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Inside This Issue

People in
the News

Guest Editorial
by Joey Cardenas

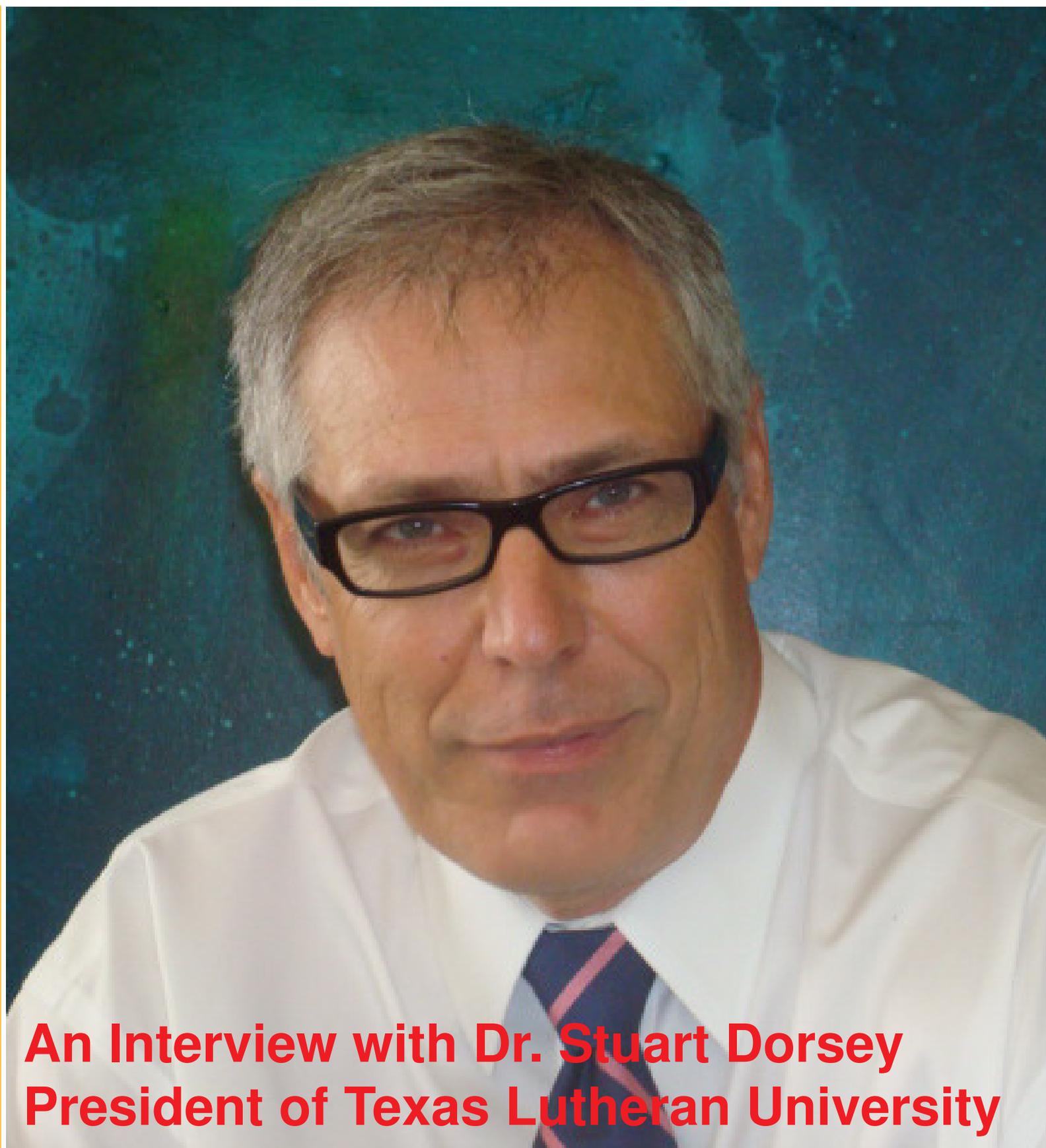
Cultura Corner

The Plight of the
Miseducated

Sam Flores - In
his own words
Part # 2

TLU Faculty
Profile
Juan Rodriguez

Who is Doña
Josefa de
Dominguez?



An Interview with Dr. Stuart Dorsey
President of Texas Lutheran University

People in the News



Anna Maria Chávez Selected Chief Executive Officer of Girl Scouts USA

Girl Scouts of the USA (GSUSA) announced that **Anna Maria Chávez** has been appointed to the top post at the iconic organization. **Chávez's** appointment as the 19th chief executive of **Girl Scouts**, among the largest and most widely recognized nonprofits in the country, comes as the organization readies to launch a national celebration as part of its 100th anniversary designed to honor its legacy and create urgency around girls' issues.

"Girl Scouts is the premier leadership organization for girls with a trailblazing legacy that stretches nearly 100 years," said **Chávez**, who currently serves as chief executive officer of **Girl Scouts of Southwest Texas**. *"The country has never needed Girl Scouts more than it does today. What girls are accomplishing in Girl Scouting is inspiring. I have seen it firsthand in Texas, and I intend to tell that story far and wide."*

Chávez grew up in a Mexican-American family in the small town of **Eloy, Arizona**, and later in Phoenix. She holds a law degree from the **University of Arizona College of Law** and a bachelor's degree in American history from **Yale University**. Bar admissions include the U.S. District Court for the District of Arizona, **Arizona Supreme Court**, and U.S. Supreme Court. Her husband **Robert** is a financial industry executive and they have a son, **Michael**.



Dr. Victor Saenz Addresses Seguin Rotary Club

Dr. Victor Saenz, Assistant Professor at The University of Texas at Austin, addressed the **Seguin Rotary Club** on August 30th, 2011. His talk focused on the new demographic reality of **Texas** (and the US), and how the growing US Latino population provides even greater urgency to the issues facing Latino males in education.

Dr. Saenz also highlighted the important trends on educational attainment for Latino males, and why it's important to focus on and invest in the education of the Latino population, as our future economic prosperity is dependent on this growing community.

A native of the **Rio Grande Valley**, **Dr. Saenz** graduated from **La Joya High School** in 1992, **The University of Texas at Austin** in 1996 with a degree in mathematics, the **Lyndon B. Johnson School of Public Affairs** at **UT** in 1999 with a Masters Degree and earned his Ph.D. from **UCLA** in 2005 in higher education.



Sandra Tenorio Elected Chair of Tejano Democrats

Longtime political activists, **Sandra Tenorio** of **Buda, Texas** was elected Chair of the state-wide **Tejano Democrats** organization. She is the first female to hold that position in the organization's history.

Tenorio, who has also served as mayor of **Kyle**, has been a **Tejano Democrat** member since the organization's founding in 1993, and has served as chair and vice chair of the group's **Austin** chapter. She follows former **State Sen. Gonzalo Barrientos** as chair of the statewide organization.



Dr. Rogelio Saenz Named New Dean at UTSA

The **University of Texas at San Antonio's College of Public Policy** is hosting a reception Tuesday, September 13th, 2011, at the **Pearl Brewery** to welcome its new dean, **Rogelio Saenz**. The reception is from 5 to 7 p.m. at the **American Institute of Architecture of San Antonio** at the Pearl, 200 E. Grayson St., Suite 110.

Saenz, a sociologist and social demographer, is originally from the **Rio Grande Valley** town of **Mercedes**. He earned his bachelors degree in 1981 from **Pan American University**, an Masters degree in Sociology in 1986 from **Iowa State University** and a Ph.D. in sociology, also from **Iowa State** in 1986.

Before coming to **UTSA** this summer, he had been a faculty member at **Texas A&M University** since 1986. **Saenz** replaces **Dennis Haynes**, a professor of social work, who was interim dean of the public policy school since 2008.



Elida Reyna Wins at the Tejano Music Awards in SA

Long time Tejano singer Elida Reyna took home a bunch of awards from the 30th Annual Tejano Music Awards

at the Municipal Auditorium in **San Antonio, Texas** on September 10th, 2011. A native of **Mercedes, Texas**, **Reyna** records with **Freddie Records** out of **Corpus Christi, Texas**. This year she won, Song of the Year, Female Vocalist of the Year, Entertainer of the Year and Album of the Year.



