

Raul Valdes

July 9, 1932 – May 17, 1981



**Serving His
Community**



Operation Mainstream



LEAGUE of UNITED LATIN
AMERICAN CITIZENS

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Introduction

Raul Valdes was born in El Paso Texas on July 9, 1932 and died of a massive coronary May 17, 1981 at the age of 48. He left behind a wife Joy, three sons Stephen, Michael, Christopher and one daughter Monica. He came from a family with roots in Spain and a legacy of helping the underprivileged Spanish speaking and poor Mexican Americans in Southwest Texas.

This is a brief biography with a collection of Raul Valdes' photos and documents our mother Joy gave me when our father passed away. This is from our memory and the best of our recollections for his siblings, my brothers and sister and their families.

A handwritten signature in blue ink that reads "Steve Valdes". The signature is written in a cursive style with a large, stylized 'S' and 'V'.

Steve Valdes
December 2017

Biography

Raul Valdes was the next to the youngest of seven, five sisters and one brother. My mother told me that my dad would often get into mischief as a young boy, and was protected by his mother, being the baby boy of the family, from his disciplinarian father Ernesto.

My dad told us he played baritone saxophone when he was in school and that he sold that saxophone to buy the first bedroom set after he married our mother. I did not know the extent of his ability to play a wind instrument until my brother Mike, who joined band in school, brought home his clarinet. My dad carefully took it out of the case, wet the reed in his mouth while he assembled the instrument, and then proceeded to play a complete John Philip Sousa march he remembered from marching band, I think it was Stars and Stripes Forever. We were impressed.

Raul did not graduate from high school but educated himself like his father before him. He did earn a GED, learned administrative skills in the US Air Force, and took college management classes at the local community college in El Paso.

My father, Raul, joined the Air Force in March of 1951 and was in the USAF through March 1, 1955 and was trained as a Clerk Typist. His last duty was as a Chief Clerk, Communications and Reporting Section.

When growing up he told me he was stationed on Guam where it would rain on one side of the volley ball court while the other side would stay completely dry. He thought it was the craziest phenomena. I included a photo of him in uniform and his Ichiban Order of Fussaliers certificate given when he left Japan or Guam. His service number is referenced on it and he was attached to the Headquarters Far East Air Forces Bomber Command APO 328.

When he was stationed at Carswell AFB in Ft. Worth Texas he talked about guard duty to watch over the huge B36 Bombers on the tarmac. Ft. Worth is where he met our mother on a blind double date. He was fixed up with our mom's sister aunt Billy, but my dad had his eye on our mom Joy, and that was it. He would tell me stories about hitch hiking to his home in El Paso Texas to visit his family on weekends and on leave.

His father Ernesto died in 1954 while Raul was serving in the Air Force. My understanding is my dad had left the military with an honorable discharge, but was also a hardship discharge so he could help run the small independent New Linen Supply Company my Grandfather Ernesto owned. I really don't know where my uncle Ernesto Jr. was at the time and why he did not help out. My understanding is, it was my aunts that were trying to manage the business and found it too much to handle for them since they were married and having children and raising a family of their own.

Raul ran the New Linen Supply business for about 8 years as General Manager then Owner/General Manager until Red Top Linen Supply, a large eastern company, moved into town and literally bought out the small independent supply companies. I remember helping my Dad pick up and deliver linen, from table cloths to napkins used for large banquets at the Colosseum in town, to the small beauty and barber shop towels and aprons. We would take them to the El Paso Linen Supply company for cleaning and pressing. I got a whole 10 cents a day for helping him on Saturdays. My mom ran the office while my dad made pickups and deliveries. I do remember the sad day my dad handed the keys over to the Red Top company. He held out as long as he could. I think he took me along to get some sympathy for the situation they put his family in. I was around eight years old then. They gave him a check for what they thought the value of his company was, after they took many of his customers.

Raul had short term jobs in sales for business machines and even as an insurance adjustor. My mom told me he hated sales work. It was probably commission and tough to get started. You have to stick with sales to make it work for you and not everyone is cut out for it. I guess my dad wasn't cut out for sales work.

Raul found steady and rewarding employment in the government social services sector and rose to the level of local Assistant Director for the Neighborhood Youth Corps II, a federal government social program that was created by President Johnson's great society programs, and continued with mandates and funding from the Nixon administration. Raul helped poor Spanish speaking people find jobs, through education, training and organizational networking, he even helped provide free breakfast meals to youths in schools in the lower valley of El Paso County. He did this for a little under 7 years from 1966 through 1973. He worked with many of the funded programs including EPCAP, Project BRAVO, Job Corps I and II, and Operation Mainstream.

He started out as a Teacher then worked his way into Job Coach then Job Developer and Councilor until he reached Assistant Director. He was offered an Executive Director position; however, it is not reflected in his resume. He ended up back in a Job Developer position for Operation Mainstream, but the offer is included in his documents so he was considered for it or was at least honored by the consideration but may not have met the qualifications. In addition to some local newspaper clippings criticizing the programs as being wasteful and hiring uneducated staff to administrate the programs, there were government surveys and reports to congress that were critical of the programs, sighting the cost benefit per student or case was too expensive and wasteful spending. I'm sure he took it to heart or he would not have kept them.

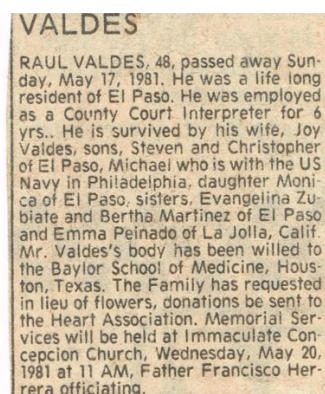
I remember when he was teaching, he brought home a large commercial tape recorder he used in class as feedback to help the Spanish speaking learn English. He recorded my brother Mike and I to practice using it. We made jokes and funny noises, you know how kids are.

I also remember my mom and dad talk about how the whole office would be let go when the federal funds for one program ended. They would all go to the un-employment office together to collect, until the next program funding would become available. It was like a revolving door with these agencies.

