



La Voz

de Guadalupe County

**Free
Gratis**

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“Cita con Rosita”

CONGRESSMAN HENRY CUELLAR: COLLEGE IS FOR EVERYONE

Utilize financial aid opportunities for higher education aspirations

Congratulations

As the school year comes to a close, I'd like to congratulate the graduating Class of 2011 for their perseverance and determination through their academic tenure.

This is a turning point in your life – a time to make a decision. You may plan to enter in the workforce or join the military to fight for our country. For others, you may find yourself in technical school pursuing a specialized study, a community college, or a four year university this coming fall. Regardless of the path you choose, remain dedicated and focused.

Upon completing my high school degree, I attended **Laredo Community College** and went on to earn a bachelor's degree in Foreign Service from **Georgetown University** in Washington, D.C. I continued furthering my education by completing a master's degree at **Texas A&M International University** and earned a law degree and a Ph.D. in Government from the University of Texas at Austin. I attribute my educational accomplishments to federal government assistance provided by financial aid. Here is vital information to consider in reducing education costs.

Getting started

To receive financial aid, you'll need to fill out a "Free Application for Federal Student Aid (FAFSA)" form. Make sure you have your Social Security Number, driver's license, income tax returns, bank



statements, and investment records available since you will need that information to apply.

It is important to recognize the difference between a loan and grant. Loans are a form of financial aid that must be repaid with interest, while grants are federally funded assistance that you do not have to repay.

Grants

The College Cost Reduction and Access Act, now law, provides grant opportunities for students. The TEACH grant provides tuition assistance to students who commit to teach in public schools in high-poverty communities and high-need subject areas. Undergraduates may receive \$4,000 a year and a maximum of \$16,000 over four years.

Pell grants are awarded on a need basis for undergraduate students. For the 2010-2011 school year, the amount will be \$5,550 – \$200 above last year's award. At this level, the Pell Grant will be able to cover a year of tuition at most public universities and community colleges in the state.

Loans

The College Cost Reduction and Access Act ensured the common Stafford Loans, offered on a need basis, now have a fixed interest rate of 4.5 percent. These federal loan interest rates provide greater savings over more expensive private loans to make it easier for students to attend college. I encourage you to explore all options before securing a loan - consider a federal loan before a private loan.

Other options

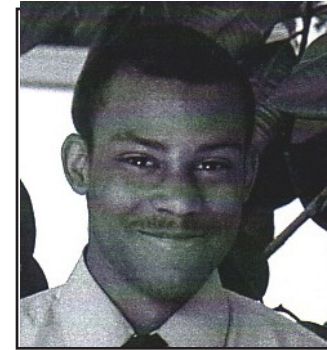
Students can receive aid from the federal government if they work while completing their studies. The American Recovery and Reinvestment Act invested \$200 million so that an additional 133,000 students would be paid to work in a field related to their major or in community service.

For those interested in entering a career in public service, complete loan forgiveness will be offered to workers after ten consecutive years and loan payments. Public service careers include: teachers, public defenders, prosecutors, firefighters, nurses, non-profit workers, among others.

Your financial situation should not stop you short from receiving a college degree. There are viable options to ease higher education costs and assist you in earning your degree. For more information, please visit my website at cuellar.house.gov or feel free to contact any of my offices throughout the 28th District of Texas or in Washington, D.C.

I wish you the best of luck in your future endeavors.

People in the News



Michael Zuniga Heading to Baylor University

Michael Zuniga, son of **Regina Zuniga** and **Chris Applewhite** graduated from **Seguin High School** with the Class of 2011. He will enroll at **Baylor University** in the fall and has his sights set on becoming a lawyer.

Michael was active in a number of clubs and sporting activities including cross country, football and track. As a member of the Honor Society, he also served this year as its president.

Michael stated that his education hero was his English teacher, **M'liss Haas** because of her "unorthodox" teaching style. "She not only taught me the important skill of rhetorical analysis, but she inspired within me a passion for learning," said **Michael** in the Celebration of Excellence Recognition Banquet booklet that was distributed on May 19th during the event.

Michael's community involvement included spending time working with Seguin Youth Services, the Animal Sanctuary, and the Seguin Outdoor Learning Center. He also found time to volunteer at a nursing home and at the Seguin Senior Center.



Solis Earns Masters Degree in Mexican American Studies

Gabriel Daniel Solis was born and raised in **Seguin, Texas**, where his family has lived for several generations. He graduated from **Seguin High School** in 2004 and attended the **University of Texas at Austin** where he earned a degree in Philosophy in 2008.

After college, **Gabriel** conducted research on the effects of violence, especially the death penalty, on individuals and communities with the **Texas After Violence Project**, a small human rights organization in **Austin**.

In 2009, **Gabriel** entered the Masters Program at the **Center for Mexican American Studies** at the **University of Texas at Austin**. During this time, he was Staff Coordinator for **Refugio Center for Community Organizing** and **Graduate Research Assistant** at the **University of Texas Community Engagement Center**, part of the **Division for Diversity and Community Engagement**.

In May 2011, **Gabriel's** Masters Thesis, "*The Trial of Ricardo Aldape Guerra*," received the "**L. Tuffly Ellis Best Thesis Prize for Excellence in the Study of Texas History**" from the **Department of History** at the **University of Texas at Austin**. **Dr. Emilio Zamora**, **Professor of History at The University of Texas at Austin**, served as **Gabriels'** committee chair.

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Whose View of the Future Are We Talking About?

On June 4th, 2011, I went to a rally at the **Texas State Capitol** to help call attention to the fact that public education is under attack in **Texas**.

As I stood in the rotunda of the Capitol shouting slogans and singing a modified version of the *Eyes of Texas Are Upon You*, I notice a little girl with her mother who was also singing. When the crowd broke into chants and punctuated the air with their fists for emphasis, this little girl, in her uncoordinated manner, did the same. She really seemed to be enjoying herself. I scanned the crowd and saw other young protesters with their parents who were also shouting and singing.

Allen Weeks, the organizer of the **Save Texas Schools** movement and the rally inside the capitol, called people forward to share their concerns about education. After a couple of adults spoke, the little girl that had been chanting raised her hand. **Allen** called her to the center and in the words of an innocent 10 year old child, she shared, in a calm voice, her concerns for school, as well as why she wanted her teachers to come back.

This little girl did not understand the complexities of what politicians do, nor she did not try to explain processes or connect the dots. Instead, she told everyone how she felt. She simply shared her feelings about her school and her teachers.

This little girl spoke from the heart and spoke volumes to why a good public school is essential for her development and hopes of what tomorrow might bring.