Celeste Villarreal Elected to Post with Hispanic National Bar Association

Celeste Villarreal, an **Austin** attorney, was elected Vice-President of External Affairs for the **Hispanic National Bar Association (HNBA)** at their Annual Convention in **Dallas, Texas**. The **HNBA** is a national membership organization whose mission is to represent the interests of the more than 100,000 Hispanic attorneys in the United States.

Villarreal, who spent almost 25 years working in the media, graduated from **The University of Texas at Austin** in 1982 and earned her law degree from **Texas Tech University** in **Lubbock, Texas** in 2005. In addition to her private practice she is also a part-time Municipal Judge for the city of **Austin**.



Seguin-Guadalupe Hispanic
Chamber of Commerce

Taking Seguin to the Next Level

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State LULAC Director Provides Update on Redistricting Lawsuit in San Antonio, Texas

The big enchilada is the best way to describe the trial that is taking place in **San Antonio, Texas**. Nothing but the best that **Texas'** Latino community is fighting a battle royal against the **State of Texas** in the fight to redistrict **Texas** after the 2010 census. From 2000 to 2010, **Texas** population grew from 20,581,763 to 25,373,947, an increase of 21.68%, Whites increasing from 11,074,619 to 11,441,991, an increase of 3.32 %, Blacks increasing from 2,421,693 to 2,925,751 an increase of 20.81%, and Latinos (Hispanics) from 6,669,666 to 9,847,852, an increase of 47.65%.

From 2000 to 2010, Whites accounted for 7.67% of the new population growth in **Texas**, while minorities accounted for 92.33% in growth in **Texas**. Latinos accounted for 66.32% of the total growth.

According to provisions in several sections of the **U.S. Constitution**, census are to be taken every 10 years and based on the census, states are re-apportioned Congressional seats based on the population of each state. The number of Congressional seats is fixed at 435. These 435 seats are re-apportioned based on the census count every 10 years.

In this year's census, Congressional seats were re-apportioned, giving **Texas** 4 new congressional seats, that is, 4 new Congressional districts, **Florida** 2, **Arizona**, **Georgia**, **Nevada**, **South Carolina**, **Utah** and **Washington**, 1 each, **Illinois**, **Iowa**, **Louisiana**, **Massachusetts**, **Michigan**, **Missouri**, **New Jersey** and **Pennsylvania**, each lost 1 and **New York** and **Ohio** lost 2.

The **United States Senate** always stays at 2 US Senators per state, but the Congressional seats, while remaining fixed at 435, the number per state is apportioned according to populations shifts in each state. Well, **Texas** has the hard task of reapportioning, reconfiguring, its 32 Congressional districts it garnered in 2010 to 36, the new number based on the 2010 census. In other words, **Texas** remaining the same size physically, needs to redraw its Congressional lines to fit 36 Congressional seats

into the same area that accommodated 32 Congressional seats in the past.

The name of the game in reapportioning is re-districting. In states throughout the country, the re-districting of Congressional districts includes re-districting of most political electoral lines, from Congressional districts, to state senatorial districts, to state legislative districts, to school board districts, to county precincts, to constable districts, to city council districts.

One of the first lawsuit to make it to court was the **Teuber v. Texas** case which was filed by **Republican Tea Party** activists. Their argument centered on the idea that any redistricting that relied on illegal immigrants in the census count should not be permitted, that is, should be barred. The problem with this argument was who is the illegal population in **Texas**? The other logical argument was, how was it that Texas got 4 new Congressional districts, where illegals were included in the count and how was it that the plaintiffs now wanted to not count them? The **Teuber** lawsuit was non-suited, that is, dismissed from the court docket.

Three other lawsuits were consolidated on July 6, 2011 by the federal district court judge assigned to the case in **San Antonio**, **Judge Orlando Garcia**, and are known respectively as the **Perez** case, the **Mexican American Legislative Caucus**, **Texas House of Representatives (MALC)** case and the **Texas Latino Redistricting Task Force**. The defendants in each case are **Rick Perry** as **Governor of Texas** and other State officials. The lawsuits are challenging **Texas** redistricting that were drawn up by **Republican** controlled committees and legislatures that drew up **Texas** new Congressional districts in ways that did not give minorities who accounted for the major population gains in **Texas** and rewarded their White political districts. The end result would be Congressional seats and other political districts in **Texas** that would not reward the minority communities of **Texas** which is the growth

Guest Editorial



Joey Cardenas III
LULAC - State Director

machine for **Texas'** population. Latinos increased from 2000 to 2010 by 47.65%, Blacks by 20.81% and Whites by 3.32% and Whites become the gaining community in **Texas** political redistricting.

National LULAC did not want **Texas LULAC** to join in the **Texas** fight. National had a plan, but weren't telling anyone. The threat from **Luis Vera**, **LULAC's** acting National President, actually legal advisor, to **Texas LULAC** was to stay out of the redistricting fight or face expulsion from **LULAC**. **Texas LULAC** went around **National LULAC** and joined up with the **Texas Latino Redistricting Task Force**. **National LULAC** has intervened as a third party plaintiff (petitioner) in the **Mexican American Legislative Caucus**.

The trial of the consolidated case started in San Antonio on September 6th and the cast before the court were among the most respected people in **Texas**, including, **Joe Bernal**, **Alex Jimenez**, **Dr. Andres Tijerina**, **Dr. Henry Flores**, all who testified today as well as some redistricting experts before the 3 Federal Judge Panel. The trial is expected to last until September 16th.



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



"In Search of the American Dream" is the story about four children and their adult brother as they desperately race across **Texas** for survival. They are running because their parents, undocumented for 30 years, were caught, arrested and thrown in jail in one fell swoop. Deportation is only a matter of time. When CPS separates them, the children are forced to abandon the only home they've ever known, leaving behind their friends, their school, neighbors, sweethearts and their youngest brother, age 3, and their dog, **Frijol**.

A routine traffic stop by a police officer goes terribly wrong and now they are not only running from immigration officers but also from the law.

If forced, what would you do to keep your family together? Learn about the **Martinez's** and their heralding journey to deal with the issues that threaten to tear their family apart. *"In Search of the American Dream"* will grip you and your family. Journey with the **Martinez** family as they face a challenge beyond their worst fears. This movie will make you love your family even more.

In the United States we see media coverage of huge "immigrant roundups" (raids) but the story of what happens to children who are torn from their parents when the parents are deported is rarely seen. Yet it happens every day in this country. The present law must be enforced. The parents must go but the American-born children stay.

"In Search of the American Dream" tells the story of one family torn apart... and the fear and agony the children are forced to bear alone.

"In Search of the American Dream" is currently in post-production and is slated to be released in early 2012



Yvonne De La Rosa
Teatro Program Coordinator

Welcome to the September edition of "Cultura Corner." The fall is an exciting month as we celebrate some profound and defining events. Can you name one or two?

The **first event** is the **Hispanic Heritage Month** (September 15 – October 15) that is celebrated to recognize the contributions that Hispanic Americans have made to American society and culture. In the spirit of Teatro's mission and goals, we celebrate the contributions that Mexican-Americans have made to our local, state and national communities. This event also honors five of the Central American neighbors who celebrate their independence during the month of September.

National Hispanic Heritage Month had its origins in 1968 when Congress passed Pub. L. 90-498 (PDF, 153 KB), which authorized and requested the President to issue an annual proclamation designating the week including September 15 and 16 as **National Hispanic Heritage Week**. During that week Hispanic American celebrated anniversaries of independence for Latin American countries such as **Costa Rica, El Salvador, Guatemala, Honduras** and **Nicaragua** that falls on September 15th, **Mexico's** independence on September 16th, and **Chile's** on September 18th. The first proclamation was issued by **President Lyndon Johnson**. In 1988, **President Ronald Reagan** expanded the weeklong celebration to one month. The month long celebration now includes **Columbus Day** or **Dia de la Raza**, which is October 12th.

