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Festival Hispano Cinco de Mayo and Concert

Tejano stars, Alex Montez and Lizza Lamb, are teamed up again for a Christian Festival Hispano Cinco de Mayo and a Concert on Sunday May 7th! The two Latin singers are married and now they're singing for God! Also Mariachi Arcoiris from Houston Texas and Children Dances by Grupo Infantil Vida!

This is a Family Event and is absolutely FREE!

Food snacks and drinks all FREE!

There will be games for the whole family kids and adults.

Registration begins at 3:00 PM at the door for prizes in a drawing; also take home gifts for all the little ones.

At the height of Montez's music career; fame, money and adoring fans, he felt like there was no reason left for living. He had escaped the drug and alcohol traps but was caught in sexual addiction and pornography. He was living in the dark and his marriage and family were breaking apart. He felt incapable of being a good father and a useful human being. He said his good-byes, put a gun to his chest and pulled the trigger. The bullet did a lot of damage but it didn't take his life! When he got out of the hospital he dedicated his life to God and he has been singing new songs ever since!

Lizza, a Grammy nominee and successor to Selena's star, crossed paths with Alex while on tour. He was newly divorced and was helping produce her album. The two fell in love but it wasn't enough to still the storms brewing in their lives. Alex was getting more depressed as life refused to give him the pleasure it promised. Lizza was getting high on her musical success, the love of her fans, and cocaine. The two were in a turbulent relationship and growing apart when Alex tried to commit suicide. It rocked Lizza's world!

As Alex had helped her with her music, so he would help Lizza to find purpose and significance in her life through God. The two dedicated themselves to God and then committed themselves to each other... they were married. Alex and Lizza started attending Life Foursquare Church in Angleton and they began singing on the worship team. After four years of Bible study, prayer and personal discipleship they took the next step... they became the Pastors of Iglesia La V Regional, a growing church of Spanish speaking peoples.

As the hosts of the Concert, Alex and Lizza are inviting everyone to come and listen to great music, hear a story of great hope and spend some time greeting and making new friends around dinner. The entire evening is free. The concert and conversation will be in Spanish.

The Concert takes place

May 7th at 3:00 p.m.

**Iglesia La V Regional is located at
 501 Karankawa St, Angleton. Tx.**

For more information call:

979-849-2624 and 979-319-1006.

The History of Gasoline Prices in the United States of America

How Much Are You Willing To Pay For Fuel?

In 1915, the retail price for a gallon of gasoline was about \$.14. In the ensuing years the price held steady and even dropped a little during the depression.

After World War II, the price of gasoline began to rise. In 1960, the price for a gallon of gasoline was an astounding \$.32 a gallon! It had more than doubled in price in just 45 years! In 1975, the retail price for a gallon of gasoline was now \$.59!