When the programs finally ran their course or my dad finally met the end of this work, he went on unemployment for an extended time worried about what he was going to find for employment. Because he had made a decent wage, his unemployment compensation combined with food stamp assistance and some side work, mostly house painting for a friend for cash, he was able to take care of his family without the burdened pressure of finding any job just to feed his family.

He eventually found employment as a Spanish/English language interpreter for the Honorable Judge Robert Galvan. He really liked working for the Judge and he also received side deposition jobs requiring an interpreter. He also helped out as bailiff when the courts were full. He enjoyed this work for many years and told me how he helped to streamline the Judge's court by organizing the Spanish speaking in groups to make it run smoother.

He continued to help Spanish speaking people by serving the El Paso County Court system as a Spanish/English language interpreter for the Honorable Judge Robert Galvan for 6 years until his sudden passing at the age of 48 in 1981. I did not realize how many people knew my father, but it was clear when we went to the service. The large church was over half full of people who knew him.



I hope this document helps to preserve the memory of Raul Valdes and his accomplishments.



Raul and Emma his sister



Raul, Raul's Paternal Grandmother Wenceslada Valdes, and his sister Emma



Back Row: Ernesto Valdes (Raul's Father), unknown, Lillian (Ernesto Jr.s wife), Arelio Valdes
Third Row: Wenceslada Valdes (Raul's Grandmother) , Ernesto Jr. (Raul's Brother), Lupe, 2 unknowns
Second Row: Maria de Jesus (Raul's Mother), Martha(sis), Julieta(cus), Elvira(cus), Alicia(sis)
First Row: Evangelina(sis), Emma(sis), Ernesto III (Ernie)(uncle), Raul, Humberto (cus), Bertha(sis)



Back Row: Raul, Ernesto Valdes (Raul's Dad)
Second Row: Alicia, friend, Emma, Alfredo, unknown, Arelio Valdes (Ernesto's Bro)
Front Row: Becky, Maria de Jesus (Raul's Mother), Lupe, Evangelina



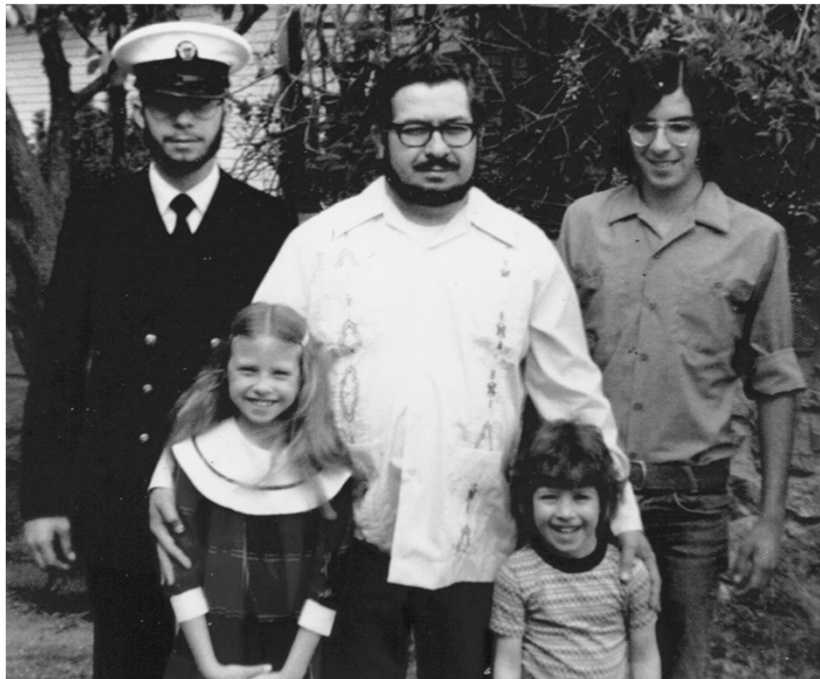
**From Left to Right
Raul, Joy, Becky, Maria de Jesus, Martha, Evangelina, Alicia, Armando (Martha's
husband) Ernesto Jr. (Chito)**



**From Left to Right
Mayseal Towers (friend), Mr. & Mrs. Mease (friends), Alicia & Frank Escobar, Raul
& Joy Valdes, a friend, Ernesto III (Ernie), and Joe Towers**



Dad and Mom Looking Nice



Stephen, Monica, Raul, Christopher, and Michael

R E S U M E

RAUL VALDES
5104 Beautonne Avenue
El Paso, Texas 79924
751-8333

JOB OBJECTIVE

WORK EXPERIENCE

March 1973
to Present

Job Developer, Operation Mainstream
720 N. Piedras Street
El Paso, Texas 79903

SPONSORING AGENCY: EPCAP Project BRAVO, Inc.

FUNDING SOURCE: U. S. Department of Labor

DESCRIPTION OF ORGANIZATION: Provide job training, counseling and job placement for chronically unemployed persons, 22 years of age and above, living in rural areas surrounding El Paso.

DESCRIPTION OF POSITION: Outreach, recruiting, counseling and job placement of enrollees. Make proper referral to those persons found to not qualify for program.

CLIENTS: Caseload of 50

AGENCIES: Texas Employment Commission
Apprenticeship Outreach Program
Civil Service Commission
Texas Rehabilitation Commission
Food Stamp Program
Texas Department of Public Welfare
General Assistance
El Paso Community College
University of Texas at El Paso
El Paso Independent School District
Ysleta Independent School District
Socorro Independent School District
City of El Paso
County of El Paso
Family Planning
R. E. Thomason General Hospital
Mental Health and Mental Retardation
Alcoholism Program
Drug Abuse Program

March 1971 to Assistant Director, Neighborhood Youth Corps II
March 1973 5th Floor Mills Building
El Paso, Texas 79901

FUNDING SOURCE: Same as above.

SPONSORING AGENCY: Same as above.

DESCRIPTION OF ORGANIZATION: Provide education, job training, counseling and job placement for economically disadvantaged 16 and 17 year old school drop-outs.