As I absorbed the moment along with all the other adults present, I realized that the debate about public education is not really about money. It's not about funding formulas and equity issues. I believe the current debate regarding public schools has to do with how one sees the future.

There are those elected officials who have read the latest Census figures, studied the bar graphs and charts and then slowly closed the report. These same elected officials have taken a look around the state and noticed there sure are a lot of students in school with last names like, **Avalos, Cotera, Hernandez, Pulido, and Zuniga**.

The question that drives some of these elected officials who like to invoke a Tea Party allegiance to fiscal austerity, is whether or not they want to help educate people who don't look like them. It's not that complicated. As the state turns increasingly Brown, there are those who are becoming increasingly worried about what the future will look like.

Add to this, the sensationalism from the folks at **FOX** television who showcase the many ingenious ways desperate people find to get around, over or under a multi-million dollar fence on the border, and the politicians are swamped with telephone calls from constituents who feel they are being invaded (*Pass the guacamole, please*).

There was a time in **Texas** when Mexican kids went to Mexican schools, Black kids went to black schools and Anglo kids went to the "regular schools."

When you step back and take a look at how **Texas** has changed or been forced to change over the years? The school house has often times served as the battleground for these issues. In the 1960s and 70s, students and parents who wanted improvements in the public schools staged massive walkouts. Some lasted two days and some lasted two weeks. Some, like the 1969 **Crystal City ISD** walkout, lasted four weeks. Where as, the 1970 **Uvalde CISD** walkout lasted six weeks.

But it was the walkout/boycott in **San Angelo, Texas**, done by Mexican American parents who wanted their kids to go to school with the Anglo kids, that lasted the longest. The school board told the parents that they would build them their own brand new schools. The parents said no, because they wanted their kids to go to school with the kids who had last names like, **Taylor, Moore, Smith and Jones**.

The local school board denied their demand and as a result, the parents kept their kids out of school for four years! For four years the parents held firm. What year did this take place? 1910.

For more than 100 years, the struggle to get a good education has been an on going battle in **Texas**. Yes, there have even been lawsuits. In 1930, Mexican American parents in **Del Rio, Texas** went to court over the two rooms that were to be the "Mexican school." In 1948, in **Bastrop, Texas**, parents went to court over segregated campuses with minimal facilities and a curriculum that was limited to vocational training.



Alfredo R. Santos c/s
Editor & Publisher

Time and time again, parents have had to stand up to defend their children from those who understand that once you allow a child to become educated, you cannot take away that knowledge, or the wisdom that comes along with it. You cannot uneducate a person who has learned how to read, who has learned how to think for themselves and who has learned how to question authority.

Today, much like the way the parents in **San Angelo, Texas** believed that the doctrine of "separate but equal" was not right, parents are finding out that a majority of **Texas** law makers are not only trying to change the essence of the public schools, but that they want to do it without even a public debate. These politicians have a very different view about the future and who should be a part of it.

Back to the rotunda: the other thing I heard people discussing at the rally was how, for many of them, it was the first time they had ever come to **Austin** to sing and shout and protest. A few said they never knew they could carry out this kind of activity. But what the politicians should really be worried about, are those people who said they actually liked the feeling of being in the **Texas State Capitol** and having their voices heard.



Janie's record shop
LO MEJOR DE LA MUSICA TEJANA, NORTEÑA,
INTERNACIONAL Y MUCHO MAS

THE UNIVERSITY OF TEXAS AT AUSTIN

LATINO MALE SYMPOSIUM

FRIDAY, JUNE 24, 2011
TEXAS UNION BALLROOM
ROOM 3.202

On June 24th, 2011, Project MALES (Mentoring to Achieve Latino Educational Success) will host a one day symposium on the disappearing Hispanic male from the American education pipeline. The event will take place in the **Texas Union Ballroom** from 8:30am to 4:00pm.



Dr. Victor Saenz

Latino males have among the lowest high school graduation and post-secondary enrollment rates in the country. According to some scholars, Latino the educational gap between Latino males and females is continuing to grow. At both **Austin Community College** and **The University of Texas at Austin**, there are more Hispanic females than males enrolled.

Featured speakers will include local and national experts such as **Dr. Shaun Harper** (University of Pennsylvania), **Dr. Luis Ponjuan** (University of Florida), **Alphonso Rincon** (FACE), **Sandy Alcalá** (Con Mi Madre), and **John Kaulfus** (UTSA), among many other educators from K-12, higher education, and community-based organizations working directly with Latino male youth of all ages. According to **Dr. Victor Saenz**, one of the organizers of the event this Symposium is the first of its kind at **UT-Austin**.

Registration for this event is FREE and open to the public. Please RSVP by June 20th, 2011. Parking will be available at the San Antonio Parking Garage at 2420 San Antonio. Standard rates apply. For more information on Project MALES visit the website projectmales.org or email: projectmales@gmail.com.



Workers Defense Project

Proyecto Defensa Laboral

WDP's Wage Theft Bill was signed by Governor Rick Perry and is now law! This bill makes it easier for police departments across Texas to arrest employers who don't pay their workers, and closes an important loophole which allowed employers to avoid criminal theft of services charges by making a minimal payment to their workers. With the passage of this bill, thousands more workers will be able to recover their well-deserved wages!



La Cultura Corner

Yvonne De La Rosa
Teatro Program Coordinator

Bienvenidos a "La Cultura Corner"!

Teatro De Artes De Juan Seguin would like to **THANK** all of you who attended the 29th Annual Recital on Friday, May 6, 2011 featuring the **Ballet Folklórico De La Rosa** and **Conjunto Juan Seguin** students. The sounds of traditional conjunto music and folklórico dances transformed **Texas Lutheran University's Jackson Auditorium** into a cultural and traditional space. **Alberto Rincón**, the MC, for the evening welcomed the audience that was made up of community members, families, and friends. The evening was filled with the sounds of zapateado, musica, and the vibrant sights of traditional trajes de **Mexico**. We hope to see you next year when we celebrate **Teatro's 30th Anniversary**.

Teatro's 30th Anniversary 2011-2012

Teatro was founded on July 9, 1982 and will mark its 30th year on July 9, 2012. In celebration, the **Teatro Board of Directors** approved a plan that will include special events and activities during the coming year.

The goals for this coming year are:

- To document **TEATRO's** 30 year history through the lenses of **PEOPLE'S** contributions (present and past board members; present and past **Ballet Folklórico De La Rosa** parents, students and instructors; past Mariachi students, parents and instructors; present and past **Conjunto Juan Seguin** and **Seguin ISD** students, parents and instructors; present and past **Seguin ISD Ballet Folklórico** students, parents, teachers, administrators and instructors; artists; businesses; universities; supporters; community at-large, etc. etc.) via oral and written histories.

