



El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

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A Message from NMABE President, Dr. Gladys Herrera-Gurulé



Dear Members of the NMABE Family (Educators, Students, Parents and Educational Partners):

I hope you have had a very restful and exciting summer, and are now getting ready for a productive successful school year! As I begin my term as President of NMABE, I am looking forward to working with all of you as we continue our journey towards achieving bilingualism, biliteracy and academic excellence for all students.

I challenge all of us to continue with a strong and unified voice to educate stakeholders that Bilingual/Multicultural Education, when it is well designed and well implemented, is an effective approach for academic growth, while we also teach our students to become literate in more than one language. Being literate in two or more languages is an individual, community and worldwide asset!

"Building Our Legacy: Shaping Our Future" - NMABE's 40th Annual Conference (held at the Embassy Suites in Albuquerque in April 2013) was very successful, as well as the three regional Bilingual Institutes (conducted in Grants, Hobbs and Española).

In the 2013-14 academic school year, NMABE will continue with its legacy of providing research-based professional development, advocacy and networking to all our constituents in the state. Some of the initiatives will include:

- Regional Bilingual Institutes: October 19, 2013 (Northwest Regional Institute in Gallup and Southeastern Regional Institute in Hobbs)
- Bilingual Education Institute and Bilingual Education Day: 2014 Legislative Session (Santa Fe)
- NMABE Conference: April 23-26, 2014 (Embassy Suites, Albuquerque)
- Native American Language Festival: April 26, 2014 (Embassy Suites, Albuquerque)
- State Spanish Spelling Bee: April 2014 (National Hispanic Cultural Center, Albuquerque)
- Fourth Annual National State Spanish Spelling Bee: July 2014 (National Hispanic Cultural Center, Albuquerque)
- Networking and Advocacy: Serving on different education committees and organizations (NMPED, NMCSA, DLeNM, NABE, HEAC, SBAC and LESC, among others)

We are eager to work closely with all of you and we invite you to become an active member of our organization by joining in all our efforts. Working together we will promote effective Bilingual Multicultural Education for all students!

¡Mil gracias, colegas!

Respectfully,

Dr. Gladys Herrera-Gurulé, NMABE President

The Life and Legacy of New Mexico's Own: Dr. George I. Sánchez -- A Belated Tribute

By Dr. Luisa Durán, Ph.D. and Emeritus Professor, UNM

Part II (Continued from El Noticiero, Vol. 37, No. 4, July 2013) This month, Dr. Durán provides details of Dr. Sanchez's life and of his 18-year contribution to education in New Mexico.

Dr. Sánchez was born toward the end of New Mexico's Territorial Era, in 1906. For Mexican inhabitants, newly-annexed into the new U.S. boundaries, 1848 to 1912 was not an easy time. The early twentieth century was the beginning

of the painful incorporation of his people into the United States, with its "Manifest Destiny" philosophy, the Treaty of Guadalupe Hidalgo notwithstanding,

Dr. Sánchez was six years-old when _____ **Continued on Page 2**

Continued from Page 1 New Mexico became a state in 1912, but the lynching and other brutal repression and violence by the Texas Rangers and others was still in full swing up to the early 1930s. It was the sad time of “no dogs, no Indians, no Blacks and no Mexicans allowed”. This was also the time the “newly conquered American citizens” were being displaced from their lands and denied access to natural resources, and becoming politically disenfranchised. Times were hard before, but as a conquered people, it was even more difficult.

Dr. Sánchez grew up during the Industrial Era, during the Mexican Revolution - which had its effects here too, and he grew up during World War I and World War II. He lived to see the Korean Conflict and the long Viet Nam War.

As a young student and teacher, Dr. Sánchez saw the first of many, and probably one of the most brutal, repatriations of many Mexican-Americans and other immigrants during the Great Depression of the 1930s.

Dr. Sánchez had already been a prominent educator, professor and activist for eighteen years here in New Mexico when he left the University of New Mexico (UNM) in 1940 to work as a Full Tenured Professor at the University of Texas at Austin (UT-Austin). Sadly, UNM dragged their feet on giving him a full tenured position and UT-Austin made him an offer he couldn't refuse. Our loss, their gain.