DESCRIPTION OF POSITION: Responsible for establishing, recruiting, screening and preliminary assessment procedures for potential enrollees. Responsible for the coordination with referral agencies to maintain enrollment goals. Responsible for any corrective or disciplinary action necessary as it relates to program enrollment. Responsible for timely preparation and supervision of weekly, monthly and quarterly reports to CMP, Regional Manpower Office and CEO-DOL-CAMPS offices. Responsible for maintenance of training facilities. Responsible for enrollees time and attendance reports and coordination of their pay. Responsible for budgeting vocational training funds and coordination for procurement of vocational training. Responsible for procurement of vocational, educational, and recreational activities outside of training facility. Responsible for evaluation of work stations and approval or disapproval of such. Responsible for the activities of a staff of 28: 1 Teacher Coordinator, 1 Senior Counselor, 11 Teachers, 4 Counselors, 4 Teacher Aides, 1 Paymaster, 1 Secretary, 4 Clerks and 1 Counselor Assistant.

CLIENTS: 185 enrollees.

AGENCIES: All the above mentioned agencies.
All the school districts within El Paso County.
Fort Bliss Training Center
William Beaumont Health Center

April 1970 to Counselor, Neighborhood Youth Corps. II
March 1971 620 Magoffin Avenue
El Paso, Texas 79901

Everything is same as above except the following:

DESCRIPTION OF POSITION: Provide individual and group educational and vocational counseling. Assist enrollees to understand and overcome social and emotional problems and provide the enrollee with supportive services. Collect, organize, and analyze information about enrollees through records, tests, interviews, and professional sources to appraise their interests, aptitudes, abilities, and personality characteristics for vocational and educational planning; engage in research and follow-up activities to evaluate counseling techniques; monitor enrollee participation. Compile and study occupational, educational and economic information to aid enrollees in making and carrying out vocational and educational objectives. Refer job-ready enrollees or enrollees who have completed their enrollment to the different placement services such as TEC, Project BRAVO, Operation SBR, etc. Maintain relations and linkages with different social agencies; develop work stations and maintain close coordination with enrollee supervisors. Handle caseload of 30 enrollees and perform other staff duties as may be assigned by the Senior Counselor.

CLIENTS: Caseload of 30.

June 1969 to Job Developer, Neighborhood Youth Corps I
April 1970 111 E. Franklin Avenue
El Paso, Texas 79902

Everything is same as above except the following:

DESCRIPTION OF ORGANIZATION: Provide education, job training, counseling and job placement for economically disadvantaged 16 to 21 year old school drop-outs.

DESCRIPTION OF POSITION: Handle caseload of 50 enrollees plus follow-up on up to 600 ex-NYC students; meet with counselors and teachers to prepare "job-ready" list; interview current, ex-NYC, and ex-in-school NYC enrollees ready for possible job placement; counsel enrollees before introducing them to

employers for interviews; maintain contact with enrollees after placement and maintain contact with employer on progress of the enrollee. Contact employers and various agencies for job openings. Maintain list of employers contacted. Refer walk-ins to proper agencies for assistance. Maintain list of jobs available up to date. Consult newspaper for daily job openings. Obtain and post job announcements from Civil Service Commission. Inform counselors of job openings. Maintain contact with OJT office. Refer enrollees to Purchase Training when needed for jobs. Maintain current card file on all enrollees, ex-enrollees and ex-in-school enrollees. Type and mail follow-up letters to all ex-enrollees. Submit reports on activities of ex-in-school NYC enrollees. Coordinate activities with the Director on a daily basis. Turn in written reports on weekly activities to Director; assist Director on special assignments.

CLIENTS: Caseload of 50.

Feb. 1963 to
May 1969

Job Coach, EPCAP Project BRAVO, Inc.
620 Magoffin Avenue
El Paso, Texas 79901

FUNDING SOURCE: Office of Economic Opportunity

DESCRIPTION OF ORGANIZATION: Community Action Program

DESCRIPTION OF POSITION: Provide counseling and guidance to assist applicant in developing an adequate work personality, encouraging personal motivation and helping him become available for training and/or employment. Know and keep abreast of what is available in regard to education, employment and transportation to job opportunities; search for jobs, especially in the assigned area. Make job surveys and maintain continuous contact with applicant from actual interview on through and after job placement.

CLIENTS: Caseload of 50.

AGENCIES: All the above mentioned agencies.

RESUME--RAUL VALDES---pg. 5

April 1967 to Feb 1968 Teacher, EPCAP, Migrant Branch
101 Montana Avenue
El Paso, Texas 79902

Everything same as above except the following:

DISCRIPTION OF POSITION: Teach ABE and ESL.
Prepare enrollees for employment.

CLIENTS: 26 students.

Sept. 1966 to April 1967 Insurance Underwriter, United Fidelity Life Insurance Co.
6130 Montana Avenue
El Paso, Texas

Sold life insurance.

Jan. 1966 to Sept. 1966 Teacher, EPCAP, Migrant Branch
111 E. Franklin Avenue
El Paso, Texas

Same as April 1967 to Feb. 1968 above.

Feb. 1960 to Dec. 1965 Self-employed
Owner-General Manager New Linen Supply Company
911 S. Santa Fe Street
El Paso, Texas

Supervised routes, purchased supplies, solicited new accounts, handled payroll and did the bookkeeping.

May 1959 to Feb. 1960 Clerk, Civil Service Commission
Ft. Bliss, Texas

August 1958 to May 1959 Salesman, S & H Business Equipment
2101 E. Yandell Drive
El Paso, Texas

March 1955 to August 1958 General Manager, New Linen Supply Company
911 S. Santa Fe Street
El Paso, Texas

March 1951 to March 1955 Chief Clerk, Communications and Reporting Section
United States Air Force

MILITARY SERVICE

United States Air Force---Honorable Discharge Date: March 1, 1955

EDUCATION---TRAINING

- 1) El Paso Community College 21 credit hours - Management - Spring 1973
- 2) USAFI (G.E.D.)---February 20, 1952
- 3) NCO Training Course---Yokota AFB, Japan 1954
- 4) Bowling Green State U.---Military Clerk-Typist Course
- 5) U. S. Dept of Labor---Manpower training conferences 1969 thru 1972

CIVIC AND PROFESSIONAL ORGANIZATIONS

Alta Vista LULAC Council #613
Veterans of Foreign Wars

PERSONAL

Age: 41
Date of Birth: July 9, 1932
Place of Birth: El Paso, Texas
Marital Status: Married
No. of Children: Four
Health: Good

REFERENCES

- | | | |
|---|--------------------|-------------------------|
| 1) Gilbert Salcedo
City Sanitation Director | 9704 Lockerbie St. | El Paso, Texas
70025 |
| 2) Carlos Sepulveda
Attorney | 111 Fullen St. | El Paso, Texas
79905 |
| 3) Jose Aguilar
Exec. Director Project BRAVO, Inc. | 716 N. Piedras | El Paso, Texas
79902 |



U. S. Air Force

Raul Valdes joined the Air Force in March of 1951 and was in the USAF through March 1, 1955 and served during the Korean War. He was trained as a Clerk Typist, and was attached to the Headquarters Far East Air Forces Bomber Command APO 328. His last duty was as a Chief Clerk, Communications and Reporting Section.