- To document the impact that **Teatro's** cultural, artistic and historical activities/programs may have had in their lives as well as document the impact to our Mexican American community.

- To recognize, honor and celebrate the Mexican-American people, culture, art and history via a series of year-long (2011-2012) activities/programs.

- To propose and provide the vision for the coming years.

Some of the activities and events that will be held to accomplish these goals are:

- To form 3 to 5 **FOCUS** groups that will document the historical information and impact; and that will propose the year long and culminating activities. The proposed **FOCUS** groups will include but not be limited to:

- o Board Members
- o Conjunto
- o Mariachi
- o Ballet
- o Supporters, audience, businesses (community at-large)

- To seek funding for these activities that may include but not be limited to obtaining the technology, equipment, supplies, etc. needed to digitize the findings and to prepare historical exhibits that may be displayed at museums, universities, etc. as well as on the **WEB** via **VIRTUAL** tours.

In preparation for this coming year, we are asking you to contact us at teatrodeartes@yahoo.com, www.facebook.com/teatrodeartes, or call us at 830-401-0232 (leave a message) so that we can place your information (email, address, phone, etc.) in a distribution list.

FUTURE EVENTS:

Free Summer Arts Camp for Kids during the weeks of June 6th-10th, June 13th-June 17th, and June 20th-24th 8AM-12PM

Registration is now open for **Teatro's 2nd Annual Summer Arts Camp**. The free three-week program will begin June 6th and continue through June 24th. Please sign up your son or daughter (ages 5-15) for one of the three weeks. Registration packets are available online: www.teatrodeartes.org, or can be picked up in person at **Teatro's Cultural Arts Center**.

Historias de Seguin

Un panorama del proyecto

¿De qué trata el proyecto *Historias de Seguin*?

El pasado nos ayuda a entender quiénes somos, cómo llegamos a donde estamos y por qué. El conocimiento de nuestro pasado nos ayuda a llegar hasta donde deseamos estar como gente y como sociedad. *Historias de Seguin* es un trabajo conjunto entre los residentes locales y la **Universidad Luterana de Texas** para reunir y preservar las historias de las comunidades mexicana y méxico-americana de **Seguin**. Como lo indicó el señor **Ramón Salazar**, el proyecto tiene la intención de reunir “*información sobre los ciudadanos de Seguin que en el pasado fueron influyentes de alguna manera, quienes contribuyeron al bien de nuestra comunidad, los empresarios hispanos que abrieron las puertas para todos, maestros que nos animaron, cualquier persona que de alguna forma ha aportado su tiempo o su talento para hacer de Seguin un lugar mejor.*”

¿Cuál es la meta del proyecto?

La meta principal es llegar a tener una mayor conciencia de las aportaciones y experiencias de los mexicanos y los méxico-americanos en **Seguin**. Ya se tiene establecida una página web (www.SeguinStories.net) y se realizó una exhibición de las primeras historias y fotos que se lograron en el restaurante **Davila’s BBQ**, para compartir los primeros frutos del proyecto. También hay un gran interés en publicar en el futuro un libro con las historias y las fotos que se logren obtener a lo largo del proyecto. En palabras del **Sr. Salazar**, “*nosotros... estamos en un momento clave en el que podemos motivar a nuestros estudiantes y a nuestros hijos para lograr la grandeza de nuestro pueblo a través de una mirada a nuestro pasado.*”

¿Quién empezó este proyector? ¿Quién está a cargo?

El proyecto dio comienzo a petición de **Ramón Salazar**, entonces miembro del concejo municipal; de **Edward Dávila**, hombre de negocios por mucho tiempo y de Rosita Ornelas, reconocida personalidad de la radio hispana. **La Dra. Ana María González** fue quien inicialmente incorporó este proyecto en una de sus clases de español en TLU con la ayuda de **Tim Barr y el Center for Servant Leadership**. El proyecto ha crecido y se ha desarrollado por lo que otras personas se han involucrado también, pero el mismo grupo que empezó continúa aportando su apoyo, guía y supervisión.

¿Cómo puedo participar en este proyecto?

Si usted es mexicano o méxico-americano y desea ser entrevistado en inglés o español, por favor comuníquese con el **Sr. Ramón Salazar** al 830-379-1083 para agregar su nombre a la lista de participantes. ¡Esperamos contar con su colaboración!

Seguin Stories

Project Overview

What is the *Historias de Seguin – Seguin Stories* project?

The past helps us understand who we are, how we got here, and why. Knowing our past also helps us better understand how to get where we want to be as a people and society. *Historias de Seguin – Seguin Stories* is a collaborative effort between local residents and **Texas Lutheran University** to collect and preserve stories from **Seguin’s** Mexican and Mexican-American communities. As **Ramón Salazar** has written, the project intends to gather “*information on the citizens of Seguin who in the past years were influential in some way, who contributed for the good of the barrios, the Hispanic entrepreneurs who opened the doors for all of us, teachers who encouraged us, anyone who in some way contributed their time or talents to make a Seguin a better place.*”

What is the goal for the project?

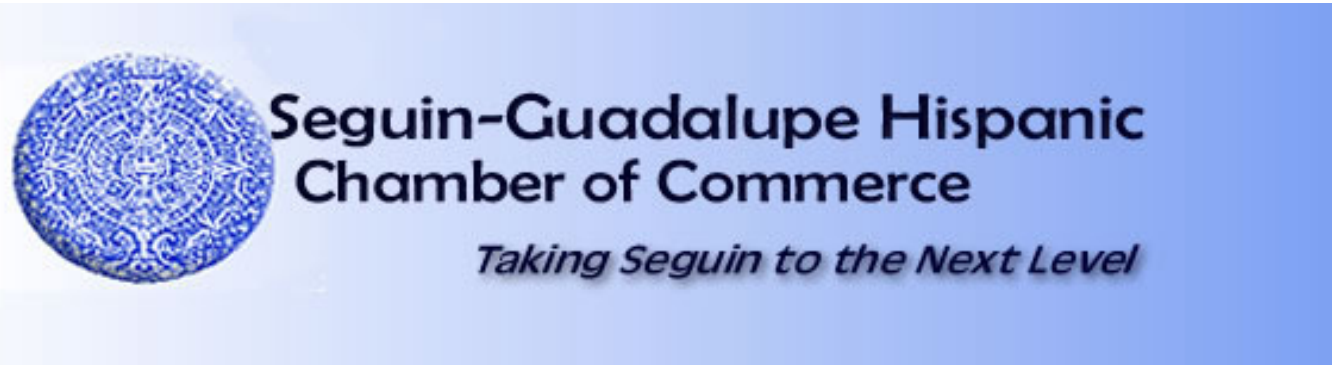
The primary goal is to promote a greater awareness of the contributions and experiences of Mexican and Mexican-American people in **Seguin**. A website was established (www.SeguinStories.net) and one batch of stories was displayed at **Davila’s BBQ** restaurant to share the fruits of this project publicly. There was also strong interest in publishing the stories and photos in a book sometime in the future. In the words of **Mr. Salazar**, “*we...are at a pivot point to where we can motivate our students and our children to achieve greatness in our town by looking at our past.*”

Who started this project? Who is in charge?

