

DECLARATION UNDER OATH

State of Indiana, County of St. Joseph

I, Julian Samora, under penalty perjury state:

That I am a citizen of the United States and a resident of the state of Indiana in the county of St. Joseph. I am a sociologist whose teaching and research fields ~~have been~~ ^{are} Medical Sociology, Anthropology, and Minority Groups. I received my A.B. at Adams State College of Colorado in 1942, my M.S. degree at Colorado State University in 1947, and my PH.D. at Washington University in 1953. I have taught at many universities throughout the United States and one in South America. I have conducted research on the subject of Mexican-Americans on a community level in the states of Colorado, New Mexico, and Indiana, on a regional basis in the five southwestern states, and on a national basis for the United States Commission on Civil Rights. I have been a consultant to the New Mexico Department of Public Health, The United States Commission on Civil Rights, The United States Public Health Service, The Rosenberg Foundation, The Ford Foundation. I have been a member of the National Advisory Committee For Upward-Bound, a commissioner on the National Advisory Commission on Rural Poverty, and a commissioner on the President's Commission on Income Maintenance Programs. I have authored or co-authored twelve articles dealing with the topic of Mexican-Americans. I edited La Raza: Forgotten Americans which is now in its third printing. I am senior author of Mexican-Americans in a Midwest Metropolis: A Study of East Chicago. I am junior author of Mexican-Americans in the Southwest a book which is in press at the present time.

It is my professional opinion that children entering the public schools can best be educated taking them where they are culturally, and using that culture ^{their} to the best advantage. In the case of Mexican-Americans who enter school not speaking English, this means that the initial instruction should capitalize on their knowledge of ~~their~~ Spanish, in order that they may be taught English, and relevant

educational materials should be provided for this purpose.

It is also my opinion that a child does best in school when he can identify with the school, that is, with administrators, teachers and pupils. A school which discourages the speaking of Spanish and through omission does not use materials oriented to the culture from which these children come, not only does not create a positive self-image for the children, but in fact creates an atmosphere of inferiority which is readily perceived by the students.

The letters which I receive from teachers throughout the southwest and the questions which I receive from them during workshops and after lectures (between 1962 and 1969, I would estimate over 50 ^{OCCASIONS} occasions), lead me to believe that school teachers throughout the southwest who are teaching Mexican-Americans, are in dire need of materials which are relevant to Mexican-Americans from kindergarten through high school. The request for materials covers such subject areas as: art, music, readers for both the English and Spanish languages courses, social studies, civics, and of course history. I am told that ~~the middle class~~ ^{bias} the white middle class ~~of~~ of the school is reflected not only in the general conduct of the school but also in the curriculum (that is, which courses are taught and which are not taught) and in the materials available for the teaching of particular courses.

The ancestors of this population (Indian-Spanish-Mexican) discovered this continent. Their land and their labor developed the southwestern United States. Their culture has contributed enormously to the total culture of the United States, yet from the questions and requests which are put to me by educators (public school superintendents, principals, teachers) it would appear that not only is the history and the cultural heritage of this great population ignored in the teaching situation, but through acts of omission and ³commission a general attitude of inferiority on the part of this population, and superiority on the part of the "anglo" population, is created.

In the acknowledgements of La Raza: Forgotten Americans I wrote "This

population, exploited at times, living mostly on the fringes of society, misunderstood by public and private agencies, and largely ignored by the Federal government and its programs, has managed to survive with dignity, composure, and pride. No other population has contributed more to American society and received so little in return." I am convinced that that statement is correct today.

Executed at South Bend, Indiana, this 21st day of July, 1969.

I declare under penalty of perjury that the foregoing is true and correct.

Julian Samora