In an article about Dr. Sánchez by Steven Schlossman, I read that Dr. Sánchez went from "bad" in New Mexico to 'worse' in Texas, especially as it concerned the education and general welfare of Mexican-American children and their communities. (Schlossman, Ref. 21) But, no matter. As Dr. Sánchez had done in New Mexico, he did more intrepidly in Texas. Like a comet in the sky, he was an indomitable spirit against all Texas odds. (The poem I wrote about Dr. Sánchez will be included in the third part of this article, next month.) He was always an outstanding scholar and thinker in academia and an intrepid activist and advocate in the courts and elsewhere for the poor and politically powerless. (Romo, Ref. 25)

In the words of many people I read in my review of literature, he was much admired, respected and honored as he jumped eagerly with two strong feet, often from the frying pan and into the fire, to “give them hell.” (Americo Paredes, Ref. 19)

Before he left for Texas in 1940, Dr. Sánchez had already published two books: *Mexico: A Revolution By Education* and *Forgotten People, A Study of New Mexicans*. He had already published many scholarly articles in prominent academic journals, where he gave academic and intellectual "heck" to the local, state and federal leaders for their incompetence in meeting the needs of many minority school children, their parents, and their villages and communities.

Several times, his own professional and personal life was on the line as he tried to change old paradigms, old policies and outdated thinking. (Gonzales, Ref 29; Paredes, Ref. 19)

Dr. Sánchez was not perfect. Like all humans, he was a complex and complicated man who made mistakes. His divorce from his first wife, Virginia (from a very prominent Romero family) seems to have been a hard one. (Personal Communication, Cynthia Kennedy) His “bad judgment” (by his own admission) of not checking closely the verbal racism in a doctoral student's Racial Attitude Survey Scale landed him in a formal investigation (see *Forced Sacrifice: The 1933 Racial Attitude Survey Controversy*, Ref. 29) But here, too, Dr. Sánchez was unafraid to admit his limitations and took responsibility.

His oral and written battles against education budget cuts (*New Mexico School Review*) with then-New Mexico Governor Seligman and with the 11th and 12th New Mexico Legislatures did not endear him to many in power.

Nothing was easy for Dr. Sánchez in those hard times, but, given the awful times, Dr. Sánchez was lucky to be born with a high native intellect, into a strong Sánchez family. He was lucky to be born very light-complexioned, “Anglo-looking.” (A fact that, sadly, still mattered then, and even now, for some.)

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El Noticiero

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PUBLICATION SCHEDULE

No. 37:1 Fall 2012: October
(Back to School Edition)

No. 37:2 Winter 2013: January
(Board News, Bilingual Education Day,
Call to Action)

No. 37:3 Spring 2013: April
(Spring Conference Edition)

No. 37:4 Summer 2013: July
(Summer Activities)

Continued from Page 2 He was accepted into the dominant culture more easily than his other cultural peers. So he could do and did, more.

Although he was not so tall, Dr. Sánchez was lucky to be born with almost movie-star good looks. Sadly, that still matters even now for inclusion into many "clubs." I suppose that he appreciated the compliment. However, there was nothing I read about Dr. Sánchez that implied any untoward behavior on his part because of his good looks. Always a professional, it seems.

He was lucky to be born with the genius of mind, character, and personality that drew many in both the majority and minority cultures to work with him and for him, especially people like then-UNM President James Zimmerman, who had a great admiration for Dr. Sánchez. So did UNM College of Education Dean Simon Peter Nanninga and Department Chair, Dr. Loyd Tireman. Outside UNM, he worked with Superintendent Atanacio Montoya, Senator Bronson Cutting and Senator Dennis Chávez. He worked as well with many ordinary but hard-working citizens in the communities, such as farmers, teachers, etc. (Bachelor, Ref. 27) As he ventured from Albuquerque High School to his first teaching job in Yrisarri in the 1920's, and then to Los Griegos, Los Candelarias Schools and UNM, Dr. Sánchez had already begun a powerful educational journey; even more awaited him in Texas and beyond.

EVERYWHERE, HE LEFT A WONDERFUL LEGACY.

In the end, the role Dr. Sánchez played in life and work continues through his beautiful and strong written works. There are approximately seven typed pages detailing about 115 works in his complete bibliography. I have probably read one twentieth of this body of work. His work remains today a solid and undeniable legacy and an inspiration for many. Elsewhere, I am writing a contemporary review on *Forgotten People* for future publication.