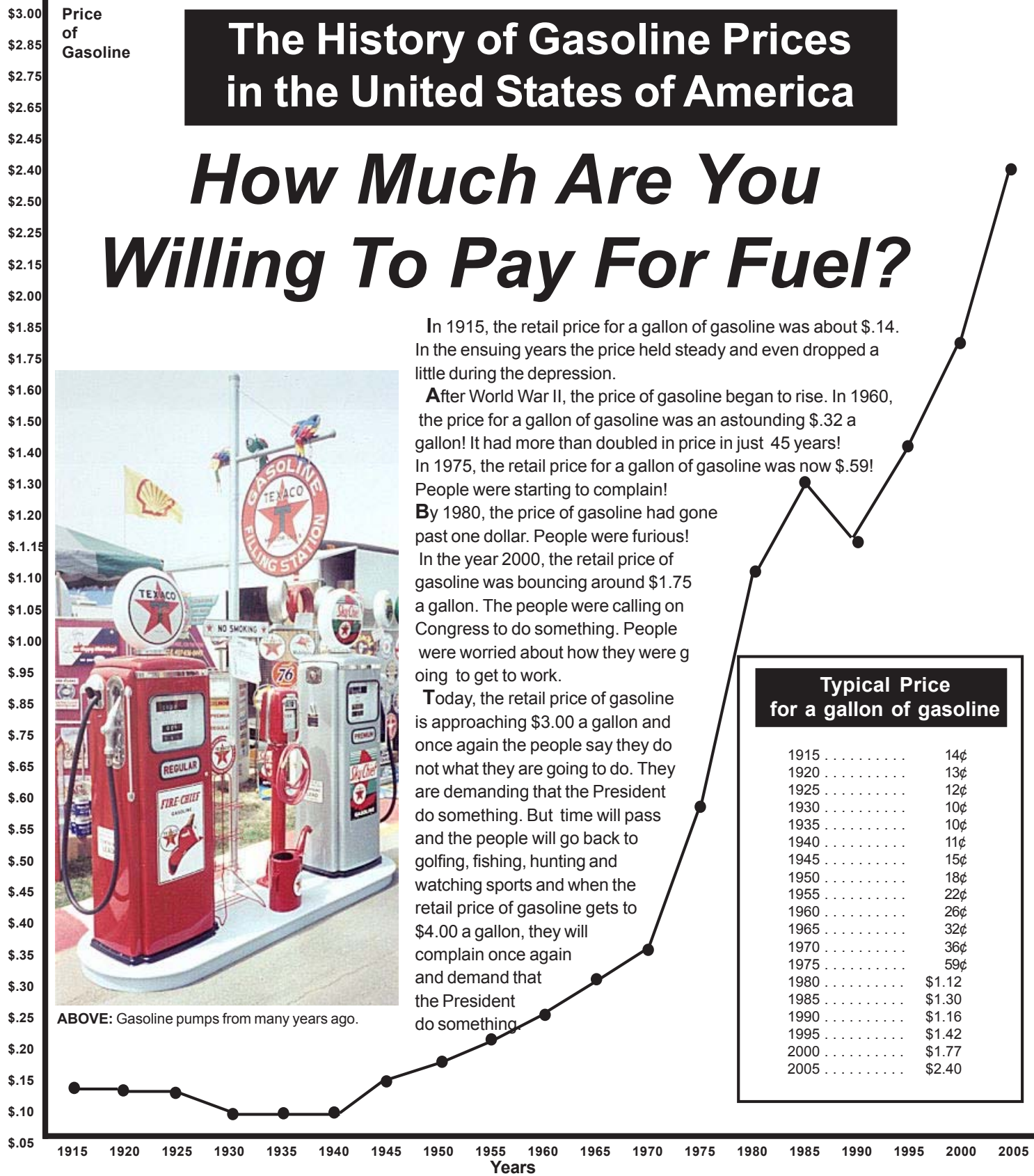
People were starting to complain! By 1980, the price of gasoline had gone past one dollar. People were furious!

In the year 2000, the retail price of gasoline was bouncing around \$1.75 a gallon. The people were calling on Congress to do something. People were worried about how they were going to get to work.

Today, the retail price of gasoline is approaching \$3.00 a gallon and once again the people say they do not what they are going to do. They are demanding that the President do something. But time will pass and the people will go back to golfing, fishing, hunting and watching sports and when the retail price of gasoline gets to \$4.00 a gallon, they will complain once again and demand that the President do something.



ABOVE: Gasoline pumps from many years ago.



Typical Price for a gallon of gasoline	
1915	14¢
1920	13¢
1925	12¢
1930	10¢
1935	10¢
1940	11¢
1945	15¢
1950	18¢
1955	22¢
1960	26¢
1965	32¢
1970	36¢
1975	59¢
1980	\$1.12
1985	\$1.30
1990	\$1.16
1995	\$1.42
2000	\$1.77
2005	\$2.40



Mañana empieza hoy con nuestros niños

Tomorrow Begins with Our Children Today

CREO, which is Spanish for I believe, was established by Latinos from varied cultural, ethnic and professional backgrounds to improve the educational outcomes of Hispanic children by empowering families through parental choice in education. CREO's purpose is to be a national voice for the right of Hispanic families to access all educational options and to be an agent for equity and quality in public education.

