Support Network is designed to bring together community resources to provide training and assistance to Hispanic teachers and other teachers working with Hispanic children. The aim of this project is to increase the expectations that these teachers hold for Hispanic students, to strengthen the

positive linkages between the teachers and Hispanic communities, and to make them more effective teachers of Hispanic children.

The projects may use a variety of approaches to achieve these aims, including providing workshops for teachers, helping to recruit classroom volunteers, initiating a special mini-grant programs for teacher-generated enrichment programs, and providing recognition for teachers making outstanding efforts. This model is in its second year of demonstration at Association House in Chicago, Illinois.

What's Next

While NCLR continues to work at the national level to advocate systemic reforms and adequate funding for teacher training, parent and adult education, effective school practices and programs, and appropriate programs for at-risk children, NCLR also believes that much change can be effectively initiated through community-gener-

ated local projects. To that end, Project EXCEL is designed to demonstrate and evaluate low-cost models which communities can use to help improve educational outcomes for Hispanics. Support comes from a combination of private and public sources.

When the models have been evaluated and refined, the project will disseminate the evaluation findings so that education policy makers can incorporate effective approaches into public and parochial school programs. The project also plans to produce implementation guides and curriculum materials to facilitate the replication of effective models by additional community-based organizations. In this way, NCLR hopes to continue to contribute to the restructuring and reform of public and private school policies and to increase the level of Hispanic community involvement in providing high quality educational services to Hispanic students, their families, and teachers. ■

Domenico Nigro

paign. They are helping to build a better future for our Nation—a future that is drug-free.

The Congress, by Senate Joint Resolution 205, has designated the week of December 3 through December 9, 1989, as "National Cities Fight Back Against Drugs Week" and has authorized and requested the President to issue a proclamation in observance of this week.

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim the week of December 3 through December 9, 1989, as National Cities Fight Back Against Drugs Week. I invite the Governors of the several States, the chief officials of local governments, and the people of the United States to observe this week with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this fifth day of December, in the year of our Lord nineteen hundred and eighty-nine, and of the Independence of the United States of America the two hundred and fourteenth.

George Bush

[Filed with the Office of the Federal Register, 11:59 a.m., December 6, 1989]

Statement by Press Secretary Fitzwater on the Naming of the Coordinator and Deputy Coordinators of United States Support for Eastern Europe

December 6, 1989

We are witnessing dramatic and historic events in Eastern Europe that were scarcely imaginable a year ago. The formation in Poland of the first non-Communist government in Eastern Europe in more than 40 years hopefully represents only the beginning of a more profound systemic transformation in the region. The political and economic reforms in Hungary are further evidence of this phenomenon. The United States has encouraged and promoted these changes, which offer the prospect of a Europe whole and free, and a more peaceful world.

As part of this effort, and in accordance with the Support for East European Democracy (SEED) Act of 1989, President Bush today has named Deputy Secretary of State Lawrence S. Eagleburger as Coordinator of United States support to Eastern Europe. In that position, Secretary Eagleburger will be responsible for overseeing and coordinating all SEED programs and activities, which pertain specifically to Poland and Hungary. The President also has named Michael J. Boskin, Chairman of the Council of Economic Advisers, and John E. Robson, Deputy Secretary of the Treasury, as Deputy Coordinators.

United States assistance to Poland and Hungary is designed to contribute to the development of democratic institutions and political pluralism in those countries, as well as to promote the development of free market economies. Such assistance includes food aid, labor programs, environmental projects, educational and cultural exchanges, assistance for democratic institutions, trade benefits, investment guarantees, and structural adjustment and technical assistance programs. Secretary Eagleburger will be responsible both for overseeing these U.S. initiatives as well as for coordinating them with similar initiatives by other Western nations and by international institutions.

The United States is also prepared to work closely with our Western partners in assisting other Eastern European countries that make meaningful progress toward economic reform and democratic change.

Memorandum on Education of Hispanic Americans

December 6, 1989

Memorandum for the Secretary of Education

Subject: Education of Hispanic Americans

All children in America should have the opportunity to achieve their fullest potential as human beings. And, as you know, much of that opportunity depends on education.

Sadly, Hispanic Americans are especially undereducated. As Hispanics become the largest minority group in the United States early in the next century, it becomes more and more important to overcome the crisis in Hispanic education.