Raul enlisted in El Paso Texas and received the following training:

- He received a USAFI GED in February 20, 1952
- Bowling Green State University – Military Clerk Typist Course
- USAF NCO Training Course Yokota AFB Japan in 1954

Bases he visited or was stationed include:

- Lackland AFB San Antonio TX
- Wright-Patterson AFB Dayton OH
- Yokota AFB Japan
- Andersen AFB Guam
- Carswell AFB Ft. Worth TX



Lackland AFB



Wright Patterson AFB



Yokota & Andersen AFB



Carswell AFB



And so it cometh to pass that
RAUL VALDÉS (RULY-SAN) AF 18 366 454

approacheth the hour when he must pulleth his honorable self away from the land of the Honey-bucket and Rose Garden to returneth to USA-Jima, land of the Round-eye and Omaha.

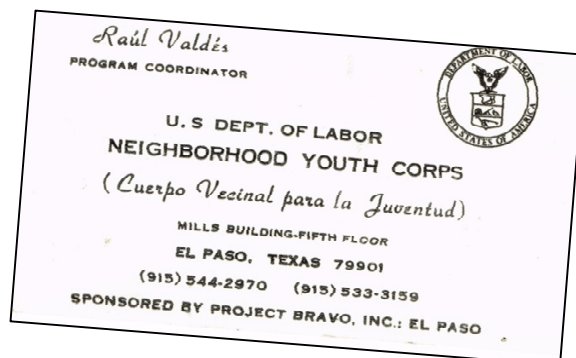
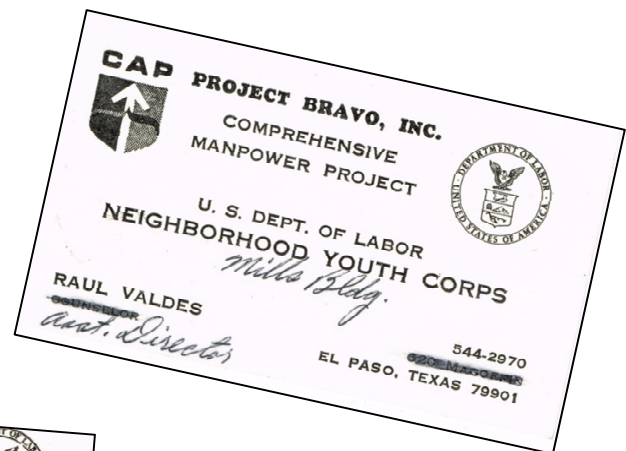
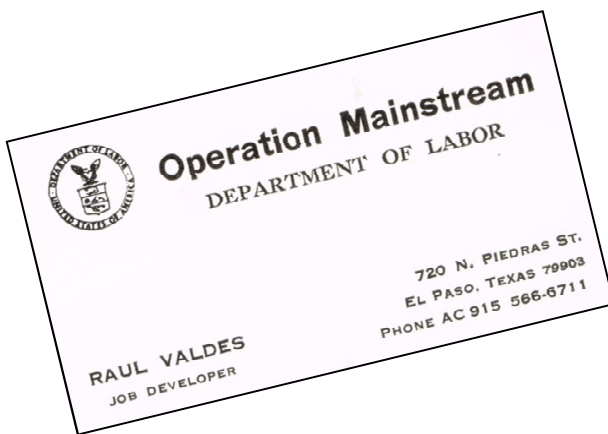
Having distinguished himself in Daijobu manner bringing great credit on the Grand Tachi, Fussa RJO, Golden Dragon and Spider Club he is herewith appointed Fussalier, Ichiban class, with Shimbashi clasp. Honorable appointment entitles him to all honorable Honors afforded honorable Order.



J. H. Matthews
J. H. MATTHEWS
 Honcho, Paper Mill

Joseph D. Caldara
JOSEPH D. CALDARA
 Chief Honcho

Federal Social Program Work





CABINET COMMITTEE ON OPPORTUNITY FOR THE SPANISH SPEAKING
(Formerly Inter Agency Committee on Mexican American Affairs)
1800 G STREET, NORTHWEST, WASHINGTON D.C. 20506 (202) 382-4288

CHAIRMAN
CABINET COMMITTEE ON
OPPORTUNITY FOR THE
SPANISH SPEAKING

MEMBERS:
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Secretary of Housing and
Urban Development
Secretary of the Treasury
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Director of the Office of
Economic Opportunity
Administrator of the Small
Business Administration
Commissioner of the Equal
Employment Opportunity
Commission
Chairman of the Civil Service
Commission

TO: *Mr. Raul Valdes*

FROM: *Manuel Olivera*
Manuel Olivera
Deputy Director, Office of Program Operations

SUBJECT: Regional Councils/Rural Manpower

DATE: July 1, 1971

I am enclosing for your information a concept paper on the Regional Councils, the membership of the Councils, and a program summary of the rural manpower effort by the Department of Labor.

1) The Regional Councils will be the coordinating mechanisms for programs in each of the ten regions. You are aware that there is a strong thrust towards decentralization; as a result, more of the decisions regarding programs will be made at the local level. The enclosed concept paper will assist you in understanding the role of the Regional Councils and how you, as a community leader, may coordinate your efforts with these agencies to insure maximum benefits to our community. I suggest that you contact the Council chairman of your Region and establish a dialogue in which you inform him of your concerns.