PREAMBLE

In the United States today, one out of seven people are Hispanic. Latinos are the largest ethnic group in the United States and the fastest growing, and youngest, segment of the population. Although within the next four decades Hispanics will make up more than twenty-five percent of the U.S. population, even today entire sectors of the American economy would collapse without the contribution of Hispanics: agriculture, building trades, small businesses, and a vast number of service sectors.

Hispanic culture values the person above mere utility, social connectedness above individualism, and family values over self-gratification. Hispanics by nature and culture are hospitable, generous, hard-working, family-and-community minded and, as evidenced by having the highest proportion of Congressional Medal of Honor recipients of any ethnic group, patriotic. We live within a context of a cultural heritage deep in faith, traditions, history, industry, and a spirit of entrepreneurship. We represent an unquestionably strong work ethic and we believe deeply in our citizenship and personal responsibilities.

We are a people on the verge: an increasingly significant political, economic, and cultural force in the United States providing essential contributions to our country's well being. *We are the changing face of America.*

But all is not well. Even as Hispanics emerge as an increasingly dominant force our country's current system of education too often segregates us, denigrates our well-being, destroys our youth, deprives us of opportunity, denudes our community of political power, and steals from too many children the dream of opportunity.

This failure of our system threatens to widen the disparities within our American society, deprive our fastest growing population segment of a bright future, and promises destructive and costly social turmoil for our entire nation. Let there be no doubt that our basic constitutional framework of fundamental rights and freedoms is, today, at great risk.

THE STATE OF THE UNION

What does it mean when our country's largest minority population (and fastest growing) — a hard-working and talented group — is 44% functionally illiterate? What does it mean when our system of education produces a Latino high school drop out rate of nearly 50% (a drop out rate more than double that of white students)?

How does this reality comport with our founding vision of the land of the free and home of the brave? What does our country guaranty if not the fundamental rights of *all* citizens? The truth is this: if the right to an adequate education for America's most vulnerable and largest minority population is denied, everyone's rights are imperiled.

In the 21st century it is clear that centralized models of educational governance usurp the rights of communities and parents to control the education of their children; even as those same models pay lip service to democratic principles and professing that they have the best interest of our children at heart. Their actions render our children

prey to an oppressive system that too often crushes them, strips them of dignity, and denies their fundamental rights. Latino youth routinely are buffeted and beaten by public policies that devastate their aspirations by a lack of education.

A sad but true part of our State of the Union is the fact that too many Latinos claiming to be our leaders



Hispanic CREO

2600 Virginia Avenue
NW, Suite 408

Washington, DC 20037

P: 202-625-6766

F: 202-625-6767

1-877-888-CREO

THE STATE OF THE UNION

(Continued)

have stood silently by in the interest of "broader agendas" and actually forged partnerships with the very entities whose policies breed public ignorance and grow the industry of state dependency.

We now proclaim it to be abundantly clear that our centralized system of education has utterly failed Hispanic children,

We now proclaim it to be abundantly clear that our centralized system of education has utterly failed Hispanic children, the Latino community, and our entire nation. In spite of our diligence and ethic of hard work and self-sufficiency, the truth is that today's system of conscripted education was designed to accommodate a reality that is now long past. In doing so our country has created, and today nurtures, a system of public education that has become the most effective, and one of the most enduring, segregation mechanisms in the history of the United States.



OUR MANIFESTO: JUSTICE, BY CHOICE

Today the **Hispanic Council for Reform and Educational Options** (Hispanic "CREO") joins in solidarity with all parents, other key Hispanic organizations, and corporate and civic leaders. We proclaim a parent's right to choose the school their child attends to be a basic civil right and a matter of social justice. Hispanic youth deserve to be nurtured rather than processed and to be treated with dignity versus callous consignment by a malfunctioning system that too often is unable to focus on growing our children's minds.