Indeed, the statistics that you have provided to me compel attention:

- Between 9 and 11 percent of Hispanic students drop out of high school each year—the highest dropout rate of any major ethnic or racial group.
- Among Hispanics over the age of 25, an alarming 52 percent have not completed high school, compared to 24 percent of non-Hispanics.
- Only 10 percent of Hispanics over the age of 25 have completed 4 or more years of college, compared to 21 percent of non-Hispanics.
- Every major report on adult illiteracy has found that the rate for Hispanics is much higher than the rate for the non-Hispanic population.

The Working Group on Education of the Domestic Policy Council, which you chair, is already addressing important education issues. I am directing you to form a Task Force within that Working Group to focus on Hispanic education. The Task Force on Hispanic Education will report to me through the Domestic Policy Council and its Education Working Group.

Specifically, the Task Force on Hispanic Education should:

- Assess the participation of Hispanics in Federal education programs.
- Identify barriers that may limit Hispanic participation in education programs and suggest remedies.
- Suggest goals and strategies for the education of Hispanics (e.g., reducing the dropout rate, increasing enrollment in higher education, and promoting adult literacy). These goals should be considered in conjunction with the process of setting national education goals as called for at our Education Summit.

I also understand that you will be appointing a special advisor on dropouts—a new position in your office. Because of the problem of dropout rates in the Hispanic community, I urge you to direct your spe-

cial advisor to work closely with representatives of the Hispanic community.

We must step up our efforts to ensure the education of Hispanic Americans as a vital part of our overall commitment to excellence in education.

George Bush

Nomination of David E. Jeremiah To Be Vice Chairman of the Joint Chiefs of Staff

December 6, 1989

The President today announced his intention to nominate Adm. David E. Jeremiah, USN, to be Vice Chairman, Joint Chiefs of Staff. Admiral Jeremiah will succeed Gen. Robert T. Herres, who is retiring.

Admiral Jeremiah is presently serving as commander in chief of the U.S. Pacific Fleet, Pearl Harbor, HI. He was born February 25, 1934, in Portland, OR.

Remarks to Hispanic and Corporate Leaders

December 6, 1989

I hope I didn't interrupt our wonderful Secretary of Education, Larry Cavazos. Every time I hear him speak, I learn a lot, and I'm just delighted that he's here. To Rod DeArment: thank you for the ideas and inspiration. Alfredo Estrada, the publisher of Hispanic Magazine, I want to thank you and your staff for your suggestions. And I'm especially delighted to be among so many Hispanic and business leaders. Welcome to the White House. Barbara and I have both been looking forward to this meeting.

I, as you know, am just back, having spent several days on ships in the Mediterranean Sea. And I must say that I must have left my sea legs in the Navy, because walking over here I found myself tilting to starboard. [Laughter]

It was a good meeting, a wonderful meeting there, one that I hope sets the basis for future progress: building peace and advancing freedom for a new century. And yet no

matter how far I travel, who I meet, or what I see, nothing can beat the thrill of coming back to the United States.

I asked you here today to thank you for what you've done. As you know, our growing Hispanic community will soon form the largest minority in our Nation. And if this is to remain the land of opportunity, then all the citizens of America must be well educated, must be well prepared for the challenges of the future.

There was a time in this country when you could prosper without a high school degree or a special skill. But we're entering an age of specialization. And in the 1990's, those who do not learn will not earn. They'll find it hard to contribute. They'll find it hard to advance. And it's just as simple as that.

Sadly, almost 11 percent of Hispanic students drop out of high school each year. And more than half of all Hispanic-Americans over the age of 25 have not completed high school. And when it comes to higher education, too many Hispanics just never get the chance, never have a fighting chance to go to college.

Solutions are coming now from Hispanic America. Strong family support, the encouragement of learning and excellence—these have always been the most striking features of the Hispanic tradition. And now this tradition, though, is endangered by tensions, the very tempo of modern life. And so, we've got to work together to protect this heritage, work together as leaders in government and business, as men and women concerned with the future. Nothing less than a national effort will suffice.

Secretary Cavazos heads the Working Group on Education for our Domestic Policy Council, and he is already addressing important education issues. And now I am pleased to tell you we are embarking on a new effort, one just for Hispanic-Americans, due in part to the advice that I've received from so many of you. I've signed a directive asking Doctor Cavazos to form an Hispanic Education Task Force to assess how well Federal education programs serve Hispanics, and then recommend ways to enhance the Federal role. The task force will complete its work and report by the end of February, and then I'll incorporate these findings into our broader efforts to improve

American education, mandated by our education summit with the Nation's Governors.