2) The attached summary on rural manpower efforts of the Department of Labor refers to a \$20 million dollar manpower program which has been established for Fiscal Year 1972. For additional information, please contact: Mr. Jose Montoya, Project Director, Migrant Division, Farm Labor and Rural Manpower Services, U. S. Department of Labor, 1741 Rhode Island Avenue, N.W., Washington, D. C., Telephone No. A/C 202,961-3449.

If you have any questions, please contact this office.

SUMMARY

Immediacy of Need

Migrant farmworkers and their families have been victimized by conscious neglect and exploitation. As a group they suffer widespread unemployment, underemployment, and poverty. During the 1970 agricultural season at least 197,000 persons were engaged in migratory farm labor, and of this minimum total approximately 136,000 primarily depended on this type of employment for survival. Their situation has been exacerbated by agricultural mechanization and technological advances which have eliminated thousands of jobs in labor-intensive crops. In just the Great Lakes area alone, 17,000 migrant jobs were eliminated last year and a like amount of job opportunities is expected to be removed from the labor market in 1971.

It is the immediacy and pathos of the migrant problem which has determined the goal of the program that is being proposed. To end forced migration and at the same time provide new and more meaningful options that will guarantee greater opportunities for migrant workers and their families is the over-riding consideration.

GEOGRAPHICAL DIMENSIONS OF THE PROBLEM

The mobile and static environment of the migrant labor force will require that program planning take into account particular geographical and special dimensions. Appropriate program mixes will have to be devised for four geographical areas:

Area I	The Great Lakes
Area II	Western and Rocky Mountains
Area III	The South
Area IV	Texas

Program Components

During FY 1972 it is proposed that the Department undertake a program which will enable 25,000 migrant workers to develop marketable job skills that will equip them for stable, year-round employment. The ultimate goal is to assist migrants and their families to attain economic independence and security.

The program will consist of two major training strategies:

- 1) Comprehensive training and job development programs in the ~~home-base areas~~.
- 2) In-stream ~~settle-out~~ programs based on the Mobility Facilitator Unit concept.

The training program is also aimed at responding to the needs of all migrant age groups. Such an investment in human beings would require a minimum of \$104.1 million for FY 1972.

Delivery Systems

~~The proposed migrant manpower program will have to be pragmatic and~~
flexible if it is to be effective. For this reason, several different manpower delivery systems are being considered. ~~Local~~ indigenous groups, interested State ~~employment~~ agencies, and relevant ~~National~~ Organizations will be utilized.

HOME BASE SERVICES

Home base services will consist of five major categories. To address the settling-out effort, four distinct but complementary training undertakings are planned:

Private Sector
Public Sector
Public Works
Relocation

The fifth category is Continued Farm Labor Service, which will be aimed at changing and strengthening present activities in the home base areas.

IN-STREAM SERVICES

This aspect of the program will consist of in-stream settle-out projects to help migrant farmworkers and their families settle in communities along the migrant stream. The program will be based heavily on the Mobility Facilitator Unit concept.

Job Development

Although local job development will be emphasized, the economic conditions in some migrant home-base areas will probably require worker relocation assistance. Therefore, a Migrant Job Development Unit must be established at the national office level. This unit will provide coordination with existing groups (NAB, trade associations, manufacturers, etc.) as well as give direction and impetus to State and regional office efforts.

JOINT AGENCY FUNDING

Since the problems of the migrant are multi-faceted, it is proposed that a funding document acceptable to all concerned agencies (OEO, HEW, and DOL) be developed. Such a joint funding approach would maximize the effectiveness of federal efforts by minimizing the delay in coordinating and funding resources from other agencies.

National Migrant Commission

Creation of a National Migrant Commission is also proposed. Such an advisory body of migrant representatives and persons with knowledge and concern for the migrant's problems would assist the Department and other Federal agencies in planning programs affecting migrant workers and their families.

NATIONAL SPANISH-SPEAKING MANPOWER MANAGEMENT ASSOCIATION

MEMORANDUM

TO: *Mr. Raul Valdes*
FROM: Mr. Kenneth Lujan
SUBJECT: Position of Executive Director

DATE: 7/5/71

You have been selected from among nationally recognized manpower specialists to be considered for the position of Executive Director of the National Spanish-Speaking Manpower Management Association.

If you are interested in the position, I would like to receive U. S. Civil Service Commission Form 171 with a vita attached.

Please direct any questions that you may have (at your expense) by telephone, 303/892-6911, or by mail, 665 Grant Street, Denver, Colorado 80203.

The closing date for receipt of applications shall be July 16, 1971.

Su amigo,

Kenneth Lujan

JOB DESCRIPTION

National Spanish Surnamed Management Association

TITLE: Executive Director

Salary \$27,000

Responsibility:

Administratively responsible to the National Spanish Surnamed Management Association Board of Directors, for the administration of policy developed by the Board. Accountable to the Board of Directors and the Executive Committee. Appointment will be made by the Board of Directors or its designated committee.

General Description

The Director will act in the capacity of administering the total program(s) in creating an organization with management, planning, training technical assistance, and technical support capabilities, the development and growth of the organization with additional capability in manpower information dissemination, research and evaluation, and manpower policy.

Education

Must be Spanish-speaking (bilingual/bicultural) with an M.A. degree and/or three years of related experience in manpower programs.

Experience

Proven administrative and organizational leadership in Spanish-speaking manpower programs. Commitment to the objective of the Program and the goals of NSSMA.



Raul Vaddi
English 3101
Narrative Paragraph

A

I have learned in working with various manpower training agencies that the welfare system in this country is operated in such a manner that it perpetuates itself. A great majority of the people on welfare are children that are victims of broken marriages. In these instances the children of the welfare recipients come from broken homes where the mother is the head of the household. It is the contention of the Welfare Department that by placing the mother on a job it will cut the welfare rolls. This is technically correct, but as many cases have shown she must take a low paying job and she must also work at night. This in turn creates a perpetuating syndrome. With the mother at work the children must fend for themselves. Usually there is no one to structure a conducive

nurturing environment; consequently, these welfare children become discipline problems in school and inevitably drop out or are pushed out just like their mothers and fathers. What future lies ahead for these kids now? Can they find a good job and support a family, or will they wind up on the welfare rolls?

Marriage

The word "marriage" has become a very controversial term through the years. The Adam and Eve concept has indeed produced several interesting observations.