This project began at the request of **Ramón Salazar**, long-time businessman **Edward Dávila**, and well-known former radio personality **Rosita Ornelas**. Initially, **Dr. Ana María González** integrated this project into one of her Spanish classes at TLU with the assistance of **Tim Barr** and the **TLU Center for Servant Leadership**. As the project continues to grow and evolve, new people have become involved, but that same core group continues to provide guidance and oversight.

How can I participate in this project?

If you are Mexican or Mexican-American and willing to be interviewed either in English or Spanish, please contact **Ramón Salazar** at 830-379-1083 to be placed on the list of participants. We look forward to hearing from you!



Reflecting on Rosita Ornelas

Por Jeremy Drollinger y Ana María González.

Rosita Ornelas was born in **Staples, Texas** on September 4, 1935 and has been resident of **Seguín** since July of 1952. In October of 1952, she began to work for the radio station **KWED** where she continues working to this day. In the beginning she worked at the station helping to put the records inside their covers and then, later, little by little, she began to learn how to use the typewriter, “**just with two fingers,**” she says with a smile.

As she began to help out more and more, she began to work with the documents in the office and in time was given increasing responsibilities and “privileges” as considers them she. This is how she began her career as a radio announcer and the first woman of Hispanic descent to be on the air in the region. The owners of the station **KWED**, recognized her talent and soon offered her the opportunity to have her own radio program which consisted of putting together the news, translating from English to Spanish, selecting the music and taking dedications over the phone from listeners especially on holidays like Mother’s Day. Her program, which was entirely in Spanish, was a true treasure for the community in that it allowed people in **Seguin** area to stay in touch with one another.

The main objective of her radio program was to inform her listeners of all types of news including, funerals, community events, weddings, anniversaries, and the opening of new businesses. In the beginning, her radio program ran from 3:00pm to 5:00pm. As the success of the program grew, the hours changed and the program ran from 1:00pm to 5:00pm seven days a week. **Mrs. Ornelas** stated, “We broadcast that program for 39 years and covered an area with a radius of 80 miles which included, **Austin, San Marcos, New Braunfels, San Antonio, Stockdale, Lockhart** and other cities and towns in between.” In those days, the radio station was broadcasting on both AM and FM bandwidths. Then it sold its FM operation to a group in **San Antonio** and unfortunately her radio program came to an end.

Rosita continued with the company as a receptionist and then took on the added responsibility of director of circulation for the **Seguin Daily News**. She is one of two persons who deliver the publication to over 300 businesses.



Rosita Ornelas

Rosita has a passion for public service and is very loyal to **KWED**. She has worked hard all her life. Reflecting on her time as a broadcaster, she said, “*The time spent on the radio is something that will always live within me. My work with the station has brought me many honors and awards and people to this day still recognize me and miss the radio program. It is nice to be recognized and know that people appreciated my work. It is something that for me does not have a name or a price.*”

In 2001, **Rosita** was inducted into the **Tejano Music Hall of Fame** in **San Antonio, Texas** and in 2008 she was given the same honor in the **Teajno ROOTS Hall of Fame and Museum** in **Alice, Texas**. It is for this reason that **Rosita** will continue to live on in the history and culture of Tejano music. The **Hispanic Chamber of Commerce** in *Seguin* has established the “*Annual Rosita Ornelas Prize*” which is granted to an individual who has made outstanding contributions in the area of communications and worked to advance the spirit of her work in **Seguin** and the surrounding area.

On the right is a resolution from the Texas House of Representatives.

Texas House of Representatives Resolution

RESOLUTION - WHEREAS, On April 7, 2001, Rosita Ornelas of Guadalupe County became the first female disc jockey to be inducted into the Tejano Music Hall of Fame; and WHEREAS, Her illustrious radio career began in the early 1950s in Seguin when she assisted the KWED radio Spanish language director between her split shifts as a waitress; in 1963, she became Spanish program director and developed into a living legend to thousands of people in South Texas as popularity mounted for her news and music dedication program, “Cita Con Rosita”; since 1985, Ms. Ornelas has been affiliated with KWED’s Daily News publication; and WHEREAS, The recipient of numerous requests to be mistress of ceremonies for functions ranging from quinceaneras to fiestas, Ms. Ornelas has been honored by city and county governments as they observed Rosita Ornelas Day; she has been presented the Distinguished Community Service Award by Texas Lutheran University, and the Seguin-Guadalupe County Hispanic Chamber of Commerce has established the Rosita Ornelas Media Award to recognize individuals who perform exceptional acts of community service; and WHEREAS, A commitment to Tejano music programs and a devotion to the community are exemplary traits consistently exhibited by this pioneer in the Tejano movement, and she truly deserves special recognition; now, therefore, be it RESOLVED, That the House of Representatives of the 77th Texas Legislature hereby congratulate Rosita Ornelas on her entrance into the Tejano Music Hall of Fame and extend to her sincere best wishes for continued success and happiness; and, be it further RESOLVED, That an official copy of this resolution be prepared for Ms. Ornelas as an expression of high regard by the Texas House of Representatives. **Kuempel** Speaker of the House I certify that H.R. No. 1013 was adopted by the House on May 18, 2001, by a non-record vote.

Chief Clerk of the House

“Cita con Rosita”

Por Jeremy Drollinger y Ana María González.

Rosita Ornelas nació en **Staples, Texas** el 4 de septiembre de 1935 y ha sido residente de **Seguín** desde julio de 1952. En octubre de 1952 empezó a trabajar para la estación radiofónica **KWED** donde continúa ofreciendo sus servicios hasta la fecha.

Al principio trabajó en el programa **Tejano** ayudando a poner los discos dentro de sus cubiertas y después poco a poco empezó a escribir a máquina, “nomás con dos dedos,” nos dice con una sonrisa. También ayudó con los documentos en la oficina de la estación y de esta forma le dieron más responsabilidades o “privilegios” como los considera ella.