The corporate leaders here today understand that supporting education and training is good business as well as good citizenship. Look at the National Hispanic Scholarship Fund, which has sent almost 10,000 young Hispanic men and women to college. This means 10,000 highly educated and highly skilled Americans will bring their talent and energy to American business and their leadership to a new generation.

By contributing to the many programs and funds that advance the cause of Hispanic youth, you have truly made an investment in this generation and in the future of our country. But education is more than an investment, and the cause of education transcends the many prosaic matters that I've discussed today. Education is, as Will and Ariel Durant wrote, not just "the painful accumulation of facts and dates and reigns nor merely the necessary preparation of the individual to earn his keep in the world." It is the "transmission of our mental, moral, technical, and aesthetic heritage as fully as possible to as many as possible." Let the next generation of Hispanic-Americans fully know their heritage—the heritage of Benito Juarez, and Jose Marti, George Washington, Octavio Paz, and William Faulkner.

For advancing this cause, I pass on to you the gratitude of the Nation. Thank you, God bless you all, and thank you very much for coming to the White House. And now Barbara and I look forward, indeed, to having a chance to say hello to all of you. Thank you very, very much.

Note: The President spoke at 6:15 p.m. in the East Room at the White House. In his remarks, he referred to Deputy Secretary of Labor Roderick DeArment.

Letter Accepting the Resignation of M. Danny Wall as Director of the Office of Thrift Supervision

December 6, 1989

Dear Danny:

I accept your resignation as Director of the Office of Thrift Supervision, to become

NATIONAL COUNCIL OF LA RAZA

STRUCTURE AND PURPOSE

The National Council of La Raza exists to improve life opportunities for Americans of Hispanic descent. A nonprofit, tax-exempt organization incorporated in Arizona in 1968, the Council serves as an advocate for Hispanic Americans and as a national umbrella organization for about 80 formal "affiliates," community-based groups which serve 32 states, Puerto Rico, and the District of Columbia, and for other local Hispanic organizations nationwide. The Council identifies four major focus areas:

- Capacity-building assistance to Council affiliates and other Hispanic community-based organizations, public officials, and entrepreneurs, to help them meet local community needs;
- Applied research, public policy analysis, and advocacy on behalf of Hispanic Americans;
- Public information activities designed to inform Hispanic communities and the general American public about Hispanic history and culture, contributions, needs and concerns; and
- Special and international projects, including coalition efforts and catalytic projects which often can be "spun off" to become independent entities.

The Council's affiliates and its broader network of more than 4,000 Hispanic organizations and community leaders, policy makers, and corporate representatives receive information and assistance from the Council's Washington, D.C. headquarters and from its program offices in Phoenix, Los Angeles, and Edinburg, Texas.

The Council has an annual budget exceeding \$2 million and a staff of almost 40. The organization is about 90% privately funded, primarily by corporations and foundations.

LEADERSHIP

The Council is governed by a 29-member Board of Directors, including 28 elected members and the President. Board membership must reflect the varied Hispanic population in terms of subgroups and regional representation, and half the elected Board members represent Council affiliates or other constituencies. Bylaws require equal representation of men and women.

Raul Yzaguirre, the Council's President and Chief Executive Officer, has provided staff leadership since 1974. Rita DiMartino, Director of Public Affairs International for AT&T in New York and U.S. Ambassador to UNICEF, serves as Board Chairperson.

The Council receives ongoing advice and assistance from its Corporate Advisory Council (CAC), which includes senior executives and liaison staff from 15 major corporations who work with the Council and its network on a variety of cooperative efforts, from education and community health projects to visibility and fund raising. The Corporate Advisory Council now includes representatives from AT&T, Chevron USA, Circle K Corporation, Adolph Coors Company, Coca-Cola USA, Edison Electric Institute, The Equitable, General Motors Corporation, Johnson & Johnson, Kraft Incorporated, McGraw-Hill Broadcasting Company, Nutrasweet Company, Rockwell International Corporation, Time Incorporated, and United Parcel Service.

COOPERATIVE AND COALITION ACTIVITIES

The Council works extensively in coalitions with other Hispanic, minority, and mainstream organizations both on specific issues such as education or housing and on broader-scope efforts. The Council was among the founders—and remains one of the leaders—of such coalitions as the National Hispanic Leadership Conference, National Neighborhood Coalition, Coalition on Human Needs, and the Hispanic Association for Corporate Responsibility.