Some knowledge of the history of our marriage definition is essential to an understanding of its contemporary form, although the historical record is beset with gaps, obscurities, and contradictions. The beginnings themselves are obscure, but it seems probable that the Anglo-Saxon form of marriage was the prototype of our own. It included first a betrothal, by which the bride's father or relatives agreed to transfer to the bridegroom the mund, or custody for protection, of the bride to the bridegroom. In return the bridegroom agreed to make a transfer of property to them, according to some versions, or, according to others, to make a settlement of property upon the bride and to care for and protect her. Following the betrothal, the bride's family made the delivery of the bride to the groom, who made the promised settlement in return. As Christianity's influence grew in Britain and especially after the Norman Conquest when the power to regulate marriage was in the hands of the Church, this ceremony took place in the presence of a priest. The wedding came to be given as a pledge that the bridegroom would perform his covenants. This Anglo-Saxon form of marriage is reproduced surprisingly closely in the form of ceremony still used in the Anglican and many other churches.

Several important developments have taken place since then. Informal marriages have become recognized today. Although historically marriage was exclusive concern of ecclesiastical courts, marriage became a civil state-regulated contract. This came to be because it falls directly within the police power of the constitution essential for the public welfare. One reason is for the collection of vital statistics. There are more important reasons. For example, it has become a commonplace discussion that one way of reducing the divorce rate and of increasing stability of marriages is to prevent hasty ill-advised marriages. Some of these statutes impose waiting periods for this reason. The requirement of a certain amount of formality, delay and public notice incident to the ceremony and the obtaining of a license serves the same purpose.

Licensing laws are also intended to assist in the enforcement of other marriage laws by requiring persons who are not qualified to marry because, for example, of age, or a prior subsisting marriage, to reveal such fact before the marriage is contracted. Both license and ceremony serve the additional purpose of providing objective proof that the marriage has occurred, avoiding the problems of evidence and accusations of frauds which often arise out of informal marriages. Finally some of the laws are public health measures aimed at preventing the marriages of parties who, by reason of venereal or contagious disease, would be likely to infect the spouse or the children of the marriage.

Recently, there have been several conflicts in defining the term "marriage". For example, two men in Houston married. The Texas family code makes no provision as to the parties being members of the opposite

sex. Our Attorney-General is currently trying to resolve the issue. Several legislatures throughout the country have introduced the notion that marriage should be a renewable contract sanctioned under the laws of the state. Also, under the equal rights amendment there are even more far-reaching implications to the definition of marriage. The institution has proved an instrument of depression for women because once it is dissolved women frequently suffer from its aftereffects. Credit is a chief example of inequity. Although our many courts favor women in divorce, community property remains an irreconcilable problem for many legal scholars of the bench. The general requirements of 1) agreement between the parties 2) holding out together as husband and wife and 3) cohabitating, are certainly under more severe scrutiny. Recently the Supreme Court of this state ruled that the biological father of a child born out of wedlock is liable for its financial support providing credible evidence is established. Such are the far-reaching effects produced by the turmoil in defining the term "marriage".

In conclusion, "marriage" is a term which can only be defined in context of our ever-changing society. Its definition today may not be applicable five years from today. The values of world are changing and several authorities even pose the question whether marriage will survive as an institution. Legislators of the future may define it as a renewable contract subject to the option of both parties. It may be defined as a relationship between two individuals (man-woman, woman-woman, man-man) built upon the notions to live and cohabit together and to hold each other husband and wife, husband and husband, wife and wife.

B-

The United States and the Mexican Systems of Education

A comparative study of the educational systems of Mexico and the United States reveals certain interesting facts which are proper in light of the several controversial issues confronting our educational scholars today. Is Mexico surpassing the educational goals of this country?

good and
mention
one.

The basic structure of the educational system in Mexico following the pre-school program is elementary (primaria) six years, secondary (secundaria) three years, preparatory (preparatoria) two years, and university (universitaria) three to seven years. Although its lower grade levels are fashioned much like those in the United States, there is a sharp difference in the higher grade curricula.

Unlike the United States, it is a comprehensive system which was developed to meet the needs of generally a monolingual and monocultural citizenry. *I wasn't aware that this differs from the U.S.*

Specialization occurs earlier in the Mexican system than in the United States. The Mexican student is exposed to the academic subjects of science and mathematics earlier in the curriculum. Mathematics is emphasized rigidly throughout the secundaria, whereas in the United States it is merely an option. There is an irreconcilable problem when a Mexican student enrolls in a United States school at such level because he outperforms his classmates in such subjects and may appear deficient in English, in which case his promotion becomes a problem. The sciences constitute the core of preparatoria which leads to a Bachiller or Bachillerato but not to be confused with the bachelor's degree conferred in the United States.

Because the educational system of Mexico has, to a large extent, been patterned after the educational systems of Europe, examinations are an integral part of the curriculum. Examinations for elementary and high schools are usually held prior to vacations in May, September, and December, or at mid-year and at the close of the term. Similar to the United States system, a mark of 10 or 100 represents the highest grade attainable. Six or 60 is the lowest passing mark, and is designated as aprovado. Grading is rigid where daily work is recorded and averaged on an equal basis as final examinations. Report cards are fairly uniform, and in most instances provide only the student's grades, attendance record, effort, and position in class. This feature of uniformity is prescribed by official regulations set forth by the Secretariat of Education.

The Mexican educational system is autonomous, whereas the United States system, although controlled by dictates of Congress and the Supreme Court, is mostly governed by the individual states. The Mexican constitution explicitly reads "the education imparted by the State shall be socialistic." Although our Founding Fathers had the same notion of equality for all under our educational system, several gross violations have occurred and much reform is needed to achieve this end. The inequitable method of financing certain schools is an example. The Mexican constitution of 1917 and subsequent amendments make definite and far-reaching provisions pertaining to education which are not only binding upon the federal government, but upon states, municipalities, and private institutions as well. Although the United States Supreme Court has ruled upon equal education upholding the notions of the Founding Fathers, there is still a serious need for reform.