Fue así que llegó a ser locutora de la estación de radio local, convirtiéndose en la primera mujer hispana en la región en este trabajo. La compañía **KWED** reconoció su talento de tal manera que le otorgó la oportunidad de tener su propio programa, el cual consistía en dar las noticias que a veces tenía que traducir a mano del inglés al español, pasar todo tipo de anuncios, poner las canciones, y una parte muy popular del programa eran las dedicates a familiares y amigos, especialmente en ocasiones especiales, como “El Día de las Madres.” Su programa era en español y significaba un valioso tesoro porque gracias a él había un medio de contacto y de comunicación para la población hispana de toda el área.

El objetivo principal del programa era informar a los ciudadanos sobre todo tipo de eventos tales como funerales, actividades de la comunidad, cumpleaños, bodas, aniversarios, la apertura de nuevos edificios o negocios entre muchos otros. Al principio se transmitía de la una a las tres de la tarde, pero con el éxito obtenido se agregaron dos horas más, y después era de la una hasta las cinco de la tarde, los siete días de la semana. “Transmitimos el programa por 39 años” nos comenta, “y cubría una distancia radial de 80 millas.” Esta distancia incluía **Austin, San Marcos, New Braunfels, San Antonio, Stockdale, Lockhart** y otros poblados.

En ese entonces la compañía radiofónica tenía dos ondas radiales, una de AM y otra de FM, pero cuando se vendió la FM a **San Antonio**, lamentablemente su programa tuvo que terminar. **Rosita** continuó con la compañía como recepcionista y con el tiempo se le dio el puesto de Directora de Circulación de “**The Seguin Daily News.**” Ella es una de las dos personas que hoy en día entrega esta publicación informativa a unos 300 negocios aproximadamente. **Rosita** tiene una gran pasión por el servicio público y ha tenido siempre mucha dedicación a la compañía **KWED**. Ha trabajado duro toda su vida. “Es una cosa que siempre va a vivir conmigo,” **Rosita** nos explica sobre sus experiencias en la radio y su trabajo actual. “Mi trabajo me ha dejado muchos grandes honores hasta la fecha.” Ella menciona que hay varias personas que la reconocen y la extrañan tanto a ella como a su programa. “Es muy bonito ser



Rosita Ornelas

reconocida y ver que hay gente que agradece. Esto para mí, es un privilegio que no tiene nombre ni tiene precio.”

En el año 2001 fue reconocida en el **Salón de la Fama de la Música Tejana** (Tejano Music Hall of Fame) en **San Antonio** y en 2008 recibió otro reconocimiento en el **Museo y Salón de la Fama de las**



Raíces Tejanas (Tejano Roots Hall of Fame and Museum) de **Alice, Texas**. De esta manera, **Rosita** es y seguirá siendo una leyenda en la historia de la música y la cultura tejanas, a través de su valioso legado tradicional para la comunidad hispana. **La Cámara Hispana de Comercio** tiene a su vez el “Premio Anual Rosita Ornelas” a una persona que se haya destacado en el área de la comunicación para beneficio de la sociedad con el afán de preservar el valor de su trabajo tanto en **Seguín** como en sus alrededores.

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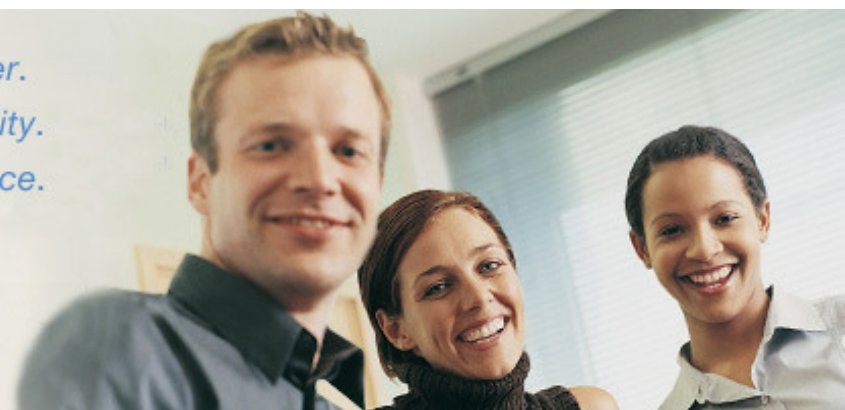
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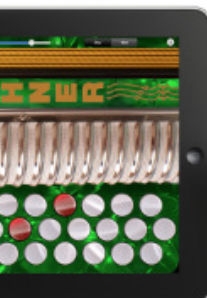


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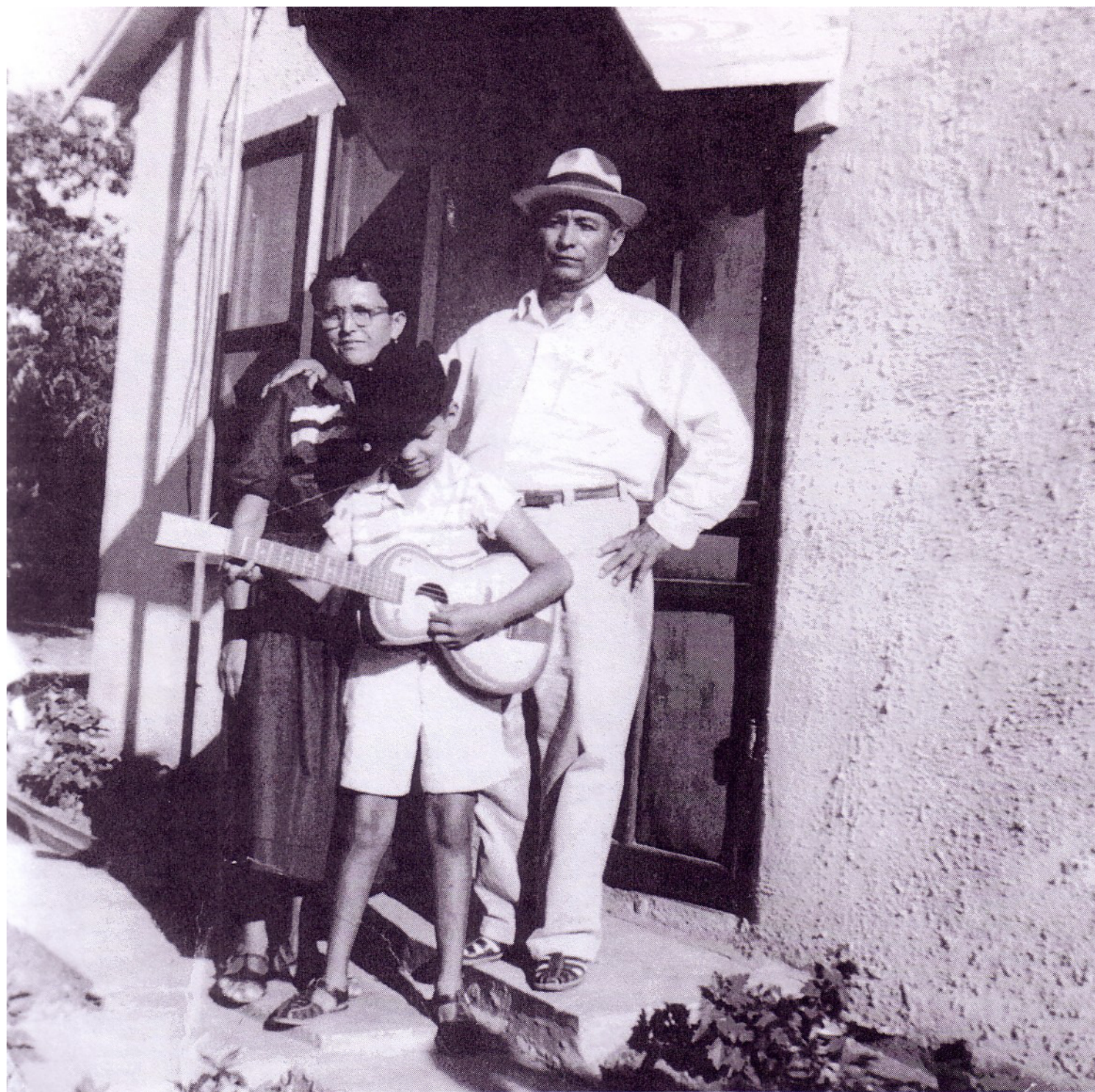
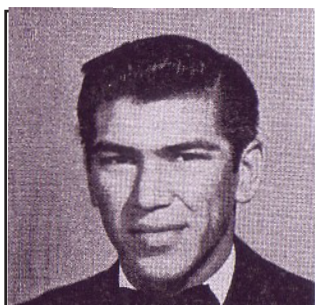
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for registration and information