The Hispanic community, and all of us who profess to represent our Hispanic community, will not sit idly by while what amounts to educational mediocrity is being inflicted upon our children. As Latinos, we will unite and take the responsibility for our own future – *for as our future is forged, so goes our country.*

If we are to advance the economic, educational, political, and civil rights of Hispanics, and if we are to reduce poverty and improve life opportunities, we must instill an enthusiasm for democracy rather than inflict an erosion of individual liberties. Therefore, the undersigned join together to proclaim this Manifesto:

This Manifesto is a call to all Americans to support the empowerment of families by school choice. We shall, by our collective action led by Hispanic Americans, break the dysfunction in our education system that is throttling poor America so that all children can reach their full potential and claim their rightful place as vested citizens and full participants in this democracy. We call upon all Americans to sign this Manifesto.

This Manifesto is a challenge to any organization who speaks out against a child's civil right to access an adequate and equitable education. Let these organizations step forward to tell the entire country that our children are less important than the interests of their institutions. We challenge these organizations to publicly disclose their commitment, or their opposition, to school choice. We call upon them to sign this Manifesto.

This Manifesto is a plea for justice to our leaders in faith to join those who have already stepped forward moving beyond words and pronouncements. This is their time to stand behind and actively support this call to action from the faithful. We call upon faith leaders to sign this Manifesto.

This Manifesto is an invitation to our young Latino emerging leaders to step up into community and legislative leadership in a bold and daring fashion and to lead our system of public education into the 21st century. We call upon our emerging leaders to show their strength and to have their voices heard by signing this Manifesto.

This Manifesto is a wakeup call to our leaders in industry to take a stand on behalf of tomorrow's workforce – a workforce that must not fall victim to the bigotry of low expectations for Hispanic children. We call upon all business leaders to sign this Manifesto.

This Manifesto is an affirmation to all teachers who work diligently for the cause of children by holding high their expectations. We call upon all teachers to sign this Manifesto.

This Manifesto is a warning to all who serve in our legislatures that Hispanic people are tired of public policies designed to prevent open access and equity in education and we warn them to take caution when they support the discriminatory agenda of those who would deny a child's right to a better education through school choice. We call upon all elected officials to sign this Manifesto.

By this Manifesto we seek to redefine our educational system and institutions so as to reflect the values that sustain a diverse democratic society shaped by the American promise. We must not permit the nobility of our collective work ethic to make us subservient, nor our generous gallantry to leave us vulnerable and be taken for granted. Neither shall we continue to allow fellow Latinos to hold us back. We must not allow the system that is charged with educating our children to turn us into the faceless poor who only then exist as costly casualties of a failed American educational system. We must not let those whose vested interest in the current system put their interests ahead of the future well being of Hispanic children or our nation.

We must and we will change our response to one that will not permit the continuing infringements upon our dignity and our potential. No longer will we remain invisible in the American economic and political landscape but will rally together, using the force of our numbers, our moral strength, and the guarantees of our Constitution to create a better life for ourselves and our children and in so doing preserve America's original civic values.

Access and equity to quality education is our creed, our belief, and our Manifesto. This is our battleground and this is the birth of the American Latino Renaissance for the benefit of *all* American society – brought about by the right of parents to direct the education of their children. Only then can we truthfully speak of such ideals as the land of the free and the home of the brave.