At the National/International levels, we celebrate: **Ellen Ochoa**-World's First Hispanic Female Astronaut, **Frida Kahlo**-Mexican Artist, **Rita Moreno & Anthony Quinn**-Performers, **Sandra Cisneros & Octavio Paz**-Writers, **Cesar Chavez & Dolores Huerta**-Political Figures, **Jaime Escalante**-Educator, **Sonia Sotomayor**-First Hispanic U.S. Supreme Court Justice

At the local level, we celebrate the many individuals who have consistently contributed to making this community a better place to

live in. These individuals (the list is not a complete list) have supported and made valuable contributions to the educational system as well as to the cultural arts. They are: **Dr. Irene Garza; Mary Martinez; Dr. Maria Avalos; Sam Flores; Liz Campos; Alphonso Rincón; Homer and Vickie De La Rosa; Alejandro & Yolanda Guerra; Maria G. Betancourt; Yomeida Guerra; Gloria Reyna; Gilbert, Dolores & Michelle Avalos; Nick & Velma Carrillo; Cresencio & Francis Perez; Dr. Rachel Cruz; Johnny & Mary Cruz; Rose Medrano; Steve & Esther Boehm; Gilbert & Glenda Moreno; René Moreno; Ricardo & Janie Guerra; Sam Ramos; Stella Ozuna; Dr. Soledad Ramirez; George and Isabel Cabello Start; Gloria, Ellie and Janie Jimenez; Johnny, Maggie & Ashley Gonzales; Robert & Dora Luna; Mary Louise Ludt; Shaun Valdez; Jerry Belmarez, ...** This is just to name a few! I will continue the list in future articles.

In the spirit of celebration and recognition, I invite you to visit **Teatro's GALERIA** (Exhibit Room). We have a **Hispanic Heritage Month** display that includes photos, paper clippings and other media of **local** Hispanics who have contributed to the Mexican-American arts, culture, traditions and education. The display dates back to 1982.

The **second event** is the **Diez y Seis de Septiembre Celebration** which is Mexico's Independence from **Spain**. Did you know that in the early hours of September 16, 1810—on the church steps in the town of **Dolores Hidalgo, Father Miguel Hidalgo y Costilla** rang the church bell to gather all the towns' people? On that evening, he read the **Grito de Hidalgo**. In the Grito he asked that everyone rise up against the Spanish Crown which launched the Mexican War of Independence from **Spain**. The country fought long and hard but did not achieve independence until 1821. It is important to remember that we celebrate the **Diez y Seis de Septiembre** to commemorate the bravery and perseverance of our ancestors, the fight to preserve their cultural identity, and the will of a community to stand up for an idea bigger than themselves: Independence.

THE PLIGHT OF THE MISEDUCATED: IN SEARCH OF AN IDENTITY

By Richard G. Santos
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I used to tell my students and now tell audiences when the occasion arises, that U. S. history is written and taught in black and white images from the East Coast and east of the **Mississippi**. This automatically means that the anti-Spanish, **anti-Mediterranean Black Legend** is subtly taught to students who do not know they are being brain washed.

Without them knowing, they are mis-educated to believe that everything Spanish, Mediterranean and Roman Catholic is inferior to the **White Anglo Saxon Protestant (WASP)** culture. The history text books reflect this approach as all Spaniards are depicted as blood thirsty, gold hungry, murdering Catholics who killed and/or enslaved the Native American cultures.

The textbooks and WASP perspective on history, never teach or discuss Spanish legislation such as **Las Nuevas Leyes** of the 1540's or the more important **Recopilacion de Leyes de Indias** of the mid 1600's, that recognized the civil rights of the Native Americans as citizens of the **Spanish Empire**.

Other than listing and illustrating the textbooks with photographs of the Franciscan missions, the textbooks never discuss the evangelization program of the Spanish Catholic Church and the Religious Orders (ie. **Franciscans, Dominicans, Jesuits** et. al.) who through bilingual education assimilated many Native American cultures to Spanish North American society.

Simply put, at one point a Spanish speaking Native American was baptized a Catholic, given a Spanish name, and socially transferred from being considered a government protected neophyte to a Spanish citizen. Once assimilated, the Spanish speaking, Roman Catholic Native American had all civil and religious rights within Spanish society.

The socio-political-economic limitations experienced by the assimilated Native Americans were ruled by the Spanish caste system. Both Spanish Church and State identified 28 social castas with the Spanish-born citizen at top of the social structure. They

were called **Gachupin**. Spanish citizens born on the Iberian peninsula (ie. Spain, Portugal, Viscaya, Navarre, Provance, Galicia) were called "peninsular". These first two groups represented the ruling class of the Spanish Empire. They were the viceroys, generals, admirals, archbishops, bishops and religious missionaries who tried their best to enforce Spanish law and policy.

They were the second class citizens of the Spanish Empire

A person born in the New World of European stock without Native American, Asian or Black ancestry were called **espanoles** or **criollos**. They were the second class citizens of the Spanish Empire. As such they were the military officers from colonel down to alferes (lieutenants), vicars, monsignors, parish priests, local merchants, cattle barons, hacendados (large property owners) and encomenderos who were vast property owners charged with the protection, maintenance and religious instruction of the Native Americans on their estates.

The founding families of townships and communities of **Nuevo Leon, Coahuila, Tamaulipas** and **South Texas** were **espanoles** and **criollos** of **Spanish-Portuguese-Italian Sephardic Jewish, Basque**, as well as devout "Old Christians" and converso "New Christians" ancestry. The only exception were the 15 families (59 people) from the **Canary Islands** who founded the **Villa San Fernando de Bexar** (now San Antonio) in 1731. However, they themselves were of Sephardic, Old Christian and New Christian background.



The children of a union of a European and Native American were the third class citizens.

The children of a union of a European and Native American were the third class citizens. Originally (1500's to mid 1600s) if the father was of European stock and the mother Native American, the children were called "**castizos**". If the father was Native American and the mother of European ancestry, then the children were called "**mestizo**".

By the late 1600's the term and social designation of **castizo** was dropped and all children of such unions are commonly referred to as **mestizos**. This was probably brought about by the marriages of **castizos** and **mestizos** which did not produce an alternate social identification tag. This social

casta represented the majordomos, clerks, domestics, ranch hands, cattle hands, farmers, masons, and local militia members.

The fourth class

casta were the Native Americans divided into two groups. First and foremost were the Spanish-speaking, Roman Catholic, "mission Indians" and their land-owning descendants. They represented the manual intensive labor force of the Spanish American colonies.

The totally assimilated Native Americans (such as the Tlaxcaltecs) were usually referred to as "gente de razon" as they were frequently employed as colonists in new areas to serve as an example to the local Native Americans of the benefits of becoming a Spanish-speaking, Roman Catholic, land-owning person who dressed and lived like their mestizo and criollo neighbors. The 200

Tlaxcaltecs who founded **San Esteban de Tlaxcala** opposite the river from **Saltillo, Coahuila** in 1598 are a good example. Some of their descendants were among the settlers of the third founding of **Monclova, Coahuila** in the 1680s and the original Villa de Bexar in 1716 - 1718 (now San Antonio, Texas).

Not all Native Americans went through the missions. On October 12, 1837, **Jose Francisco Ruiz** presented a Resolution to the **Senate of the Republic of Texas** stating "the people called **Lipan** (Apache), **Karankawa** (Texas Gulf Coast) and **Tonkowa** (south central Texas from **Waco** to **Atascosa, Wilson, Medina** and **Frio counties**) your committee considers part of the Mexican Nation and are no longer to be distinguished from that Nation. They occupy the western part of Texas".

In 1837, "**West Texas**" began at the **Colorado River** and extended to the **Rio Grande**. Hence, the Native Americans family clans of diverse tribes and nations not killed by the recently arrived settlers from the United States, were socially and legally declared "Mexican" but not Mexican citizens. Many eventually moved into the communities of **South Texas** where in time they became part of the **Tejano** and **Mexican American** population.