The economic condition in Mexico is such that school attendance, even though legally free, is not possible for many youngsters because of the necessity of helping their parents earn enough to provide a meager existence for generally large families. It is because of this problem the educational system of Mexico allows that students under fifteen years of age may enter the secundaria provided they have completed the primaria, and they may attend either day or night school depending upon whether they are employed. Our United States system provides this avenue only during the last two years of high school under Distributive Education programs, but the student has to attend day school. Like our system, the school year in Mexico varies with the locality, but in the main is determined by climate rather than location. This allows greater flexibility for seasonal employment. Also the economic conditions of Mexico instill greater degree of motivation because competition is tough and failure is disgrace. Therefore, the economic conditions demand that students perform in a highly competitive manner where motivational learning is more intense generally than in this country.

In conclusion, a comparison of both systems suggests that it would behoove United States educational scholars to examine a slightly more sophisticated economic system of education which, notwithstanding adverse circumstances, is producing well-educated citizens. This country must act now to resolve certain issues of importance involving this education of the leaders of tomorrow.

you take on more than a 200-500 word paper can handle. you should have stuck to one particular thing, such as the differences in curricula and why Mexico chose this system and why you feel the U.S. should choose —

Raul Valdes
English 3101
Analyzing by Cause and Effect Thesis

The Need for School Finance Reform in Texas

Chicano citizens of Texas carry a heavier tax burden to meet the costs of educating their children and receive less financial and educational returns. There is a serious need for school finance reform to achieve equal educational opportunity for all in this state.

About one-half of all the Chicanos and one-third of all black students in the state drop out of school before completing the twelfth grade, compared with 15 percent Anglos. Nearly 45 per cent of the Chicanos, and over 50 percent of the blacks in the twelfth grade are reading at least two years or more below grade level. Only 15 per cent of the Anglos are suffering severe reading retardation. This educational achievement is the test of how well Texas schools are doing in affording an equal educational opportunity. The problem is not that Texas has poorly trained educators, nor dumb students, but that it has limited resources because of its method of financing its schools. Texas ranks 41st among other states in per pupil expenditures for public elementary and secondary school students. This remains even in light of the fact that educational expenses throughout the nation have increased by 122 per cent. Expenditures have fallen behind the national average because of the reluctance of this state to exert a greater tax effort. State and local revenue receipts for public education comprise about 4 per cent of income in Texas but 4.7 per cent in the nation as a whole. This state ranks 43rd in comparison with the other states.

Several proposals have been submitted to raise additional revenues without increasing the tax burden above that imposed by most other states. One suggestion is to impose personal income and corporate profits taxes, neither of which is presently levied. This state is one of six states that have yet to enact a personal income tax and one of seven that have no corporate profits tax. According to the Civil Rights Commission, the property tax is one of the major sources of inequity in Texas' present school finance system due partially to poor assessment practices. It has been recommended that the state increase its supervision of property assessments and provide state-supported training for tax assessors to provide more objective assessments. Presently, our system is in a state of non-uniformity. Reforms in the assessment system are essential in the overall restructuring of Texas school finance. A closer examination should be made of religious, fraternal, and charitable organizations claiming exemptions.

Local governments rely on property tax revenues to meet the costs of services other than education and consequently compete with other taxing jurisdictions for high-value property. To the extent that city hall wants to keep tax rates low to attract high-value property, there will be pressure to keep property taxes for education as well. The result is obvious. Because of population density and the concentration of low-income persons, other government services such as welfare, sanitation, and police and fire protection often place a heavier demand on property tax revenues in cities.

Several critics respond that a state responsibility for levying property taxes means lose of local control. This contention is frivolous. On the contrary, under such system, major emphasis can be shifted from the task of raising money locally for schools to the real business of education. The argument is further unfounded because equal control does not exist for poor Chicano districts which, in comparison to high property value Anglo districts, do not have equal ability to raise sufficient revenue for an equal tax effort. Certainly it does not exist in school districts where Chicano residents are underrepresented on the school board.

In conclusion, the present school system is not responding to the needs of Chicano students because of its method of finance. Reform of the school finance system can assure that additional revenue is allocated to poor districts where these subjects reside. This is the first step in providing equal opportunities for all in this state besides reforms in curriculum, in minority representation in teaching and administrative positions, and in the decision-making process.

Raul Valdes
English 3101
Process Analysis Thesis

THE UNEMPLOYMENT REPORTING SYSTEM AND ITS AFFECT UPON THE UNEMPLOYED IN THE EL PASO COMMUNITY

Many families suffer unnecessarily due to the inefficient system of reporting unemployment statistics in the El Paso community. Our present system of reporting such figures is prescribed by the U. S. Department of Labor. It is based on a monthly count of persons that register unemployed with the Texas Employment Commission. However, there is an evident discrepancy according to the various manpower training programs. The true rate of unemployment is much higher than the reported figure. Surveys by Project Bravo, for instance, have shown over a period of years that the unemployment rate is closer to three times as great. *as T.E.C. figures indicate.*

The deficiencies in the present reporting system are obvious. Firstly, El Paso has a very significant working force ^{who} ^{is} ^{uninformed} about the work of the Texas Employment Commission. ^{Keep agreement} These are found ^{PL} primarily in the poor pockets of this area. Secondly, there are many persons who are informed about the agency, but are also aware that they are not eligible for unemployment compensation. These persons seldom report to the agency. Thirdly, there are many who do not wish to go through the agony of waiting long hours to be interviewed. These persons shy away. Fourthly, there are many persons who do not consistently report each month to inform the Commission that they remain unemployed. Many cease to report and are not accountable.

The federal government has monies available to help communities with employment problems through Economic Development Act Grants. These grants are made available by the U. S. Department of Labor to cities that report a minimum 7.1% rate of unemployment over a period of six months. According to the Commission's monthly reports, unemployment in this community fluctuates between $4\frac{1}{2}$ to $6\frac{1}{2}$ per cent of the total working force throughout the year. It is evident that a more objective reporting system would bring about monies into this area where they are seriously needed. It would not only benefit the poor unemployed but enhance the business growth of the community. Repeatedly, every month the Commission concedes that there is a shortage of qualified applicants in the occupations of checking clerks, salespersons, secretaries, and machinists. The monies solicited may be used to train persons in the above areas with a profitable gain to the community's economy.

The present system of reporting is inadequate, and unless it is improved, many families in this community will continue to suffer undue hardships.

your conclusions could use further development.