¿Quiénes son?

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Identify the individuals in these photos and you may win \$25.00. Here is what to do. Write as many of the names of the individuals you know. Then send the page to **La Voz de Guadalupe County** P.O. Box 19457 Austin, Texas 78760. If your name gets selected, we will call you, ask to take a photo with you, hand you a check and include you in the July, 2011 issue of the newspaper. For more information call (512) 944-4123





10 Questions for Louis Reyes III, President of the Seguin Independent School District Board of Trustees

La Voz: Mr. Reyes, the voters turned down a bond election for the **Seguin Independent School District**. Have you had an opportunity to review the election results and see what the turnout was like?

Mr. Reyes: Yes, I followed the results very closely. While voter turnout was higher in this election versus previous elections, there were a lot of registered voters who did not turn out to vote in the election. While I was disappointed in the results of the election, my fellow board members and I remain committed to doing what is in the best interest of the children our district serves, our teachers, and our community.

La Voz: Going into the election, it seems that quite a number of community based organizations were on board with the school district. Looking back, was there more work that should have been done?

Mr. Reyes: These community- based organizations all understood the need for the proposal. I'm very proud and honored to have worked with the many community members who spent countless hours working for the bond election.

Three separate committees worked since October planning and created a vision for what teaching and learning should look like in **Seguin ISD**. Currently, we are gathering information about what went well with the election and what the community felt needed to be done differently.

La Voz: Was the early vote about what you expected?

Mr. Reyes: Seguin has a strong community that recognizes that education is the key to future growth and success. The early voter turnout is vital to the success of a bond proposal.

La Voz: I recall seeing one or two signs opposing the bond election. Was there very much organized opposition?

Mr. Reyes: As with any election, there are two sides FOR and AGAINST. Opposition signs were placed in a few places around town. My work and my focus was with the political action committee, **Vote FOR Seguin ISD Kids**.

La Voz: What surprised you the most about this election in terms of turnout?

Mr. Reyes: The turnout for this election was higher than previous school bond elections, especially when you consider that this was the only item on the ballot. The turnout showed community interest.

La Voz: the turnout for this bond election as compared to previous bond elections?

Mr. Reyes: Please see the answer to the previous question.

La Voz: What were some of the things people personally told you as to why they voted for or against the bond election?

Mr. Reyes: After meeting with several people on both sides of this proposal it seems that by addressing some issues we could develop a proposal that will align most of our community. Seguin understands that it is time to address the needs that remain at the high school. We are working on gathering that vital information from our community and looking at the big picture to make decisions about where to go from here.

La Voz: Do you feel that everyone clearly understood what the election was about?

Mr. Reyes: I can't say whether everyone clearly understood the proposed plan, but I can say that I'm very proud of the communication efforts that were put forth by the schools district, the visioning and bond advisory committee members, and the PAC. The media was also very supportive in helping with coverage and editorials about the bond election.

La Voz: You have been on the school board going on 19 years, will the board have to wait a certain amount of time before coming back to the voters again?

Mr. Reyes: By law, school districts can only call for bond elections twice a year, in either May or November. Currently, we are discussing with the community members, school district leadership, and as a board, how to address the needs that remain at Seguin High School.

La Voz: Is there anything else you would care to add?

Mr. Reyes: I would add that I'm proud of the students and the staff at Seguin ISD who make day a great day to be a Matador.



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Reflections on the School Bond Election in Seguin, Texas

by Alfredo Rodriguez Santos c/s

Here in the **United States of America** we like to celebrate our holidays. A quick look at the calendar will show that there are over 10 holidays when people take off from work and depending on which state you live in, there are some other days when you don't have to go to work.

Memorial Day, the **4th of July** and **Veteran's Day** are three special days because they are related to freedom, democracy and soldiers who have gone to war and may not have come back. As a country we pride ourselves as the leader of the free world.

We like to think that our way of life is worth defending and even exporting to other nations. This is part of the reason why we are involved in two wars at the current moment. One is in **Iraq** and the other in **Afghanistan**. We tell ourselves that we are over there so that "those" people can someday enjoy the same benefits we have here in the United States.

But here is the irony, in the **United States of America**, when it comes time to vote and let one's voice be heard, our turnout record is dismal. All around the country, people have been losing interest in the very act that we tell others that we cherish and are willing to die for in far away lands.

¿Qué pasó?

On Novmeber 2, 2010, there were 18,789,238 people in **Texas** who were 18 years of age or over. According to the **Texas Secretary of State, Hope Andrade**, 13,269,233 people were registered to vote. After the polls

closed and the votes were counted, it was revealed that a total of 4,979,870 people had cast ballots. **Rick Perry** received 2,737,481 votes. His challenger, **Bill White**, the Democrat, received 2,106,395 votes.