The Council's annual conference demonstrates the Council's ability to work cooperatively with community groups and the public and private sectors. The conference is supported largely by corporate sponsors and public and private exhibitors. It provides extensive information and training workshops, as well as opportunities for Hispanic community-based organizations to gain new information and skills and to interact with private-sector representatives, public officials, community leaders, and each other. During every conference there is an Affiliate Caucus, where Council staff and affiliate leaders meet to discuss current needs and concerns in the Hispanic community, assess the extent to which the Council and its network are responding to these needs, and establish program priorities for the following year.

The Council also has a demonstrated capacity to establish and maintain interactive national networks of Hispanic organizations. In addition to its ongoing affiliate network, in 1982 the Council initiated an education network of 30 groups and began to publish a bimonthly newsletter focusing on Hispanic education needs, promising programs, and resources. **La Raza Education Network News** now reaches nearly 1500 organizations and individuals. The National Farmworker Center was initiated in 1987 at the direct request of the Council's rural and farmworker affiliates, who agreed to assess themselves an annual fee, to be matched by the Council, in order to establish a network and hire staff. Today, the Center has 17 active organizational members and a newsletter, and has received core funding from a large corporation and project funding from the U.S. Department of Labor for a major conference.

POLICY ANALYSIS AND ADVOCACY

The National Council's Policy Analysis Center serves as a "think tank" on public policy issues, generating fact-based information for public and private-sector policy makers and for use by the Hispanic community and the media. Current policy analysis priorities include education, language issues, immigration, employment and training, civil rights enforcement, and housing and community development. In addition, special projects address AIDS, Hispanic business ownership, the Hispanic elderly, and teenage pregnancy. The Council's policy analysis products are disseminated to a national network of Hispanic and non-Hispanic leaders, policy makers, and organizations, including members of Congress and their staffs, state and local officials, and corporate officials.

The Center has played a major role in immigration reform, spearheaded efforts to increase opportunities for Hispanics to become English-literate, prepared major analyses of Hispanic demographics, education and employment status, focused attention on the growing population of Hispanic elderly, and provided an Hispanic perspective on civil rights enforcement issues such as fair housing.

The Policy Analysis Center provides fellowships and internships to young Hispanic professionals to increase the number of trained policy analysts focusing on Hispanic issues. The Center is funded entirely through grants from foundations and corporations.

An evaluation by The Brookings Institution, conducted in late 1985 at the request of the Rockefeller Foundation, concluded that:

La Raza's policy analysis fills a critically important need, the organization has excellent leadership, the staff has gained a reputation for accuracy and informed judgment among potential allies in Washington, and the group is at least as effective as—and perhaps more effective than any other Hispanic organization in Washington.

Legislative advocacy, a small but important part of Council activities, is carried out in accordance with regulations governing 501(c)(3) tax-exempt organizations, and is, of course, always nonpartisan and nonpolitical.

CAPACITY-BUILDING ASSISTANCE

The Council is one of a very few national Hispanic institutions with a reputation as a stable source of long-term assistance to local Hispanic groups. For most of its 20 years, the Council has provided capacity-building assistance to the staff and Board members of Hispanic community-based organizations; each year, through a combination of structured staff and Board training and on-site assistance, the Council's Office of Technical Assistance and Constituency Support (TACS) assists several hundred Hispanic organizations. Most assistance focuses on resource development, program operations, management, or governance needs. Some is highly technical, such as community development services aimed at helping communities develop skills in planning, infrastructure development, financing, housing development, and commercial center and industrial park development. Some focuses on education, employment, and other opportunity-creating programs. Some is short-term, such as Council training for groups providing legalization services to undocumented immigrants, while other efforts continue for five to ten years.

The Council's new core capacity-building effort is Project SHO (Strengthening Hispanic Organizations), which is designed to help Hispanic Americans enter the nation's economic mainstream by making possible comprehensive, coordinated capacity-building assistance to community groups so that they can effectively serve their constituencies.

In the past five years, the Council has helped to generate more than \$17 million in funding for target communities and organizations, made possible job training for several thousand adults and youth, and been responsible for the construction or renovation of 300 housing units. Council staff have provided structured training and individualized on-site assistance in program services, management, governance, and resource development to nearly 100 groups in 21 states and the District of Columbia.

A new Council initiative, the Innovative Education Project, has developed and is testing five low-cost community-based education models designed to improve Hispanic educational attainment. Projects are operated by Council affiliates, and are operational or in planning phases in more than a dozen locations.

