

EDUCATIONAL EXCELLENCE: BUILDING OPPORTUNITIES FOR OUR YOUTH

PREFACE

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SCOPE

The Topical Research Intern Program provides the opportunity for Servicemembers and DoD civilian employees to work on diversity/equal opportunity projects while on a 30-day tour of duty at the Institute. During their tour, the interns use a variety of primary and secondary source materials to compile a review of data or research pertaining to an issue of importance to equal opportunity (EO) and equal employment opportunity (EEO) specialists, supervisors, and other leaders throughout the Services. The resulting publications (such as this one) are intended as resource and educational materials and do not represent official policy statements or endorsements by the DoD or any of its agencies. The publications are distributed to EO/EEO personnel and selected senior officials to aid them in their duties.

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The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military services, or the Department of Defense.

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FOREWORD

Every year since 1968, by presidential proclamation, a week has been set aside to honor the contributions of Hispanic-Americans. Recognizing that a week was not enough to recognize Hispanic achievements and contributions, Congress voted in 1989 to expand this week to a month-long celebration, known as National Hispanic Heritage Month. Each year a theme is chosen to create a particular focus for the national commemoration. The theme for the 1997 Hispanic Heritage Month is: "Educational Excellence: Building Opportunities for Our Youth." Rather than a celebration of past Hispanic achievements, this year's theme illuminates the present educational crisis among Hispanic youth.

INTRODUCTION

America has always been a nation of immigrants. From the start, a steady stream of people, in search of freedom and opportunity, have left their own lands to make this land their home. We started as an experiment in democracy fueled by Europeans. We have grown into an experiment in democratic diversity, fueled by openness and promise. My fellow Americans, we must never, ever believe that our diversity is a weakness -- it is our greatest strength. Americans speak every language, know every country. People on every continent can look to us and see the reflection of their own great potential -- and they always will, as long as we strive to give all of our citizens, whatever their background, an opportunity to achieve their own greatness.

President Clinton's 1997 State of the Union Address.

The words of President Clinton recognize that America's cultural diversity is a strength and that this diversity should not be denied but highly valued. The United States has been known as a land of immigrants. The struggles of immigrants with the problems of economic hardship, ethnic stereotyping, and blatant discrimination, along with the clashes between new and old world values are well-documented segments of this nation's history, common to many ethnic groups. Education has been chiefly responsible for the advancements most immigrant groups have made in America.

Early European immigrants came at a time when the education levels of the entire population were rising rapidly, and they benefited more than other Americans because they started from a much lower educational base. More than one-quarter of the immigrants who came during the years from 1889 to 1919 could neither read nor write. Yet the grandchildren of those immigrants today are virtually indistinguishable from other Americans in educational attainment. (2:167)

Within the last few decades, new immigrations have permanently changed both the racial and ethnic compositions of this country. The immigration from Mexico and Cuba, as well as Central and South American countries, coupled with a relatively high birth rate, is increasing the number of Hispanics in this country so rapidly that predictions indicate by the year 2020, this group will become the U.S.'s largest cultural minority, accounting for approximately 15 percent of the population. (5:2) Last year, the Census Bureau reported that Hispanic children have become the second-largest group of children in the U.S., with 12 million under age 19. (14:1)

Although efforts have been made, particularly in the last 30 years, to improve the educational status of Hispanics, results of recent studies reveal significant disparities in educational attainment between Hispanics and other groups, including higher dropout rates and fewer college graduates. This paper will examine the historical background of efforts to improve education for Hispanic children, the current state of Hispanic education today, and what issues face our educators. Lastly, this paper will discuss why America, and in particular the Department of Defense (DOD), should be interested in improving Hispanic education and what DOD initiatives are in place to help the education effort.