It is unfortunate that the standard **U. S.** and **Texas** history textbooks do not include any of this historical information and insights as it is very important to understanding the cultural diversity of the **Tejano** and **Mexican American** population of **South Texas**. Not knowing any of this and brainwashed with the **WASP Black Legend** version of **U. S.** and **Texas** history, many reach out for a false identity they consider more positive than their cultural identity, or succumb to an inferiority complex due to not knowing their respective family background.

This article was first published in the Zavala County Sentinel31 August - 1 September 2011



An Interview with President of Texas

La Voz: Welcome to Texas **Dr. Dorsey**. Let's start this interview by sharing with our readers a little of your early background. Tell us if you would about your early education, where you grew up and what high school was like for you.

Dr. Dorsey: I was born and raised in **Redfield, South Dakota**, pop. 3000. High school in **South Dakota** in the 1960s was pretty simple, and we had much less to deal with than today's young people. I kept busy playing football, basketball and golf. I had teachers and coaches that had a big impact on me. My parents both were musicians, so that also was a big part of my early life.

La Voz: When you think back to the time when you were getting ready to graduate from high school, what was going on in your town? What were young people thinking about, talking about?

As I was getting ready to graduate in 1969 , the biggest thing on our minds was the war in Vietnam

Dr. Dorsey: Things were pretty quiet in **Redfield**; again a very small town. There was not a lot of opportunity to get into trouble. No drugs or gangs. Everyone

knew everyone else, so you couldn't hide. As I was getting ready to graduate in 1969 , the biggest thing on our minds was the war in **Vietnam**. All of us expected to be drafted, and would likely would be sent to **Southeast Asia**. We all knew older brothers or friends who died there, so that hung heavy over all of our heads during my time in high school. Every generation ha its own unique burdens to carry- that was ours.

La Voz: How was it that you chose to enroll at the **University of South Dakota**?

Frankly, I never really thought of looking anywhere else.

Dr. Dorsey: Frankly, I never really thought of looking anywhere else. It was where my older sister and brother went, plus, it had the best school of business in the state. College selection was very different back then. Schools were near capacity and there was not the kind of extensive searching that students and parents do now. Almost all of my classmates were first-generation college students, and were just glad to get in somewhere.

La Voz: After graduating from college did you go to work or did

you head straight for graduate school?

Dr. Dorsey: I went directly to graduate school at **Washington University in St. Louis**. I knew what I wanted- to get a Ph.D. in economics- so there was no reason to delay starting my career. I love **St. Louis**, and I had a great experience at **Washington U**.

La Voz: Somewhere I read that you worked for the **U.S. Department of Labor**: What was that experience like and what was the most valuable lesson you took away?

After teaching full time for three years after graduate school, I had an opportunity to go to D.C

Dr. Dorsey: After teaching full time for three years after graduate school, I had an opportunity to go to D.C. and do full-time research on private pensions. That was a valuable time, but frankly, coming into work everyday and grinding away by myself was getting tedious. I missed the students. Fortunately, I had the unique opportunity to

work for the **U.S. Senate Committee on Finance** as staff economist. That was an exciting time for a young economist, as the Finance Committee had jurisdiction over federal tax policy and all of the entitlement programs. It was a privilege to work for **Senator Bob Dole**, and I stayed there three years. Valuable lessons? I learned to write well, write quickly and work with demanding, highly intelligent, but often difficult people.

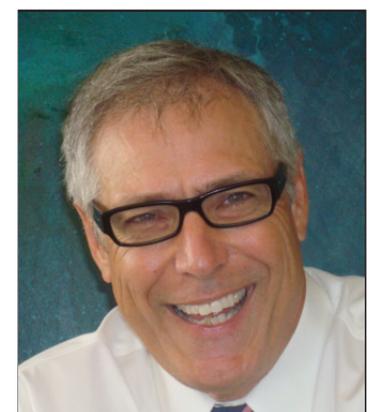


*"Things were pretty quiet in **Redfield**; again a very small town."*

La Voz: What lessons did you learn from your time at the **University of the Redlands** which will help you in guiding **Texas Lutheran University**?

There is a steep learning curve for a new college president . . .

Dr. Dorsey: There is a steep learning curve for a new college president, so I've been able to move much more quickly to be a strong leader here at **TLU**



"I loved pheasant dinners as a child, and I would have to say that it still is my favorite."





Dr. Stuart Dorsey Lutheran University

because of my previous experience. I have a sense of confidence, tempered by understanding about what works and what does not on college campus. I think I have a particularly good grasp on the economic challenges facing higher education.

La Voz: What is the most challenging aspect of developing an endowment fund at a private university?



“So we have to work harder at getting Hispanic students to consider us.”

Dr. Dorsey: Absolutely the key challenge is articulating an exciting vision for the university’s future. Without that, there is no reason for an individual to make a financial commitment. You have to give them an emotional stake in bringing about something exciting and transformational. When you can paint that picture, asking someone for a seven-figure gift is not difficult- it’s fun.

La Voz: While you have only been here a short time, is it your sense that the challenges of getting Hispanics enrolled in college, the same as they were or are in **California**?

Hispanic students tend not to think about small, private colleges, and if they do, they think that they would not fit in to the campus culture

Dr. Dorsey: I think they are similar. We had good success in **California**, but we had to work harder. Hispanic students tend

not to think about small, private colleges, and if they do, they think that they would not fit in to the campus culture. So we have to work harder at getting Hispanic students to consider us, but also be mindful that the normal adjustment process for a freshman student may be that much harder. But we are very good at this.

TLU always had been about opening doors of opportunity, often for first-generation students, welcoming students from diverse backgrounds, and working hard to give them the tools to succeed. There is a family approach here that resonates well with Hispanic students.

La Voz: Again, I know you have only been here a short time, but what would you say are the top three things you will be focusing your attention during your first year here?

Dr. Dorsey: First, raising the visibility and awareness of **TLU**. Wonderful things happen here; lives are transformed, and yet we tend to be under the radar

screen. Fund-raising also will be important, as we have important investments to make into our campus and programs. But most importantly, all of us at **TLU** will continue to focus on delivering a great experience for our students. Our primary goal always must be to raise the value of a **TLU** degree.

La Voz: Let’s conclude this interview by asking you some different kinds of questions. What is your favorite food?

Redfield, S.D. is the “Pheasant Capital of the world,” so we all had a freezer full of wild pheasant.

Dr. Dorsey: **Redfield, S.D.** is the “Pheasant Capital of the world,” so we all had a freezer full of wild pheasant. I loved pheasant dinners as a child, and I would have to say that it still is my favorite.

La Voz: What kind of music do you like to listen to?

Dr. Dorsey: Not very Texan I’m afraid. My parents had a dance band for years, so my taste runs to swing (**Frank Sinatra**), **Dixieland (Pete Fountain)**, and contemporary big band (**Buddy**

Rich). As I get older, I like to listen to quieter “smooth” Jazz. My kids call it elevator music.

La Voz: Well, **Dr. Dorsey**, we want to thank you for taking the time to visit with us. We look forward to working with you as you take **Texas Lutheran University** to the next level.

Dr. Dorsey. Thanks to **La Voz** for having me, and good luck to you and your readers.

ABOUT TLU

Texas Lutheran University students experience a challenging academic environment that sets a path for lifelong learning. Our students engage in high impact educational experiences that include civic engagement, aesthetic expression, critical thinking, and a focus on intercultural and global knowledge in a community that welcomes the interplay of faith and reason.

Founded in 1891, **Texas Lutheran** resides on 184 scenic acres in **Seguin, Texas**, near **San Antonio** and Austin. A diverse student body of approximately 1,400 with classes averaging fewer than 20 students provides a sense of community and an environment where individuality and personal growth are as integral to success as rigorous academics.



Hispanic Community in Seguin Celebrates 16th of September in 1944



In 1994, **Alfonso Rincon** was publishing a newspaper called **The Casa Blanca Review**. In his September issue for 1994, he ran the photo on your left of a 16th of September celebration in **Seguin** that took place in 1944.

Like many **Mexican American** communities in **Texas**, cultural celebrations have been taking place for over a hundred years. What is significant about these celebrations is that they served to remind a community that there is a history rich in tradition that should not be forgotten.