Governor Perry won re- election with a margin of 631,086 votes. Stated differently, 8,289,363 registered voters did not cast a ballot in the November 2, 2010 general election in **Texas**. In **Guadalupe County** on this same date, there were 74,783 registered voters on the rolls, yet only 30,386 or 40.63% bothered to cast a ballot.

¿Qué pasó?

On May 14th, 2011, the **Seguin Independent School District** held an election on a 97.5 million bond to build and renovate facilities at the high school. Some 2,864 turned out to vote early. Altogether, out of 22,944 registered voters who could have voted in this election, only 4,036 bothered to turn out.

¿Qué pasó?

So here is the first question, if people believe in education, and most people do, why was the turnout so low in the May 14th election? There are three ways to vote now-a-days: Absentee, Early and in Person. Voting is easy yet some people couldn't find it in them to cast a ballot. With all these options, only 4,036 people bothered to cast a ballot.

¿Qué pasó?

Second question, if you believe you are a good American, if you believe in celebrating Memorial Day, the 4th of July and or Veteran's Day, how could one "forget" to go and vote?

I'll tell you the answer, and actually there are a couple of answers. First, for some people "not voting" is not a matter of forgetting, it is a matter of "not caring." It is very similar to those people who throw trash out their car window. The plain truth is that there are people who just don't care about the community they live in and not voting is just the most glaring manifestation of that "not caring."

The second reason that some people don't go out and vote is because they believe their vote doesn't count. Where they got this idea I do not know. There are so many examples of elections that were won by just one vote. One thing people in politics know is that every vote important and every vote counts.

When we examine voter turnout for the May 14th **Seguin** school bond election, it is clear that a lot of people did not bother to turnout and vote. This is true of Anglo and Mexican American voters. Because this newspaper has a stated focus on the Hispanic community, our voter analysis has tried to "go deep" in understanding the lack of participation of the Hispanic com-

munity in this past school board election especially in light of the fact that 62% of students enrolled in the district are Hispanic. (See Table # 1)

Table 1 Ethnic/Racial Break Down of Student Enrollement in the Seguin ISD		
African American	521	6.9%
Hispanic	4,671	62.0%
White	2,275	30.2%
Native American	18	0.2%
Asian/Pacific Islander	44	0.6%

SOURCE: Texas Education Agency, Academic Excellence Indicator System District - 2009-10 District Profile

The **Seguin Independent School District** is conducting a survey to try and find out what people's sentiments are about the school bond election. We look

forward to seeing those results.

In the mean time, using data from the **Guadalupe County Elections Office**, we were able to find out how many Hispanics voted. That data is presented in Table # 2 and on the facing page in the way of a surname count.

The first column contains the surname followed by a number. This is the number of people with that surname who are registered to vote. the

second number tells how many people with that surname actually turned out to vote.

¿Qué pasó?

Table 2 Voter Turnout by Districts in SISD by Spanish Surname and Gender					
	Registered Voters	Total Voters	Spanish Surname	Male	Female
1	2,831	349	104	43	64
2	2,608	342	91	36	54
3	3,514	516	25	10	15
4	3,864	943	78	34	44
5	4,028	1,023	94	40	53
6	1,884	115	60	26	34
7	4,215	748	46	19	26
	22,944	4,036	498	208	290

SOURCE: Guadalupe County Elections Office, Seguin, Texas

Summer Reading Program

Free and open to the public, the Sequin-Guadalupe County Public Library will be registering children for its Summer Reading Program on June 1. Children ages 3-12, must have a current library card to participate. For more information, call: 401-2422.

Summer Food Service Program

The Sequin Independent School District will sponsor the Summer Food Service Program throughout June. Meals will be served at Bill Early Childhood Center from June 6-30. Breakfast will be from 7:20-8:30 A.M. and lunch will be from 11:30-12:30 P.M. Jim Barnis and Sequin High School will also service meals from June 1-30. Breakfast will be served from 7:30-8:30 A.M. and lunch will be from 11-12:30 P.M. All Meals will be provided free of charge to children ages 1-18. Adults will be charged \$@ for breakfast and \$3.50 for lunch.

Summer Day Camp

The Sequin Activity Center will hold a Summer Fun Day Camp every week throughout the summer. The camp will be Monday-Fridays from 8 A.M.-5 P.M. The cost is \$60 per week or \$20 a day, and includes two field trips; the cost will be \$50 per week without the trips. For more information and start date, call: 379-7842.

Sequin Central Park Concerts

Every Sunday night in June 7-8:30 P.M. at Central Park, the City of Sequin will hold a series of concerts. Each week will feature a different style of music. The line up includes: The Kirk Herbold Band June 5, The Nash Hernandez Band June 12, The Lone Star Bluegrass Band June 19, and The Shelly King Band June 26. All Concerts are free and open to the public, so bring your lawn chair and enjoy the music.

Word Power

En las palabras hay poder

No one can ever argue in the name of education, that it is better to know less than it is to know more. Being bilingual or trilingual or multilingual is about being educated in the 21st century. We look forward to bringing our readers various word lists in each issue of *La Voz de Austin*.

Nadie puede decir con certeza en nombre de la educación qué es mejor: si saber menos o saber más. El ser bilingüe o trilingüe es muy importante en la preparación académica del siglo XXI. Esperamos traer cada mes a nuestros lectores de *La Voz de Guadalupe County* una lista de palabras o expresiones en español con sus equivalentes en inglés.

La educación	The education
El camino	The path or the road
La maestra	The teacher
La manzana	The apple
¿Qué es importante?	What is important?
Los estudiantes	The students
¿Quién va a enseñar?	Who is going to teach?
¿Usted paga impuestos?	Do you pay taxes?
¿Usted vota?	Do you vote?
¿Quién es su representante?	Who is your representative?
¿Cuántos miembros hay en su familia?	How many members are there in your family?

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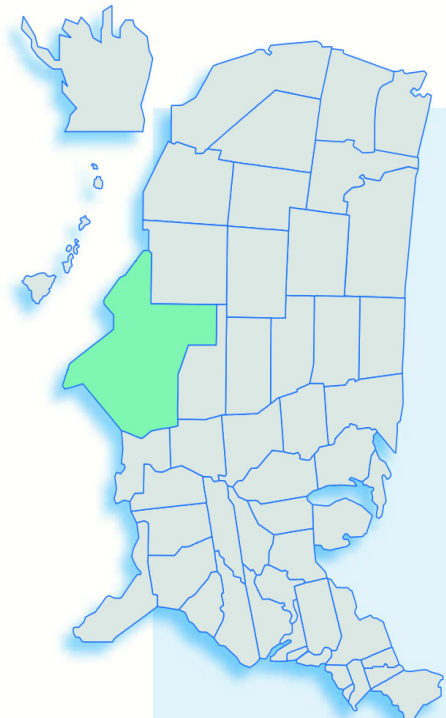
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NATIONAL CONTEXT
Ranking by State

The tables below show how Texas compares to the rest of the country by data category. For each category, there are data for the two highest-performing states, the two lowest-performing states, and Texas in context of the two states that performed just above and below it in ranking.