EDUCATION BACKGROUND

Organized efforts to resolve the language barriers in educating Hispanic children began in the 1940s. For example, a 1947 study in New York suggested "segregated" classes for Puerto Rican children devoted to teaching them English, a training concept developed in the U.S. Army's successful "immersion" language training program. (23:53) By the 1950s, only a few school districts had special programs such as English as a Second Language (ESL) to help non-English speaking children. The majority of students who did not speak English were forced to "sink or swim" in English-speaking classrooms that offered no special instruction to ease their language difficulties. Many were held back, some were placed in classes for the retarded, while others (perhaps as many as 80 percent) dropped out. (2:10)

The first significant advances in Hispanic education occurred in the early 1960s after Fidel Castro came to power in Cuba. After Castro closed all private schools in Cuba, a large number of Cuban educators and their families relocated to Miami, Florida. Thinking Castro's dictatorship would be short-lived, these educators devised a curriculum that taught basic subjects to their children in Spanish and provided separate English language classes, to enable the students to learn English while carrying on their formal education in their native tongue. The children of mostly middle-class and well-to-do Cuban families, these students were highly motivated and learned quickly, performing better than other English-only students in Florida. (16:275) As more Cuban refugees began to strain the local public school system, Dade County decided to adapt the Cuban educators' experiment to a public elementary school where approximately half the students in the first three grades were Cuban and half were Anglo. All children received a half a day's instruction in Spanish and the other half day in English. (23:274-75) Results of an evaluation revealed that the children in this bilingual program performed as well as or better than children in all-English schools. (2:11) The success of the bilingual education model sparked an idea among politicians and teachers who wished to see disadvantaged Hispanic students improve their performance. (16:275) As bilingual initiatives sprang up across the country, scholarly journals overflowed with articles on ideas on educational reforms. (23:55)

President Lyndon Johnson's Great Society brought even more educational reforms. As a former schoolteacher in rural Texas, President Johnson had experienced first-hand the problems in educating Spanish-speaking children. Promising support, he asked Texas

Senator Ralph Yarborough and California Congressman Edward Roybal to draft legislation that would help Spanish-speaking children. By 1967, more than 30 bilingual education bills had been introduced in Congress, bringing to the forefront the sharp debate on the best way to educate Hispanic children. The Bilingual Education Bill President Johnson signed on January 2, 1968, as Title VII of the Comprehensive 1965 Education Act was the federal government's first effort at Hispanic educational reform. Congress appropriated \$7.5 million to fund seventy-nine projects to test differing methodologies. Educators had wide leeway in their programs: they could teach history and culture associated with a language or transition a child from a foreign language into English. (23:56)

Advocates for educational reforms stressed that the poor academic performance by Hispanic students had been caused by a public school system hostile to Hispanic culture and destructive to children's self-esteem. Across the country, Hispanic protesters demanded that school districts adopt bilingual and bicultural education programs. In 1968, Mexican-American high school students staged a massive school "walkout," demanding that the Board of Education institute compulsory bilingual-bicultural education programs for all Mexican-American students. The following year, the University of California at Berkeley started a Chicano studies program. Soon, other colleges across the country began offering courses in Latino or Chicano studies and some eventually devoted entire departments to the pursuit of Hispanic culture. (16:275-76) Within two years of passage of the Bilingual Education Bill, bilingual education had become the symbol of ethnic solidarity for the Hispanic activist community. (2:13)

The Bilingual Education Bill financed and encouraged bilingual programs, but did not force schools to start them. The Civil Rights Act of 1964 prohibited any program receiving federal funds from discriminating against persons on the basis of race or national origin. Using the Civil Rights Act as support, the Office of Civil Rights (OCR) of the Department of Health, Education, and Welfare issued guidelines in 1970 to school districts where enrollment exceeded 5 percent Hispanic or other national-origin minority groups to take affirmative steps to help non-English speaking children participate effectively in the educational program offered by the school district. The first test of the guidelines came in 1974 in a California case involving a Chinese student who attended a public school in San Francisco that offered no special help to students like him. Ultimately reaching the U.S. Supreme Court, the case, Lau v. Nichols, held that non-English speaking children had a constitutionally-protected right to special language programs. (2:14) Between 1975 and 1980, OCR negotiated five hundred plans mandating bilingual education in local school districts. For the first time, federal civil rights laws were used to advance bilingual education in public schools. (2:15-16)

Armed with civil rights laws, bilingual education advocates brought lawsuits against school districts that offered no bilingual programs, or only minimal ones, for non-English-speaking students. These lawsuits claimed that even if school districts offered special help, such as intensive English language instruction, they were still depriving Hispanic children of equal educational opportunity. A federal court found that Hispanic students in New Mexico were being denied equal protection under the Fourteenth

Amendment because the school system did not provide bilingual education for all Hispanic students. After repeated attacks in local courts, the state of Texas passed legislation mandating bilingual education in school districts where more than 20 students in the same grade had limited proficiency in English. In New York, Puerto Rican plaintiffs won a consent decree that guaranteed bilingual instruction for New York City's 150,000 Hispanic students. (2:16-17)