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NCLR LANZA UN NUEVO PROYECTO PARA MOVILIZAR A LOS VOTANTES: "LEAP TO ACTION"

Washington, DC – Hoy en una conferencia de prensa telefónica, el Consejo Nacional de La Raza (NCLR, por sus siglas en inglés)- la organización nacional más grande de apoyo y defensa de derechos civiles de hispanos en Estados Unidos- anunció el lanzamiento de "LEAP To Action" (en español, Salto a la Acción), un proyecto de movilización de votantes que unirá esfuerzos con organizaciones comunitarias de 15 estados: **California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Carolina del Norte, Nebraska, Nueva Jersey, Nuevo México, Pennsylvania, Tennessee y Wisconsin.**

"Las marchas y manifestaciones por una reforma de inmigración integral han atraído más que la atención pública. En las últimas semanas, se ha registrado un aumento significativo de solicitudes de ciudadanía. Las organizaciones latinas de base comunitaria por todo el país han acudido mucho a NCLR para averiguar cómo pueden involucrarse más. 'LEAP to Action' se creó para ayudar a dichas organizaciones con el proceso importante de integrar a sus comunidades plenamente en el proceso político", declaró **Janet Murguía**, presidenta de NCLR.

La iniciativa, derivada del **Latino Empowerment and Advocacy Project (LEAP**, por sus siglas en inglés y en español, el Proyecto para la Participación Política y Cívica de los Latinos) de NCLR, contempla varias componentes, tales como el adiestramiento regional y un [portal de internet interactivo](#). La misma brinda orientación respecto cómo naturalizarse, cómo comenzar un programa de inscripción de votantes y cómo animar a los oficiales electos locales y nacionales para que se participen, entre otros temas. Se espera que el proyecto alcance a millones de ciudadanos y votantes nuevos mediante una campaña de anuncios de servicio público que comienza la semana que viene y que se terminará en noviembre del 2006. Los anuncios- dirigidos a la población hispana- se transmitirán en canales nacionales tales como SiTV, tanto en inglés como en español.

Una iniciativa que ejemplifica este tipo de esfuerzos es una campaña de educación e inscripción de votantes que dirige la **San Diego Coalition for Comprehensive Immigration Reform** (en español, Coalición por una Reforma de Inmigración Integral de San Diego). La coalición está compuesta por las principales organizaciones que brindan servicios a los latinos de San Diego. La campaña será inaugurada con una vigilia el primero de mayo para el llamado National Day of Civil Engagement (en español, el Día Nacional de Participación Cívica).

"Se hizo historia con la marcha del 9 de abril, en la cual decenas de miles de personas de San Diego marcharon en apoyo a los inmigrantes. Ahora necesitamos que nuestras voces se escuchen en el Congreso", comentó **Elvira Díaz** del MAAC Project, una ONG y afiliado de NCLR.

El proyecto "LEAP to Action" enfocará su atención en alentar la participación cívica entre los jóvenes latinos. *"El nivel de participación de la gente joven ha sido una inspiración en estos eventos. Estamos trabajando para impulsar ese interés y energía no sólo hacia una participación mayor, sino también hacia desarrollar una nueva generación de líderes para la comunidad latina",* declaró **David Lubell**, **director estatal del Tennessee Immigrant and Refugee Rights Coalition (TIRRC,** por sus siglas en inglés).

"Nuestro objetivo es fomentar una 'cultura de participación'. Estamos proveyendo las herramientas necesarias a las organizaciones con los vínculos más cercanos a nuestras comunidades hispanas para ayudarlas a asistir en: la transformación de los inmigrantes documentados en ciudadanos, los ciudadanos en votantes inscritos, los votantes inscritos en votantes el día de las elecciones, y los activistas en la próxima generación de defensores de sus comunidades," concluyó **Murguía**.

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NCLR LAUNCHES “LEAP TO ACTION” VOTER MOBILIZATION PROJECT



Janet Murguía

Washington, DC – At a telephonic news briefing today, the **National Council of La Raza (NCLR)**, the largest national Hispanic civil rights and advocacy organization in the U.S., announced the launch of “LEAP to Action,” a voter mobilization project that will partner with community-based organizations (CBOs) in 15 states including **California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Nebraska, New Jersey, New Mexico, North Carolina, Pennsylvania, Tennessee, and Wisconsin.**

“The marches and rallies in support of comprehensive immigration reform have inspired more than just massive attention. Requests for citizenship applications have surged in the last few weeks, and NCLR has been inundated with requests from Latino-serving CBOs all over the country on how they can get more involved. ‘LEAP

to Action’ is designed to assist CBOs with the critically important process of integrating their communities fully into the political process,” stated Janet Murguía, NCLR President and CEO.