En 1994, **Alfonso Rincon** estaba publicando un periodico llamada **The Casa Blanca Review**. En el ejemplar de septiembre de 1994, publicó el foto a mano izquierda de un festival del 16th de septiembre que se llevo a cabo en Seguin en 1944.

Como muchas comunidades **Mexico Americanas** en **Texas**, La Raza tiene más de cien años celebrando su cultural y historia.

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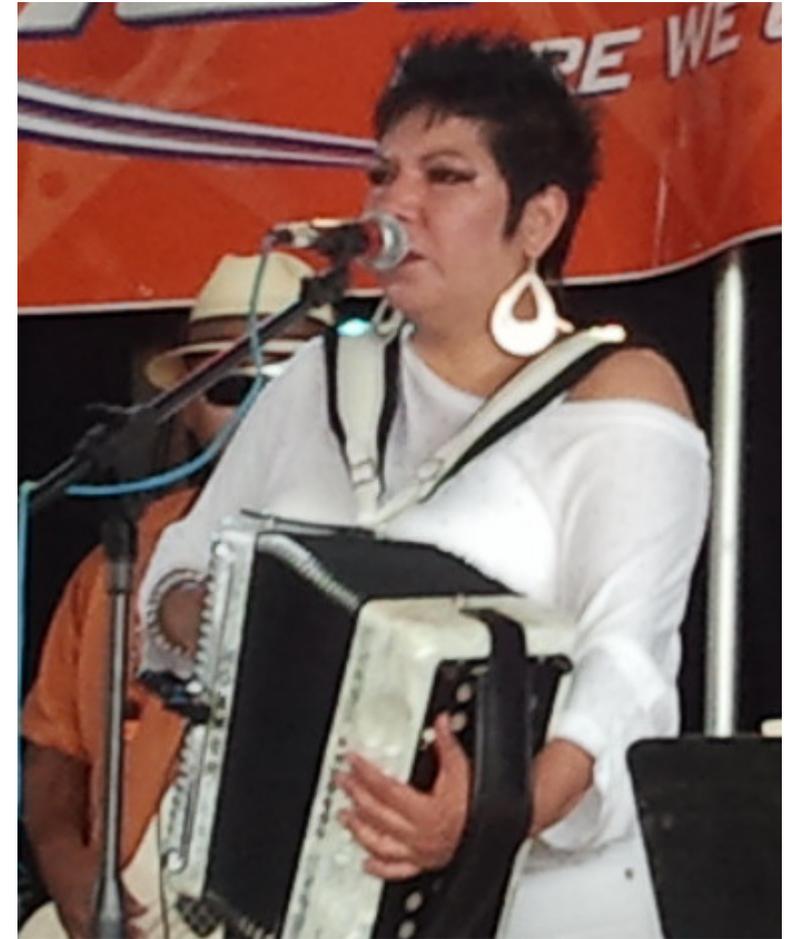
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Part 2

In His Own Words

The following is part of an autobiography that **Mr. Flores** started to write a year ago upon the invitation of **Dr. Ana Maria Gonzalez**. The work will be part of the "Seguin Stories" project that she has been leading at **Texas Lutheran University**.

One more try at college

"I enrolled in the second summer session again at **Southwest Texas Teachers College**. My father had remarried and my brothers and sisters were doing well. I started to get more involved in the church and soon had the position of master of ceremonies."



"One Sunday I noticed my sister, who lived in **Seguin** had brought a new friend to church. After the services were over, I went over to talk to **Francis** and she introduced me to her friend, **Velia Garcia**. As it turned out, they worked together at the **Palace Theater** in **Seguin**. **Francis** worked a ticket cashier and **Velia** worked in the office as a secretary. We spoke briefly and then they left for lunch at a local restaurant.

Before they left, I told **Francis** to invite **Velia** to come again to



Sam and Velia on their wedding day December 20, 1953

the church. They returned the following Sunday. After the service I invited **Velia** to have lunch with me. She agreed and we went to a nice Mexican Restaurant called **Alex Café**.

Se va casar Sam

During lunch we became more acquainted and I asked her if I could see her again. She said yes and I started going to **Seguin** to see her. Most of the time we went to the movies and then we would go out for a snack or dinner. After several times meeting with her she said she wanted me to go to her home and meet her parents. I said I appreciated the invitation.

The following week I went to her home and she introduced me to her mother **Elvira** and her father **Bartolo**. They welcomed me and were very cordial. They invited me to stay for dinner which I did. There after we met regularly and several months later I asked her if she would be my girlfriend. Again, she agreed and several months after that I asked her if she would marry me.

She said she would have to speak to her parents. A week later she told me that her parents had agreed so I made plans to go and ask them in person for permission to marry their daughter.

Se casó Sam

After a discussion to know me better and what my plans were for the future, they agreed to for us to be married. We set the day of our marriage on December 20, 1953. I was still a student in college but several months before our marriage I rented a home in **San Marcos**. I bought new furniture on credit. I had everything ready for us to move in after our marriage. We were married at **La Trinidad Methodist Church** in **Seguin, Texas** with the Reverend **Eugenio Vidaurri** officiating.

After the church wedding **Phil Medlin** escorted us back to my wife's house where we hosted a small reception. I borrowed my father's car and **Velia** and I went to **Austin** overnight for our

honeymoon. We returned the following day and went to our home which I had rented. For the first several month **Velia** was at home as a house wife and we were barely making it. We were living on the small subsistence that the government under the **GI Bill** was providing. She said she needed to work to help out and managed to get a job in **Seguin** at the dental office of **Freddie Sagabiel**. She commuted to

Seguin by **Greyhound Bus** and return to **San Marcos** in the afternoon.

On May 9th, 1955 I graduated from **Southwest Texas Teacher College**. I had earned a bachelor's degree in education with a minor in art. I had completed college in three years going full time including all summer sessions.

During the three years I had only one failing course which was a "D" that I made in geography. Most of my grades were C with some B's, but not one single A. My wife, her family and I attended the graduation exercise on campus. I was very happy and looking forward to the future and getting a teaching job.

I went to look for a job in **Seguin** and filled out an application. I was told to go to the **Juan Seguin Elementary School** which was fully segregated from grades 1-6. The school was called the **Mexican School**. This is when I found out that the **Seguin**

school district did not employ Hispanic teachers for any of the schools except **Juan Seguin**. The principal told me there were no vacancies. When I think about now it makes me angry. But in those days we just accepted things like that.

Segregation in Seguin

Back then segregation was very pronounced. The city of **Seguin** had a swimming pool for the Hispanics which was next to the **Juan Seguin School**. The blacks had a swimming pool at **Ball High School** and the Anglos used **Starck Park** swimming pool. In those days the restaurants would not allow blacks to eat inside. If you were black, you had to go through the kitchen and buy your food and take it with you. What a disgrace! Hispanics could eat in some of the restaurants but others did not serve Mexicans.

A Soldier Stands Up

Vincent Patlan was a **World War II** veteran who had been wounded during the war and was no push over. He was working as a **Seguin ISD** truant officer when one day he was denied service in a restaurant. He made contact with the **American G.I. Forum** which was founded by **Dr. Hector P. Garcia** from **Corpus Christi, Texas** to help Hispanic veterans.

Mr. Patlan and the **American G.I. Forum** raised hell about the practice of discrimination in the restaurants in **Seguin**. They also began to call attention to the segregation practices in housing in **Seguin**. This was the beginning of some of the social

Sam Flores Recalls

change that was taking place. The sentiment was if we were good enough to go to war, we were good enough to eat in a restaurant in the **United States of America**.

My Teaching Career

After I realized I was not going to get a teaching job in **Seguin**, I began to consider other cities. A friend of mine named **Rudy Aguirre**, who had been my scoutmaster, encouraged me to apply for a job in the **Harlandale Independent School District** in **San Antonio, Texas**. So I went and met with the superintendent, **Dillard Collum**. After my interview he offered me a position teaching 5th grade at **Southcross Junior High School**.