In December 1973, a Senate subcommittee drafted a new bilingual law that would require "appreciation of the cultural heritage" of children whose English was limited and "a study of the history and culture of the nation" of their origin. In 1974, President Gerald Ford signed into law the Bilingual Education Act, designed to help all language-disadvantaged children. (23:58-59) In 1978, further amendments allowed children who already spoke English to be placed in bilingual, bicultural programs. (16:276)

Despite its promising beginnings, bilingual education came under attack in the late 1970s and 1980s after several studies questioned its effectiveness. Although some research has shown small to moderate benefits to bilingual education methods, other studies said most bilingual programs were generally ineffective in teaching English, allowing students to keep up with other subjects in their native language while learning English, or improving students' self-esteem. Policy debates over the effectiveness of bilingual education continues today. (2:19-27)

While education methods were hotly debated, Secretary of Education Terrel Bell issued *A Nation At Risk* in 1983, warning that low student achievement levels were threatening the nation's international competitiveness. Galvanizing public concern on the state of America's educational system, this report brought about an educational reform movement where many states and communities raised their high school graduation requirements. The Department of Education conducted its first detailed study on the high school dropout rate in 1988. The alarming results showed the dropout rate among Hispanic students had risen to 37.5 percent, almost triple that of white students and more than double that of black students. Lauro F. Cavazos, the Secretary of Education and the nation's first Hispanic Cabinet member, labeled these findings "a national tragedy." (13:8) A study by the National Council of La Raza the following year echoed these findings. Not only were Hispanics the most undereducated major segment of the population, Hispanic students were more likely to be enrolled below the grade level of their black or white peers, score lower on academic achievement tests, and drop out of school before graduation. (15:2)

Responding to an appeal from the Hispanic community, President George Bush signed an executive order, timed to coincide with the beginning of the 1990 Hispanic Heritage Month Celebration, calling for Educational Excellence for Hispanic Americans. The Executive Order included the creation of the President's Advisory Commission on Educational Excellence for Hispanic Americans and directed Cabinet agencies to become actively involved in helping advance educational opportunities for Hispanics. (12:32) Committing more federal attention and resources to improve Hispanic educational opportunities, President Bill Clinton signed an expanded executive order on Hispanic

education. The executive order continues the work of the Presidential Advisory Commission on Educational Excellence for Hispanic Americans, a 25-member board appointed by the President to study the educational needs of Hispanics. Using the national educational goals established by the Clinton administration, the commission assists the Secretary of Education in developing a federal plan to promote Hispanic educational excellence. The order also created an interagency task force to increase Hispanic participation in federal education programs. (17:6)

STATE OF HISPANIC EDUCATION TODAY

In 1996, the President's Advisory Commission issued its report, *Our Nation on the Fault Line: Hispanic American Education*, calling for a major effort to improve the state of Hispanic education. Pointing out the demographic trend of growing numbers of Hispanic students, the President's Advisory Commission predicted that "the bridge to the 21st century will not be sustained without equity in education for Hispanic Americans." The report revealed significant disparities in educational attainment between Hispanics and others, including higher dropout rates and lower numbers of college graduates. (19:1)

Many of the report's key findings on Hispanic educational attainment echoed what other studies have found in the past. The report acknowledged that its findings were not optimistic and expressed concern about the growing gap between levels of educational attainment of Hispanic and non-Hispanic students.

Among the findings were that Hispanics scored significantly lower in measures of math and reading skills, were enrolled at higher proportions below the grade level of their peers and dropped out of high school at much higher rates and earlier than other students. As a whole, Hispanics have higher adult illiteracy rates than any other group. (18:4) Even though Hispanic student enrollment at colleges has increased, the overall number of degrees has not risen proportionally. (22:8) Moreover, the report found that more than 40 percent of all Hispanic students enrolled in higher education attend two- and four-year Hispanic-Serving Institutions (HSIs), colleges and universities where the student population is more than 25 percent Hispanic. (18:4)