I would like to elaborate just a little more on Dr. Sánchez's thoughts and writings about Bilingual Education. Dr.

Sánchez's bilingual education legacy merits a small but closer look here, but someday and somewhere, an all-day conference, at least.

Dr. Sánchez appreciated the beautiful Spanish language and New Mexican culture in their own right. He appreciated the bilingualism that many had acquired thanks to our families' tenacity and their pride in Spanish language usage, the washing of our tongues with soap notwithstanding. He appreciated the sensitive teachers of all cultures who used the children's vernacular languages for academic content as they acquired English as their second language. He appreciated a holistic bicultural education that could be had for all children, with the appropriate integrated curriculum in the schools of New Mexico and Texas. He never saw bilinguality or bilingualism as a problem in and out of the schools, except for the monolingual teacher and the narrow-minded public, but not for the student, for whom it could be not only an opportunity but enrichment, if done right.

For Dr. Sánchez, as for many other good pioneers of Bilingual Education in the schools, it was a new pedagogy. As a method of instruction at that time, it was fraught and confounded (as some still is now) with other educational and political issues for both language-minority and language-majority students.

Not once did Dr. Sánchez give in to any instructional approach or method which segregated minority children from majority children. Even with his good friend, Dr. Loyd Tireman in New Mexico and his good friend, Dr. Joshua Fishman in Texas (who, like him, advocated dual language maintenance), he would support Bilingual Education if, and only if, language minority children and language majority were learning, together, each other's languages.

His eye was always on the prize: EQUALITY, INTEGRATION AND QUALITY EDUCATION FOR ALL. He abhorred segregation, isolation, marginalization and neglect for any child. (Blanton, Ref. 33)

For eighteen years in New Mexico, Dr. Sánchez, along with other strong aca-

demic and public school progressives and pioneers, laid the foundations for many educational institutions, policies and programs. He was only getting started.

In and from UT-Austin, Texas, he built an even stronger legacy for all ages in academia, public schooling and civil rights. (Sánchez Papers, Ref. 39)

Outside New Mexico, he is a giant, and many honors and accolades have been bestowed on him. Then and now, he casts a giant shadow, and in New Mexico, we can now see, belatedly, the giant footprints in those early, muddy New Mexico roads and villages. (Sánchez, Ref. 9)

We owe a large New Mexico debt to our own Dr. Jorge Sánchez Y Sánchez Y Sánchez. So we have begun to pay our debt with some small payments of our gratitude and love.

In the Power Point presentation (which I did at the NMABE Conference in April, 2013), I said that probably the greatest honor we could pay Dr. Sánchez would be for him to know how many thousands of his New Mexico "school children" followed in his footsteps as good teachers.

I don't know how the "children of Sánchez" in Oscar Lewis' novel are doing now in Mexico. I hope they are thriving well and happy. The many "children of Sánchez of Barelás" in New Mexico and Texas are doing well all over, in and out of Texas and New Mexico: teachers, politicians, doctors, professors, nurses, etc.

And for those who did not or are not doing well, he would admonish us to not let them become "forgotten" people. We must continue his work.

PROFESSOR Sánchez, WE NEVER KNEW!!!

*De toda la gente de Nuevo Méjico, le mandamos las tardes gracias. Sabemos que "¡Pasó por aquí!" Descanse in paz. Regrese a su primer lugar y con su primera gente y sus parientes. **USTED NO SE OLVIDÓ DE NOSOTROS. QUE USTED NO SEA OLVIDADO POR NOSOTROS LOS NUEVO MEXICANOS.***

(End Part II. The September edition of El Noticiero will detail the chronology of his life and work.)

**Increasing Academic Proficiency
for English Language Learners:
"How do the Common Core
State Standards fit?"**

**4th Annual
Northwest
Bilingual
Institute**

Hosted by:



**Saturday
October 19, 2013**



**Keynote Speaker
Senator Tim Keller**



**Dr. Wayne Holm 2012
Advice from experts in the
field of language
and culture.**

**John F. Kennedy Middle School
Gallup, New Mexico
8:00 a.m. to 4:00 p.m.**

Lunch Provided



**Dr. Henry Fowler 2012
Local presenters share
cultural teaching
strategies.**

**Come join us for a day of
enlightening speakers and great
ideas for teaching our
Native American youth!**

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150.00 per person
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