In August of 1955, my wife and I moved to **San Antonio** where I rented a house. I had a car that my in-laws had given us. It was an older **Chevrolet** but it ran well and was in good condition. As a teacher, I was assigned to teach a self contained 5th grade class with an enrollment of 45 students. The only period I didn't meet with them was P.E. The rooms were small and did not have air-condition.

The class was 95% Hispanic and 5% Anglo. I taught all subjects including music. I found the students to be respectful and very dedicated to their school work. I made it a point to visit the home of everyone of my students. Parents were surprised to see me and told me that

teachers never visited their homes. My starting teaching salary was \$2,805 for nine months. (172 days) It wasn't very much money so I had to look for a part time job. I found being a ticket taker at Friday night football games helped bring a little more money.

One of My First Teaching Challenges

At the beginning of my second year we got a new principal. His name was **Howard "Bull" Harris**. He had been a high school football coach. The state of **Texas** had passed some new laws requiring public schools to provide classes and teachers for special education.

One day **Mr. Harris** called me in and said I was his best teacher. (We had eight fifth grade classes.) He told me that he wanted me to teach special education classes. I said, "**Mr. Harris**, I work and you tell me what you want me to do." He assigned me to teach a class of mentally retarded students and here is where the controversy began.

The school was having a declamation contest. I had a student named **Tomas** who I encouraged to compete. I assigned **Tomas** to learn verbatim the **Gettysburg Address**. The contest was held several weeks later. After the judges finished their reviews, they determined that **Tomas** had taken first place. Several

teachers complained to **Mr. Harris** and said that **Tomas** shouldn't get the first place trophy because he was in special education. **Mr. Harris** conceded.

When I found out that **Tomas** was not going to get the trophy I went to see **Mr. Harris**. I told him that **Tomas** had competed fair and square and that he should not be denied just because he was a special education student. **Mr. Harris** saw that I was getting assertive and demanding and he agreed with me that **Tomas** deserved that first place trophy. I was learning that the fight for justice is all around us.

Moving to Seguin

In 1956, my son **Cesar** was born. We were still living in **San Antonio** but the rents were very high. So we decided to move to **Seguin** and live with my in-laws. I would commute every day from **Seguin** to **San Antonio**. Little did I know that I would do this for 35 years.

The 1960s were filled with many experiences and tragedies. My sister **Rebecca** passed away and left her two sons **Robert**, 15, and **Richard**, 13, with my father. My younger brother **Daniel** was still in the service. In 1963, **Cesar** started school. The schools in **Seguin** were zoned and **Cesar** was assigned to **Juan Seguin Elementary School**, a Mexican American segregated school.

This school was about 2 miles away from the house. I never thought much about schools being segregated but I soon realized that there was another elementary school that was only half a mile from the house. It was **Weinert Elementary School**.

I went to see the Superintendent, **A.J. Briesemeister**. I told **Mr. Briesemeister** that I wanted to get a transfer for **Cesar** so he could go to **Weinert**. The Superintendent said that it would not be possible because students had to attend the schools in their zone. I thanked him and left.

The Betrayal

Some weeks later, I found out that some Anglo students in the **Juan Seguin School** zone were given transfers to other schools in the district. I was very upset and angry and went back to see the Superintendent. When I arrived I told the Superintendent's secretary that I needed to see him. She went to his office and told him that I wanted a letter stating why my son could not attend **Weinert Elementary School**.

He came out and wanted to know why I wanted a letter. I told him that I knew the district was giving Anglo students transfers to other schools. I told him it was wrong and he was discriminating against my son. I told him that I was going to go to court and sue the school district. He became very alarmed and said he did not want any trouble. He told me to give him some time to speak to the school board members. I told him to do what ever he needed to do, but if my son was not allowed to transfer, I would see him in court.

Several days later, he called me at work in **San Antonio** and asked me to come by his office. When I arrived he told me that he had spoken to the board and they agreed that my son could

attend **Weinert Elementary School**. I said thank you and as I was leaving, **Mr. Briesemeister** said that he did not appreciate that I had threatened him. I responded by telling him that I did not threaten him with bodily harm, I threatened him because of the district's racist policies and that was no threat. When he realized that I was angry, he told me OK, we do not want any trouble. I replied, neither do I and left.

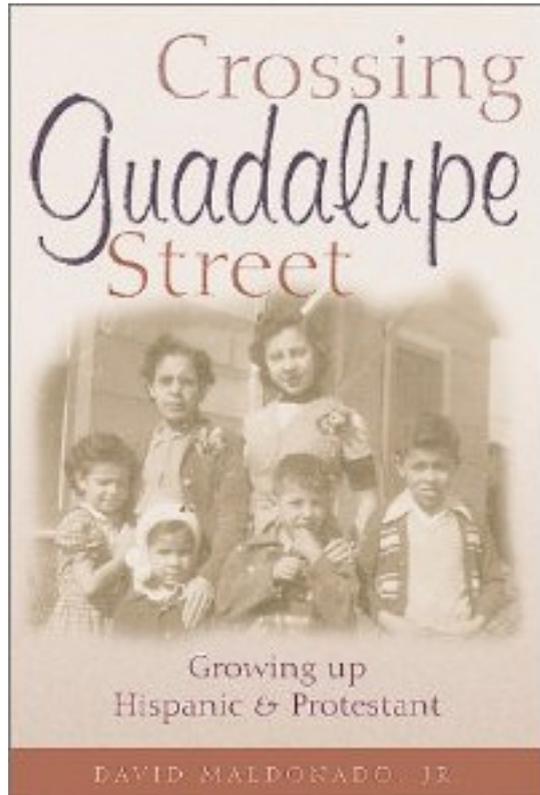
Ending the Segregation in the Seguin Schools

When the word got out that I had managed to get a transfer for **Cesar**, I got a call from **Edward Espinoza** who was my wife's cousins husband. He said he knew of my son's transfer and asked if he and five other parents could come and talk to me. I said sure. **Edward** was an Army veteran from the **Korean War**. He had been wounded and highly decorated for valor in combat.

After the war he learned how to fly a small airplane on the **G.I. Bill**. The day **Edward** came over, he brought four men and one woman. I only remember the names **Vincent Medina** and **Jose Gallegos**. I explained how I got **Cesar's** transfer.

They then told me they had all gone to see the Superintendent as well but were denied transfers. They asked me if I could help them and be their spokesperson. I said yes. Two weeks later we went before the **Seguin** school board. **Robert Koennecke**, the school board president asked what we wanted.

To be continued in
the next issue of La Voz
de Guadalupe County.



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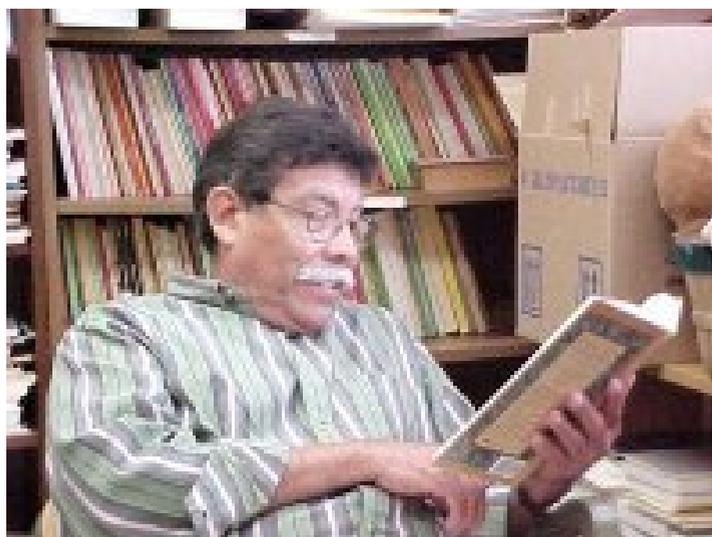
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Texas Lutheran University Faculty Profile

Profe Juan Rodriguez



In the coming months, **La Voz de Guadalupe County** will feature in each issue a **Texas Lutheran University** faculty profile. The purpose of these profiles is to better acquaint the community with the university and its staff.

La Voz: How long have you been a faculty member at **Texas Lutheran University**?

Rodriguez: I am now in my 30th year of service at **TLU**. Vine jovencito y me voy bien arrugado.