The report targets specific factors placing Hispanic students "at risk." Of paramount concern is the history of inadequate funding at local, state, and national levels. Bilingualism, under scrutiny by Congress, is often treated as a liability rather than an asset. In many instances, Hispanics remain segregated in inadequate schools. Less than 15 percent of Hispanics participate in pre-school programs, such as Headstart, considered an important foundation for future educational success. Given the strong correlation between educational attainment, income, and economic productivity, great numbers of Hispanics are at risk of becoming economically marginalized in future years. (22:8)

WHY AMERICA SHOULD BE CONCERNED ABOUT HISPANIC EDUCATION

Education has historically been the path to upward mobility and achievement in this country. Despite the educational efforts of the past three decades, Hispanics, as a group, have not made substantial educational and economic gains. As a result, Hispanics are more than twice as likely to live in poverty than persons in the general population. (2:117) Population statistics reveal that Hispanic youth represents the fastest growing segment of the U.S. population, with Hispanics accounting for more than a quarter of all new entrants into the labor force. The educational achievements of Hispanics have not kept pace with their increasing share of the population and the labor force. As the Hispanic population increases, what would it mean for the nation to have a growing significant proportion of the population competing for low-skill jobs and stagnating in the lowest socioeconomic brackets? (21:1)

According to the 1990 census, the high school completion rate for Hispanics ages 22-24 was only 64 percent, compared with 91 and 84 percent for whites and blacks, respectively. Although this figure for Hispanics partly reflects the immigration into the United States of young adults with low levels of education, the high school completion rate of American-born Hispanics (78 percent) still remains significantly lower than other groups. Low high school graduation rates have obvious repercussions for Hispanic higher education. With a smaller pool of college-eligible students, Hispanics are severely underrepresented in higher education. Moreover, degree attainment is much lower than that of whites or blacks, with only 12 percent of Hispanic 22-year olds earning bachelor's degrees. The disproportionally small percentage of Hispanics with bachelor's degrees necessarily means underrepresentation in professional and graduate schools. (21:2,3)

The lack of educational attainment significantly impacts income. Persons with a bachelor's degree earn significantly more over their lifetime than those with or without a high school diploma. Applied to Hispanics, the premium for a bachelor's degree (over a high school diploma) is about \$500,000 for Hispanic men and \$400,000 for Hispanic women in lifetime earnings. More striking, the premium for a Hispanic with a professional degree is about \$1.7 million, more than 200 percent more in lifetime earnings. (21:3)

Education pays off financially for individuals, but there are also payoffs to society. Over a lifetime, people with college degrees (and higher earnings) pay significantly more in taxes than people with or without high school diplomas. Hispanics with a bachelor's degree will pay more than twice as much in taxes as those with only a high school diploma, and Hispanics with a professional degree will pay an estimated three times as much as those with a bachelor's degree. A Rand Corporation study showed that an increase in the Hispanic college completion rate to 15 percent (the current rate for blacks) would produce an estimated \$1 billion in federal tax payments; an increase to 30 percent (the rate for whites) would generate about \$15 billion. Furthermore, these higher income levels would result in estimated increases in contributions to social insurance programs, such as Social Security and Medicare, of about \$600 million (at the 15 percent completion rate) and \$6.6 billion (at the 30 percent completion rate). The Rand study concludes that efforts to increase educational levels among Hispanics are in the best economic interests of the country. (21:1,5-6)

A 1986 study done for the state of Texas found that spending money to create new programs to combat the Hispanic dropout program would benefit Texas economically. By decreasing the dropout rate, the state would save money in social expenditures related to welfare, crime, incarceration, and unemployment. The Texas study concluded that for every dollar invested in educating a potential dropout, the state could realize a return of nine dollars per student, a potential savings of \$17 billion in lost tax revenues and income. (1:7) Clearly, an investment in bettering the education of Hispanic youth is an investment in the future of America.

WHY DOD SHOULD BE CONCERNED ABOUT HISPANIC EDUCATION

The Department of Defense is the nation's largest employer of Hispanics: 92,000 active duty personnel and 47,000 civilians. As the fastest growing segment of the population, Hispanics represent a valuable source for future recruitment into the Armed Forces. For the past five years, youth interest in military service has declined among 16-24 year olds. However, non-whites were more likely than whites to express interest in joining the active military. As a group, Hispanics males (40.3 percent) showed more interest in entering the military than blacks (30.3 percent) or whites (26.2 percent). (24:3-4) The proportion of Hispanic accessions has steadily increased over the years. In FY 1983, less than 4 percent of new recruits were Hispanic. Today, nearly 8 percent of enlistees are Hispanic. Lower high school graduation rates among Hispanics, compared to whites and blacks, confound the recruitment of qualified Hispanic applicants. (20:2-10)

The military attracts and maintains higher proportions of blacks and "other" minority groups, but lower proportions of Hispanics, than are in the civilian labor force. Currently, Hispanics represent 6.3 percent of the active duty military population and 6.5 percent of the reservist population. (4:12,19) However, Hispanics comprise 11 percent of the 18-44 year old civilian labor force. (20:3-4) This shows that, despite the increase in their accessions in recent years, Hispanics are still statistically under-represented in the military population.