PUBLIC INFORMATION

The Council carries out public information activities designed to increase public and Hispanic community awareness of its activities and public policy positions, and of the contributions made by the Council's network of Hispanic community-based organizations. The Council publishes a newsletter, **Agenda**, issues press releases, participates in press conferences, and disseminates editorials which present Council perspectives on policy issues.

For further information, contact:
National Council of La Raza
Number 20 F Street, N.W., Second Floor
Washington, D.C. 20001
(202) 628-9600

Cavazos

McNally/Simon
July 11, 1990
Draft One (B:LARAZA)

PRESIDENTIAL REMARKS: DROP-BY FOR NATIONAL COUNCIL OF LA RAZA
OMNI HOTEL, WASHINGTON, D.C.
WEDNESDAY, JULY 18, 1990, 11:45 A.M.

ack?

Thank you. Thank you all. I'm grateful for this opportunity to greet the National Council of La Raza, and pleased to see so many distinguished leaders from America's Hispanic service, education and business communities, gathered here in our Nation's capital.

(And I want to thank the person whose brilliance, foresight and tenacity made this July gathering in Washington possible. \\ The man who invented air conditioning!)

(It was sure hot in Houston last week. But we should have known it was coming. The weatherman we consulted was the same guy who set up the summit in Malta!) \\\

(The problem in Houston was sunburn. In Malta, it was sea-sickness. Instead of turning red -- people were turning green.)

Today, we are very pleased and honored to welcome you to Washington and to have this opportunity to tell you just how important we believe your efforts are.

And in saluting you, I also want to salute two of America's most outstanding Hispanic leaders -- who also happen to be two of America's most outstanding Cabinet secretaries. Of course, I'm talking about Manual Lujan and Lauro Cavazos. \\ They represent not only the new energy and leadership Hispanic-Americans are bringing to this great country -- but also two of our Administration's most important priorities: **The protection and**

use of our natural resources, and excellence in education. \\\

Indeed, we are particularly fortunate to have the services of Dr. Cavazos at the Department of Education, because my Administration has made educational assistance for Hispanic-Americans one of the top priorities of our campaign to revive educational excellence. We will seek -- we will demand -- educational excellence for America -- and that means educational excellence for all Americans. \\\

Ellen Sec. Cavazos' office 401-3043
12-6-89
Pres. does
see file
 I know Lauro spoke to you yesterday, but I'd like to touch on just a few of our most important new efforts. Last December, we launched a new initiative, specially designed to assist Hispanic-Americans, and developed in part with the assistance and advice we received from many of you here today. I directed the Secretary of Education to form an ^{Cabinet-level} Hispanic Education Task Force, aimed at identifying not only educational obstacles -- but also educational opportunities.

Sec. Cavazos
 Lauro has told me that the work of the Task Force is well underway, seeking new ways to assess the federal programs that serve Hispanic-Americans -- and seeking ways to make them better.

La Raza
see file
 And you who are part of the proud La Raza tradition, have also been a part of the solution. Efforts like Project Second Chance, the Family Reading Program, and Project EXCEL -- designed to help Hispanic community organizations become effective partners with schools -- are already making a difference for thousands of young Americans. \\\

(Our time today is short -- If I'm not out of the hotel by

1 o'clock
1:00, they charge me for another day.) \\\

But I wanted to mention one other effort that is of intense interest to Hispanic-Americans -- and to all decent Americans concerned not only with equality of opportunity -- but also with quality of life.

14 months ago I stood before the U.S. Capitol and announced America's determination to **"Take Back The Streets."**

The process that began on that day has now produced a crime bill that cleared the Senate last week. **There are still some improvements to be worked out in the House -- improvements needed to stop the endless abuse of the appeals process, to limit the size of gun magazines, and to ensure that evidence gathered by good cops acting in good faith isn't barred by technicalities that let bad people go free.** In this effort, too, we're calling for support from you and those you represent. \\\

From the time it was first launched in 1968, the National Council of La Raza has played a unique role in working to improve opportunities for Americans of Hispanic descent. The success of your efforts is evident in the many success stories represented throughout this room. **And so I'm here to salute you for the important work you do. By working today for Hispanic-Americans -- you're building a better tomorrow for all Americans.** \\\

Thank you. And God bless the United States of America.

#

S-15-89
speech

S. 1970
Cong. Record
7-11-90

OK by
Grace Mastoli
&
Marianne McGethigan

La Raza
fact
sheet