La Voz: In addition to teaching classes, I understand you are involved with a group called **MASA**. Tell us about your involvement with this group.

Rodriguez: When I came to **TLU**, I, along with some truly gifted and dedicated Raza students, organized the **Mexican American Student Association (MASA)**. Since then and excepting two years, I have served as **MASA's** advisor.

La Voz: Are you involved with any other campus based groups at **TLU**?

Rodriguez: I am the founder and advisor of another **Mexican American** organization based at **CMAS**. It is the **Mexican American Alumni and Friends Association** (the M double A F A), which seeks to bring the Mexican American, Latino, and other **TLU** alumni together to address issues and to explore cultural expressions directly related to Mexican American and Latino students on campus. The M double A F A was founded over a decade ago.

La Voz: Where were you teaching before you came to **Texas Lutheran University**?

Rodriguez: Well, after doing doctoral studies at the **University of Iowa**, I got my first, "real wages",

university teaching position at the **University of Arizona in Tucson**. After a short stint there, I took a position at the **University of California at San Diego** (La Jolla), and then I moved on to the **University of California at Berkeley**. After teaching at the **University of Washington (Seattle)** for a short time, I accepted a position at the **University of Texas at Austin** before coming to **Texas Lutheran College**, as **TLU** was known back then.

La Voz: Share with us, if you will, aspects of your early upbringing? Are you originally from **Texas**?

Rodriguez: Soy Tejano de Linburgo, as we Chicanos call **Edinburg**. I was born into a family of Mexican peones. Lo digo con orgullo. Though born in the **Valley of the Río Grande**, I grew up in a small town south of **Lubbock**, where we dropped out of the cotton-picking migrant stream. I come from a family of twelve. I am the only one in my family to have graduated high school or pursued a university education. My brothers and sisters did not finish their public schooling not because they were intellectually incapable of doing so, but because poverty and **Jim Crow** were double blows to the gut near impossible to overcome.

La Voz: How did you go about making the decision to go to college?

Rodriguez: I don't know. My economic and social circumstances

certainly didn't warrant such a decision. I can, however, say with certainty that—early on in my schooling, in the first grade, perhaps—I found great joy in what was then the mystery of words. Too, for some odd reason, I loved the feel of a pencil in my hand and the sense of clean a brand-new **Big Chief** tablet gave me when I attended the first grade in a segregated school in the Valley.

As to why I attended college many years later, I suppose that having been the valedictorian of my 8th and 12th grades, led me to believe that I could do it . . . and should try. I'm glad I did.

La Voz: Who were some of the people who extended a hand to you early in your career?

Rodriguez: I am what I am because of the "habits of the heart" my father and mother, brothers and sisters, instilled in me. I owe them the most. In later years, I could not have pursued post-graduate studies without the many sacrifices my ex-wife and my children from that marriage made for me. Along the way, there were—as there must be in such cases—teachers who cared and encouraged: my junior high and high school English teacher, Mrs.

Head, particularly. Demanding and unrelenting, she taught me English and its grammar. A coscorriones, pero aprendí, and I shall be grateful to her until the end. May she rest in peace.

La Voz: How did the idea of going to graduate school come about?

Rodriguez: By the time I received my B.A., I knew in my heart and mind that I could handle graduate studies. Not only that, but by then, I was so stricken with loving the challenge of learning new things about the world. El mundo era ancho y ajeno, I learned, but it could be mine, intellectually and spiritually.

La Voz: During the years you were in college, were you involved in any campus organizations?

Rodriguez: While I participated in several student organizations, I am most proud of those I founded or co-founded. Among the latter are **Los Tertulianos at Texas Tech** and two at the **University of Iowa**: the **Chicano Native American Union** and the **Graduate Student Union**.

La Voz: Tell about the college experience in your family. Where did your children go to college and what do they do today?

Rodriguez: My oldest daughter attended **Austin Community College**. She works with the federal court district in **Austin**. Another daughter attended the **University of Texas** and works retail. Two of my sons attended **TLU**; one is a urologist in **Galveston** and the other works for the **IRS** in **Austin**. My two

little girls from my second marriage are in the 4th and 2nd grade, respectively.

La Voz: Given that literature is your field, what are some of the books that you highly recommend?

Rodriguez: How much time do you have? **Cervantes' El Quijote**, of course. Then there's **Cien años de soledad** (García Márquez), **El llano en llamas**, de **Juan Rulfo**. You want Chicano books? Try **Miguel Méndez' Peregrinos de Aztlán**, any of **Rolando Hinojosa's** short stories or novels; **Aristeo Brito's El diablo en Texas**, etc. I could name works from other countries and other traditions including the US. There are so many great books to read out in the world.

La Voz: Let's change up the questions. Tell us:

Favorite quote: "Al cielo se sube a pie"

Favorite food: Chinese

Favorite color: Blue

First car you ever owned: '54 Chevy; first mode of transportation: a bicycle and then a motorcycle

The thing on your bucket list that you still want to do: Learn how to fly a plane.

La Voz: Any last words?

Rodriguez: I want to encourage all parents to send their children to **TLU**. It's a good place to send your children to be taught not only academically but spiritually as well. Besides, it is your local university, your local connection to higher education . . . es tuya, and I am here to welcome you on campus when you come. Muchas gracias, Alfredo, por la visita. You are doing a great service for the **Seguín** and **Guadalupe County** communities.

Declaración del partido demócrata de Texas sobre los primeros tres días del juicio de la redistribución de los distritos electorales

San Antonio- El juicio sobre la redistribución de distritos electorales ayer concluyó el tercer de los nueve días asignados. Entre las conclusiones presentadas hasta ahora son:

- Evidencia que demuestra que ni los demócratas en la legislatura ni el público fueron permitidos a dar sus opiniones sobre los mapas políticos creados por los republicanos.
- Testimonio de los expertos sobre la forma anormal del distrito 40 en la cámara de representantes de Texas creado para el ex-demócrata Aaron Peña, cuyo nuevo distrito tiene solo el 1.5 por ciento de su distrito actual. El testimonio de los expertos demostró que el distrito 40 tuvo que haber sido creado para elegir un republicano en un área que es fuertemente demócrata.
- Varios expertos presentaron evidencia del tipo de técnicas manipulativas usadas por parte de los que crearon los mapas políticos para luchar contra los cambios demográficos. Mapas sin el uso de estas técnicas manipulativas favorecerían a los demócratas y les darían más poder político a las minorías.

Hoy a las 8 de la mañana comenzó el cuarto día del juicio con el primer testigo del estado siendo la persona quien creó los mapas políticos en cuestión. (Él fue permitido testificar fuera de orden por circunstancias especiales y los testigos para los demandantes seguirán testificando a la conclusión del testimonio de este testigo.)

Abajo está una declaración del Subdirector Ejecutivo del Partido Demócrata de Texas, Anthony Gutiérrez, sobre el juicio en San Antonio hasta ahora:

“Muchos expertos han presentado evidencia demostrando que estos mapas políticos fueron creados para privar del derecho al voto a los Latinos y a otras minorías. También fueron creados para predeterminedar el resultado de suficientes elecciones para asegurar una mayoría republicana para la próxima década. Estos mapas son una bofetada en la cara de los que lucharon para que todos tuvieran derecho al voto.”



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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 Guadalupe County*.

Nadie puede averiguar en el nombre de la educación que es mejor saber menos que saber más. Siendo bilingüe o trilingüe es parte de ser educado en el siglo 21. Esperamos traer cada mes a nuestros lectores de *La Voz de Guadalupe County* una lista de palabras en español con sus equivalentes en inglés.

¿Pero cuando?

But when?

Tu sabes

You know

¿Deveras?

Really

Era tiempo

It was about time

¿Nos vamos?

Shall we go?

¿Quién te dijo?

Who told you?

¿Cuando te dijeron?

When did they tell you?

¿Porqué te dijeron?

Why did they tell you?

No te creas

Don't believe it.

¿Quién vas a apoyar?

Who are you going to support?