Better-educated youth means better-qualified potential recruits for the Armed Forces. In FY 1994, the proportion of accessions with high school diplomas was 96 percent. In the general population of 18-24 year old civilians, only 74 percent of blacks and 58 percent of Hispanics have high school diplomas or alternative education credentials. Given these percentages, the military's recruitment pool will be limited if high school graduation rates among minorities do not ameliorate. (20:2-15,2-16)

Furthermore, research indicates that enlistees who are high school graduates are much more likely than non-graduates to complete their first term of enlistment (80 percent versus 50 percent). Additional research shows that those with other alternative education credentials, such as a GED certificate, also have attrition rates greater than regular high school graduates. (20:2-12,2-13) Potential recruits with high school diplomas are more suitable candidates for military service.

Not only is a high school diploma important, but so is the quality of a potential recruit's education. One impact of the defense drawdown has been the redesign of career fields, with service members assuming a more diverse workload and greater responsibilities. This redesign will increase the numbers of tasks assigned to service members and require them to perform new tasks of greater complexity. The Services believe that as the levels of job/task difficulty and importance increase, so will the need to bring in and retain greater proportions of recruits with above-average aptitude. Because reading requirements for many military occupational specialties are substantial, the reading ability of recruits is important. For recruiting purposes, the Services define "high quality recruits" as high school graduates who score in the top 50 percent on the Armed Forces Qualification Test (AFQT). (20:2-20) Studies show that the top performers on the AFQT demonstrate a skill level in their occupational specialty twice that of those who scored at the bottom. Beyond being better performers, recruits who are top scorers are also faster learners. For example, those in the top aptitude categories enter military service at a performance level that recruits in the lowest category take more than three years to achieve.. This suggests that the smarter the people in the military, the better we can prepare them during training and the more proficient they will be in carrying out the nation's missions (6:1).

DOD EFFORTS TO IMPROVE EDUCATION

I cannot imagine a strong America without well-educated Americans. If we are to maintain our hard-earned reputation for having the best Armed Forces in the world, we must start with young men and women who have gotten an edge on life in our schools. That edge includes skills in science, engineering, and mathematics. If the United States is to maintain a strong and responsible democracy and prosperous economy into the next century, all of our citizens must be well educated. Americans with a good education will have the best chance of helping not only themselves and their families, but our Nation.

Former Secretary of Defense William J. Perry (7:1)

The Department of Defense maintains a vital interest in the ability of our nation to produce highly trained scientists and engineers. Technological leadership is critical to both national defense strategy and economic strength. The United States has consistently sought to develop and field superior weapon systems to project an imposing military presence that will deter foreign aggression. Further, in today's global marketplace, countries will be able to enjoy continued economic prosperity only if they are able to exploit and adapt to emerging technologies. To meet the national need, DOD must have a supply of scientists and engineers, to include DOD civilian employees, military personnel, and defense contractor personnel. During the past 50 years, the military services and DOD agencies have developed wide-ranging programs to support science and engineering education. (7:1)

Since 1960, the Department of the Army, through the Army Research Office, has sponsored special awards in nationwide Science and Engineering Fairs to stimulate and

encourage the future technical development of our nation's youth. These science fairs annually bring together more than 100,000 high school students. (9:4)

The 1990 DOD Appropriations Act directed the armed services to review existing programs to identify, expand, and encourage opportunities for military and civilian employees to become mentors. The primary goals of these programs focus on improving student academic performance and self-esteem, lowering drop-out rates, improving basic skills among "at risk" children, and helping alleviate social problems and peer pressure. Known by different names at different locations, some of the more popular programs are called Adopt-a-School, At Risk Student Program, and Partners in Education. (10:12) Military installations such as Fort Monmouth, NJ, Fort Meade, MD, Kelly AFB, TX, and Tinker AFB, OK, have become partners with local schools, engaging in outreach programs that include laboratory visits, special tutoring programs in mathematics and science, and mentoring programs focused on students "at risk." Other agencies participating in partnership programs include the Defense Nuclear Agency and the National Security Agency. (11:1-2)