Among the elements of the project, an offshoot of NCLR’s **Latino Empowerment and Advocacy Project (LEAP)**, are regional trainings and an **interactive website** that provides guidance on, among other issues, how to naturalize, how to start a voter registration effort, and how to engage with local and national elected officials. The project also expects to reach millions of potential new citizens and voters through a public service announcement (PSA) campaign beginning next week and running through November 2006 which will air on both national English-language and Spanish-language channels, such as SiTV, aimed at the Latino population.

One such initiative is a voter registration and education drive spearheaded by the **San Diego Coalition for Comprehensive Immigration Reform**, a coalition of the leading Latino CBOs in San Diego, which will kick off with a National Day of Civic Engagement candlelight vigil on May 1. *“After making history with the April 9 march in which tens of thousands of San Diegans marched in support of immigrants, we now need to make our voices heard in Congress,”* noted **Elvira Diaz** of the MAAC Project, an NCLR Affiliate.

The “LEAP to Action” project will place special emphasis on encouraging civic participation among younger Latinos. *“One of the most inspirational sights at these events has been the level of participation by young people. We are working to catapult that interest and energy not only into greater participation but also into developing a new generation of leaders for the Latino community,”* stated **David Lubell, State Director, Tennessee Immigrant and Refugee Rights Coalition (TIIRC).**

“Our goal is to foster a ‘culture of participation.’ We are providing the necessary tools for those organizations with the closest ties to our community - Latino CBOs - to assist them in helping to turn legal immigrants into citizens, citizens into registered voters, registered voters into actual voters on Election Day, and today’s activists into tomorrow’s advocates,” concluded **Murguía.**

NCLR

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Raul Yzaguirre Building
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The Immigration Debate: What it is and what it is not

With thousands of people taking to the streets to make their voices heard in the current debate over who will eventually get to call themselves a "Legal

American," there are a number of words that have been tossed around, used, abused and misused. In addition to words, there are many numbers that continue

to float by and taken at face value. We hope the following numbers provides you with a clearer understanding of: *The Immigration Debate and what it is and what it is not.*

The Words:

Immigrant - An individual who leaves one place, (for whatever reason) and moves to another place or country with the intention of *staying*.

Migrant - An individual who leaves one place, (for whatever reason) and moves to another place or country, with the intention of *returning* to his or her place of origin

Unauthorized immigrant - An individual who has entered a country without proper documentation with the intention of remaining for an indefinite period of time.

Unauthorized migrant- An individual who has moved from one country to another without proper documents with the intention of returning to his or her place of origin

Illegal immigrant - Same as unauthorized immigrant

Mojado - Same as unauthorized immigrant but could be an individual who intends to return to place of origin and thus would qualify as an unauthorized migrant

Wetback- Same as mojado, often used pejoratively as a put down

Green Card - The immigration document one carries to show to authorities upon demand as proof of the right to be in the United States.

Resident Alien - The immigration status of an individual who holds a "green card."

Minutemen - In the state of Massachusetts around 1645, men were selected from the militia ranks to be dressed with matchlocks or pikes and accoutrements and within half an hour of being alerted, they would be the first responders in battle. Usually 25 years and younger, they were chosen for their commanding officers for their enthusiasm, reliability, and physical strength.