Graduation Rate at Four-Year Institution		
Rank	State	%
1	Massachusetts	68.4%
2	Washington	68.0%
16	Tennessee	50.5%
17	Texas	49.3%
18	Iowa	48.1%
49	Arizona	35.9%
50	Alaska	25.1%

Educational Attainment*

Some college, no degree			Associate degree			Bachelor's degree			Graduate degree		
Rank	State	%	Rank	State	%	Rank	State	%	Rank	State	%
1	Alaska	27.5%	1	North Dakota	11.8%	1	Colorado	22.5%	1	Massachusetts	16.0%
2	Utah	26.6%	2	Wyoming	10.0%	2	Massachusetts	21.7%	2	Maryland	15.6%
19	South Dakota	21.3%	44	Maryland	6.4%	25	Wisconsin	16.9%	33	Montana	8.5%
20	Texas	21.2%	45	Texas	6.3%	26	Texas	16.9%	34	Texas	8.2%
21	Iowa	21.1%	46	New Jersey	6.1%	27	Maine	16.9%	35	South Carolina	8.2%
49	Pennsylvania	15.5%	49	Arkansas	5.6%	49	Kentucky	11.9%	49	Mississippi	6.5%
50	New York	15.4%	50	Louisiana	4.7%	50	West Virginia	10.4%	50	Arkansas	6.4%

SAT Scores

Critical Reading mean			Math mean			Writing mean			Average Composite		
Rank	State	Score	Rank	State	Score	Rank	State	Score	Rank	State	Score
1	Iowa	603	1	Iowa	613	1	Iowa	582	1	Massachusetts	24
2	Wisconsin	595	2	Minnesota	607	2	Minnesota	580	2	Connecticut	23.7
34	Georgia	488	33	Maryland	506	36	Georgia	475	32	Alaska	21.1
35	Texas	484	34	Texas	505	37	Texas	473	33	Texas	20.8
35	South Carolina	484	35	Nevada	501	38	Hawaii	470	34	Georgia	20.7
36	Hawaii	483	39	Georgia	490	39	South Carolina	468	49	Kentucky	19.4
37	Maine	468	40	Maine	467	40	Maine	454	50	Mississippi	18.8

Average Tuition

Public, two-year			Private, four-year			Public, four-year			Median Household Income		
Rank	State	\$	Rank	State	\$	Rank	State	\$	Rank	State	\$
1	New Hampshire	\$6,262	1	Rhode Island	\$30,142	1	New Jersey	\$10,575	1	Maryland	\$69,272
2	Vermont	\$4,876	2	Massachusetts	\$28,887	2	Pennsylvania	\$10,557	2	New Jersey	\$68,342
44	Mississippi	\$1,849	29	Arizona	\$17,964	27	Colorado	\$5,671	24	Oregon	\$48,457
45	Texas	\$1,796	30	Texas	\$17,769	28	Texas	\$5,623	25	Texas	\$48,259
46	Arizona	\$1,646	31	Tennessee	\$17,602	29	Arkansas	\$5,571	26	Iowa	\$48,044
49	New Mexico	\$1,285	49	North Dakota	\$10,898	49	Florida	\$3,319	49	West Virginia	\$37,435
50	California	\$730	50	Mississippi	\$10,734	50	Nevada	\$3,237	50	Mississippi	\$36,646

Average Faculty Salary, All Ranks

Public and Private, two-year			Public and Private, four-year			Federal R&D Obligations			Educational Appropriations per FTE		
Rank	State	\$	Rank	State	\$	Rank	State	\$	Rank	State	\$
1	California	\$77,532	1	Rhode Island	\$81,404	1	California	\$3,487,825	1	Alaska	\$15,362
2	Hawaii	\$67,701	2	Connecticut	\$78,076	2	New York	\$1,991,832	2	Hawaii	\$13,739
27	Iowa	\$49,575	14	Virginia	\$63,504	5	Massachusetts	\$1,491,859	21	California	\$7,043
28	Texas	\$48,882	15	Texas	\$63,457	6	Texas	\$1,418,120	22	Texas	\$7,001
29	Pennsylvania	\$48,770	16	Utah	\$63,273	7	North Carolina	\$1,076,694	23	Maine	\$6,883
49	Montana	\$41,061	49	Kansas	\$49,813	49	Maine	\$29,494	49	New Hampshire	\$3,505
50	North Dakota	\$37,362	50	North Dakota	\$48,520	50	Wyoming	\$27,751	50	Vermont	\$2,962

SOURCE: Texas Public Higher Education Almanac produced by the Texas Higher Education Coordinating Board

¿Conoces tus responsabilidades financieras?

Empezando este mes, **Ranferí Carbajal-Solis**, estará compartiendo información sobre asuntos financieros con los lectores de **La Voz**. Este mes el tema toca el asunto de responsabilidades.



1. Aprende como manejar tu dinero responsablemente con una cuenta de banco. Ganar acceso a servicios bancarios y financieros es una parte importante para lograr muchas de tus metas. Contrario a lo que muchos piensan, no se requiere tener una gran cantidad de dinero para establecer una cuenta de banco. Lo importante es recordar que siempre hay metas que lograr en cada etapa de tu vida y existen servicios financieros para tales.

2. Aprende como establecer una identidad de crédito. Tener buen crédito es poder, y poder es tener buen crédito. Crédito es una calificación que usan los prestamistas para determinar si eres responsable. Cuidado con los tres pecados financieros: no tener crédito, gastar lo que no tienes, y no ahorrar. Todo esto se traduce en limitaciones. Sin embargo, un buen crédito te permitirá ayudar a financiar la compra de tu casa, la educación de tus hijos, o simplemente recompensarte por tu buen comportamiento.

3. Aprende a proteger tu vida y la de tu familia. El gran político estadounidense **Benjamin Franklin** solía decir, "la única certeza en la vida son los impuestos y la muerte." Por consiguiente, es importante tener una buena protección, pero si eres el único que soporta los gastos de tu hogar, tienes que asegurarte. Por otra parte, es importante pensar en la vejez y lo que esto implica; estarás preparado financieramente cuando ya no trabajajes?



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