To foster interest in science and engineering careers, especially among women and minorities, DOD's Science and Engineering Apprenticeship Program places academically talented high school students with interest and ability in mathematics and science as apprentices in DOD laboratories for eight weeks during the summer. These students work with scientists and engineers who act as mentors in their field of interest, encouraging them to pursue careers in science and engineering. Many other DOD apprenticeship and fellowship programs are available to high school and college students in science and engineering fields. (8:8)

Currently, more than 200 separate programs use a wide variety of approaches to enhance science and engineering education at different educational levels. Programs at early levels range from tours of research laboratories, seminars, and sponsorship of elementary and secondary school science fairs to stimulate interest in science and engineering, to intensive tutoring and mentorship programs for students and summer experience programs. (7:2) More information on the many programs comprising DOD's educational effort is available through DOD's Education Gateway on the World Wide Web: <http://www.acq.osd.mil/ddre/edugate>

Because of their diverse life experiences, military personnel possess the unique ability to serve effectively as a role model to youth by providing support and encouragement and by serving as a living example of how education can better someone's life. Another way that former service members can contribute to the effort to improve American education is by becoming professional school teachers. Under the Troops to Teachers program, military personnel affected by the drawdown have the opportunity to pursue a new career in public education. Many school districts recognize the value in having mature, motivated, experienced, and dedicated personnel come into the classroom, especially in rural and inner city areas that have teacher shortages in certain subject areas. To date, Troops to Teachers has helped 2,118 participants enroll in teacher certification programs and has assisted 2,120 participants find employment as a teacher or teacher's aide. (3:1)

The Troops to Teachers program is administered by the Defense Activity for Non-traditional Education Support (DANTES). More information is available from the following web site: <http://www.voled.doded.mil/dantes/ttt> , or your local education center.

CONCLUSION

Despite the concerted efforts of concerned educators, politicians, and Hispanic leaders, the educational attainment of Hispanic youth remains a stubborn and significant problem in this country. In his 1997 State of the Union Address, President Clinton named education as his number one priority for the next four years, issuing a call to action for ensuring that Americans have the best education in the world. As discussed in this paper, Hispanic youth lag far behind their contemporaries in education. To help them catch up will require the support of all Americans.

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APPENDIX A

SELECTED LATINO WEB SITES

Listed are just some of the many outstanding web sites that are available on Latino subjects. Those listed do not mark the best or the worst but just a good starting point to do some surfing in diversity. Since the web is a very fluid media, the address listed may change without notice. As any experienced web surfer knows, often the best sites are the ones that you discover by accident. Many of the topic explanations are taken from the sites.

<http://www.hisp.com>

This site not only offers *Hispanic* magazine on line but is a great starting point for links to other Latino sites.

<http://www.cgs.edu/inst/trc.html>

This site is the Tomás Rivera Policy Institute, a national institute for policy studies on Latino issues.

<http://www-library.stanford.edu/depts/ssrg/adams/shortcu/chic.html>

Stanford University's extensive collection in the area of Latino studies

<http://www.mercado.com>

This web site describes itself as an "online magazine and marketplace showcasing the richness and color of Latino culture."

<http://www.latinoweb.com>

A comprehensive resource of Hispanic information and web sites, including a "search" function.

<http://www.hacr.org>

This is the site of the Hispanic Association on Corporate Responsibility (HACR), working to include Hispanics in corporate America.

<http://www.latinolink.com>

Billing itself as the web site *con sabor* (with flavor), it offers web links into Latino news, business, entertainment, lifestyles, and much more.

<http://www.clark.net/pub/jgbustam/heritage/heritage.html>

This web site offers links into Hispanic countries, Spanish language magazines, Hispanic culture, lists of Who's Who in the Latino web, and much more.

<http://www.mundonet.com>

A directory of links to information on Hispanic culture, education, entertainment, publications, and more.

<http://www.saludos.com>

Saludos Web, a web site dedicated to promoting Hispanic careers and education, is supported by *Saludos Hispanos* magazine.