The Numbers:

As of March 2004

Estimated size of unauthorized population in the United States: **10,300,000**

Composition of Unauthorized Population

5,900,000	Mexicans	57%
2,500,000	Latin Americans	24%
927,000	Asias	9%
618, 000	Europeans and Canada	6%
355,000	Other countries	4%
10,300,000	Total	100%

As of March 2005

The United States Bureau of the Census' most recent estimate of the number of unauthorized people (2005) in the United States is between 11.1 and 12 million. It is estimated that of the 12 million unauthorized people in the US, 5.4 million are adult males, 3.9 million are adult females and 1.8 are children

5,900,000	Adult Males
3,900,000	Adult Females
1,800,000	Children under 18 years
11,600,000	Total

"Other Facts"

It is estimated that two-thirds (66%) of the unauthorized population had been in the country for ten years or less.

It is estimated that there were 3.1 million children who are U.S. citizens by birth living in families in which the head of the family or a spouse was unauthorized.

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HURRICANE ASSISTANCE AVAILABLE THROUGH USDA RURAL DEVELOPMENT

Bryan Daniel, USDA Rural Development State Director, announced the availability of loans and grants to assist homeowners in the counties affected by Hurricane Rita. These funds may be used to purchase or repair homes in the 32 counties included in the Presidential declaration resulting from the hurricane. For more information please contact the Angleton Local Office of USDA at (979) 849-5251 extention 4.

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Jovita's Year Around Tamales



ABOVE: Jovita Gonzales is spreading the masa in the corn husks as part of the preparation for tamales. She learned the art of tamale making many years in the Rio Grande Valley and has brought this talent with her to Angleton. For tamales you can contact her at 848-8461.



“Helping English-as-a-second-language library patrons is a big part of my heart.” - Lucinda Wiley

The **Rio Grande River** meanders for more than a thousand miles through the parched land demarcating the **United States** and **Mexico**. In recent years, drought and other factors have nearly halted the river's flow. However, water is not the only resource in short supply. Communities along the river in **Texas** and **New Mexico** are experiencing a shortage of librarians.

Ana Cleveland, UNT professor of library and information sciences, says many librarians hired to work in border communities are not bilingual and fail to understand the local culture. That's led to a high turnover rate and unfilled professional positions — currently one to six professional vacancies per library. **Cleveland** and **Philip Turner**, UNT professor of library and information sciences and vice provost for learning enhancement, learned of this shortage from their peers at various border libraries and schools. In response, UNT's School of Library and Information Sciences created the **Rio Grande Initiative**, a program designed to bring qualified, bilingual librarians to border communities.

The initiative

The **Rio Grande Initiative** chose 20 scholarship recipients to help fulfill this mission. Some have already worked at border libraries, and the UNT program aims to enhance their abilities. All have been assigned to professional-in-training positions in public and academic libraries along the border.

While filling much-needed positions, participants in the two-year program also earn a master's degree in library science online through SLIS. *“In the past, we gave scholarships to students who came to us,”* **Cleveland** says.

“Now we are going to the communities. Online distance learning has made this possible.” In addition to taking online courses, the fellows regularly meet to discuss their efforts in the program. *“If this program is successful, two things will occur,”* **Cleveland** says. *“The participating libraries will gain an experienced librarian with knowledge of the local community, and these libraries will have had the services of a professional-in-training for two years.”*

A challenge

The **Rio Grande Initiative** was developed with a two-year, \$790,000 federal grant from the Institute of Museum and Library Services. Together, SLIS and the IMLS collaborated with border libraries to implement the initiative. The IMLS grant pays for the fellows' tuition and fees. Their salaries are paid by the grant and the libraries participating in the program. *“There is no greater task for the people of Texas and New Mexico than increasing the socioeconomic status of their Hispanic populations,”* **Cleveland** says. *“Since this can be primarily achieved through increasing the participation of these populations in our higher education system, we believe libraries are the start of that process.”*

Being bilingual and understanding the local culture is crucial because 78.3 percent of the residents along the border speak Spanish. *“The language can be a challenge,”* says **Lily Torrez**, UNT project coordinator for the initiative. *“Many along the border are just beginning to learn English and the language barrier can be an intimidating factor for new library patrons.”* For more information about this program, visit the website of the University of North Texas.



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