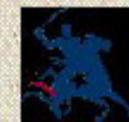
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Who Was Doña Josefa de Dominguez: and What Does She Have to Do With the 16th of September?

by Alfredo Rodriguez Santos c/s

Hispanic Heritage Month is celebrated around the county from September 15th to October 15th. As **Yvonne de la Rosa** points out in her column on page 4, **President Lyndon B. Johnson** first declared **National Hispanic Heritage Week** in 1968. It was **President Ronald Reagan**, who extended it to 30 days and proclaimed **National Hispanic Heritage Month** in 1988.

But Mexicans and Mexican Americans have been celebrating the **16th of September** for a long time. The photo on page eight shows a group of Mexican Americans in 1944 at a **16th of September** celebration in **Seguin, Texas**.

But did you know that the 16th of September is an historic I mistake? **El Grito de la independencia** by **Father Miguel Hidalgo y Costilla** was not suppose to happen on September 16th, 1810!

¿Qué fue lo que pasó?

At the end of the 18th Century, many of the monarchies of **Europe** began to see revolutions spreading like wild fire. People were tired of living under repressive regimes. The idea of living under the rule of king who told you when you could speak, when you could work and when you could sleep, was quickly falling out of favor.

The philosophers of the day, **Rousseau, Montesquieu, and Voltaire**, helped to fill the atmosphere of change with ideas of democracy, liberty and equality. And it was their books that a small "reading club" in **Querétaro, Mexico** found most intriguing.

As the **American Revolution** birthed the **United States of America**, other countries knew it was time to act. The French mobilized and push the **Royal Court** back to **Paris**. The republic

was proclaimed in 1792 and **King Louis XVI** was executed. The news spread and people knew the time had come to act.

All of these developments caught the attention of a woman named **Doña Josefa Ortiz de Dominguez**. **Doña Josefa** was the wife of **Miguel Dominguez**, the **Magistrate of Querétaro**.

A Passion for Justice

It was well known that **Doña Josefa** was vehemently against the abuse that the Spaniards— that is, the European-born Spaniards – exercised over the natives considering and treating them as second-class citizens. She always identified with the native's social problems, for they were relegated to secondary positions in public administration as well as in the military.

Throughout her life she fought for the recognition of the Indigenous people's rights, in addition to using her position as Chief Magistrate to involve herself in numerous charitable ventures.

"The Literary Club"

One of **Doña Josefa's** ventures included hosting a "literary society" where people came together to discuss literature and the works of the Enlightenment which at the time were banned by the **Roman Catholic Church**. These meetings were attended by many educated people include a priest named **Miguel Hidalgo y Costilla**.

It was at **Doña Josefa's** house where these "literary meetings" evolved into an underground movement called the **Querétaro Conspiracy** that was to produce the armed struggle for independence from **Spain**. To be sure, there were others in Mexico making their own plans.

The **Querétaro Plan** was to gather weapons and supplies and transport them for an uprising set to begin on December 8th, 1810, right before the celebrations for **El Dia de La Virgen de Guadalupe**.

The Betrayal

But **Doña Josefa** and her group were betrayed by one of the members of her group and when her husband, **El Corregidor de Querétaro** found out he was furious that his wife would be involved in such activities. After having her locked in her room, he prepared to round up the would be revolutionaries, including **Father Miguel Hidalgo**.

Doña Josefa managed to smuggle a note out of her room with the help of a maid. The note was for **Father Hidalgo** warning him that they had been discovered and that the soldiers were coming for him. An ally of **Doña Josefa** rode into the night and it was he who delivered the somber news to **Father Hidalgo** in **Dolores, Guanajuato** telling him what had happened.



Knowing that time was short, **Father Hidalgo** made the snap decision to go to the church at 2:00am and ring the bell to call the people to the church where he would give his famous **Grito de Dolores** and ignite the **Mexican War of Independence**.

The struggle to free **Mexico** from the rule of **Spain** would take 11 years and cost many lives. **Father Hidalgo** would not live to see **Mexico** free, but his words, actions and spirit live on today. And it is this that many Mexican American celebrate each 16th of September.

The Legacy

But it is the role of **Doña Jose de Dominguez** that has not received much attention. Thanks to **La Corregidora's** timely alert, many conspirators were able to escape before being arrested and jailed, though she herself was the victim of **Captain Arias'** betrayal. She was arrested and taken to **Mexico City**, where a trial was held in which she was convicted of treason. She was jailed in various convents until finally, in June of 1817, her husband

was able to have her released.

Once **Independence** from the Spanish rule was achieved, **Agustin Iturbide** – who proclaimed himself emperor – invited her to be part of his court, but she refused the appointment because she considered that the Empire was completely contrary to the ideals for

which the War of Independence had been fought. Moreover, she refused any reward for her services to the insurrection.

Doña Josefa Ortiz de Dominguez died on March 2, 1829 at the age of 61 in Mexico City. Her remains were moved to the city of **Queretaro** and deposited, along with her husband's, in the **Mausoleum of the Illustrious in Queretaro**.





Hispanic Heritage Month

SEPTEMBER

Thursday, September 15
“Fiesta en la Plaza”

6:30 – 8:30 p.m. • Alumni Plaza

Come and join us for a special celebration with music, food and dance. The event will feature the Son Jarocho Group “Son Armado” with traditional music of the state of Veracruz and a performance by Aztec dancers, plus food, drinks and festive colors. Free and open to the public.

Tuesday, September 20
Fiesta

11:30 a.m. – 1:00 p.m. • ASC, Graf Lounge

Students come make crafts, hear great music, and enjoy free food! Come celebrate Hispanic Heritage Month fiesta style!

Thursday, September 22
Mexican Revolution Series on PBS

4:00 p.m. • Dunne Conference Center

Given that last year was the 100th anniversary of the Mexican Revolution, the San Antonio station KLRN has created a new series called “Children of the Revolution.” In it, they explain how the Mexican Revolution had a direct impact on the San Antonio area. It would be wonderful to relate a historical event of such magnitude to your actual life and surroundings, don’t you think? Come and learn about it.

Monday, September 26
Honduras Mission Trip

4:00 p.m. • Dunne Conference Center

For 25 years, a group of Seguin residents has been going to Honduras to offer its voluntary work in public health and veterinary services. This last May, eight students and a professor from TLU joined their efforts and they will talk about their remarkable experience in the Central American country. A reception with traditional Honduran food and drinks will follow. Free and open to the public.

Wednesday, September 28
***Robert Rivard –
San Antonio Express News Editor***

7:30 p.m. • Wupperman Little Theatre

“Mexico and its struggle to break from its past to find a new future.” Veteran reporter and news editor Robert Rivard will relate his experience as a journalist covering events in Mexico, and share some reflections on the role of a free press, as Mexicans strive to transcend a seemingly relentless cycle of violence. Robert Rivard is the chairman of the Inter American Press Association (IAPA) Committee on Freedom of the Press and Information and he is also editor of the San Antonio Express News.

OCTOBER

Tuesday, October 4
***Study Abroad in
Spain and Costa Rica***

4:00 p.m. • Dunne Conference Center

Students who studied abroad this last summer will share their experiences with wonderful stories and beautiful images. Come and find out the opportunities TLU offers to study abroad.

Monday, October 10
Dr. Refugio Rochin

10:00 a.m. • Chapel

Tuesday, October 11
***Lecture by Dr. Refugio Rochin:
An Educational Journey***

9:30 a.m. • Jackson Auditorium

Recently honored as one of the Peace Corps 1962–1964 alumni, Dr. Refugio Rochin has been designated as one of “America’s Top 100 Influential Hispanics,” by Hispanic Business magazine. He will speak about his own educational journey, the challenges he has faced and will have advice for all students entering today’s workforce.

Thursday, October 20
Ojalá Concert

7:30 p.m. • Jackson Auditorium

Ojalá is an Austin based band that mixes both Spanish and Arabic in their songs. The music traditions of the South of Europe and the North of Africa are clearly linked (Spain was under Muslim rule for over 700 years). Therefore, instruments, voice register and rhythms are shared. This group recovers that common background and makes us aware of those ties. These ethnic rhythms will delight you and enrich your sense of belonging to a global community.

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