HUMAN RIGHTS

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS was adopted by the United Nations General Assembly on Dec. 10, 1948. It sets forth the basic social, economic, and civic rights and freedoms of every human being. The Declaration was written by the Commission on Human Rights of the U.N. Economic and Social Council. Its preamble states that the Declaration is meant to serve "as a common standard of achievement for all peoples and nations." It was fashioned after the Bill of Rights contained in the constitutions of such democratic countries as the United States and Great Britain. The Four Freedoms, set forth by President Franklin Roosevelt during World War II, also were used as a foundation of the Human Rights Declaration.

The Declaration states that all human beings are born free and equal in dignity and rights. Everyone has the right to life, liberty, and the security of person. Slavery is forbidden, as well as cruel, degrading treatment and punishment. All persons must have equal protection of the law, and privacy of home, family, and correspondence. Anyone charged with a crime must be considered innocent until proved guilty. The right to freedom of thought, conscience, speech, religion, and peaceful assembly is upheld by the Declaration. It recognizes the right of adult men and women to marry the persons of their own choice and to found families. The right to an education and the right to own property are asserted.

The Declaration also recognizes the right of free choice of employment, favorable working conditions, just pay, and protection against unemployment. Workers may form and join trade unions. "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family."

The Declaration asserts that everyone has the right to leave any country, including his own, and return. Also, everyone has the right to a nationality and the right to change his nationality. All persons have the right to take part in the government of their country. The will of the people shall be the basis of the authority of the government, the Declaration maintains.

Article 2 states that none of the rights and freedoms defined in the Declaration are to be denied a person because of race, color, sex, birth, or other status.



JUDGE ROBERT J. GALVAN, a native of El Paso, went to meet the Lord on Saturday, September 24, 2016 at the age of 95. He was a graduate of Cathedral High School, attended Texas College of Mines (UTEP) and received his Law Degree from Southern Methodist School of Law in 1949, where he was a member of Delta Theta Phi Law Fraternity.

Judge Galvan also served in the United States Air Force from 1943-1946, prior to attending law school. Judge Galvan was in private practice with the law firm of Galvan & Galvan with his brother, Frank Galvan from 1949-1974. He was later appointed to serve the City of El Paso as First Assistant City Attorney in 1957 through 1964. He was elected to revise the Charter of the City of El Paso on the City Charter Commission from 1963-1965, as well as appointment to the City Planning Commission. He was appointed by Texas Governor John Connally in 1963 to serve on the Good Neighbor Commission of Texas and served as its Vice-Chairman from 1963-1969.

He was elected as Judge of the County Court at Law #1 in 1969 and served until his retirement in 1990. Judge Galvan was a member of the State Bar of Texas, American Bar Association, El Paso Bar Association, and Duly Elected Fellow of the Texas Bar Foundation, American Judicature Society, member of the Judicial Section of the State Bar of Texas, member of the National College of Probate Judges, American Academy of Judicial Education, and National College of the State Judiciary. Judge Galvan was Past President of Southern Methodist University Alumni Association of El Paso and former member of the Board of Directors for the Southern Methodist University Law Alumni Association. In his civic work, Judge Galvan worked with the United Way Campaign, Boy Scouts of America, member of the Board and Past President of Our Lady's Youth Center, member of the Board and Past President of the East El Paso Kiwanis Club, member of LULAC Council #132, member of the Board of Directors of the National Council of Christians and Jews, member of the Knights of Columbus, National Spelling Bee Judge for 15 years and served on the Executive Board for the Southwest Sun Carnival. During his judicial career, Judge Galvan served on the El Paso County Courthouse Law Library Committee and was ultimately honored by the dedication of the Robert J. Galvan Library.

Judge Galvan was predeceased by his wife, Emma Valencia Galvan, a teacher in the El Paso Independent School District. He is survived by his two children, Robert L. Galvan of El Paso and Victoria Galvan Hess of Helotes, Texas; grandchildren John K. Galvan and Cassandra York, both of El Paso, Rebecca S. Hess and Sam Hess, both of San Antonio, as well as two great grandchildren Sarin Galvan and Marie Galvan.

Visitation will be Thursday, September 29, 2016 from 5 p.m. to 9 p.m. with Vigil Service at 7 p.m. at Martin Funeral Home-Central. Mass of Christian Burial will be Friday, September 30, 2016 at St. Patrick Cathedral with time pending. Rite of Committal will follow at Ft. Bliss National Cemetery. In lieu of flowers, donations in his name may be made to The Honor Arnold Palmer Children's Hospital in Orlando, Florida.

Published in El Paso Times from Sept. 26 to Oct. 3, 2016

**"El Paso's First Hispanic School Board Member Only
Finished the Fifth Grade"
By Joe Olvera (c), 2000**

Ernesto Valdes was a fighter for the rights of Mexican Americans during an era when it was highly dangerous to do so - yet, he fought for the elimination of the Poll Tax, he worked to organize Mexican Americans to combat discrimination and racism, and, in 1946, he was the first Mexican American elected to the Board of Trustees of the El Paso Independent School District. Valdes, who held the position for six years, resigned because, as he said at the time: "Six years are enough. I do not believe in perpetuation in office." Now, his family says, it's time that a school was named after him.

Valdes died in 1954. "With a track record of consistent dedication, and historical educational, and political impact in our community, my grandfather was and will remain a role model to many of us El Pasoans. His main focus was education. "He was a man of utmost integrity, who always fought for the betterment of the Hispanic community," said his granddaughter, Becky Baca. "He was the first Hispanic member of the El Paso school board, he was a leader in the Boy Scouts of America, a leader in the League of United Latin American Citizens, and a member of the Knights of Columbus, to name just a few of his achievements."

Baca said that her grandfather was fearless in his defense of the rights of Mexican Americans. In an editorial in the El Paso Times, then-Editor W.J. Hooten wrote about Valdes: "...I understand certain groups are quietly planning to have a unified minority that could hold the balance of power. Some groups are even planning to have the majority of the Poll Taxes and spring a real surprise when the votes are counted in 1948...Go to the courthouse and arm yourself with a Poll Tax receipt. Then you will be in a position to act in 1948 - not merely wish that you had been." Later, Hooten offered Valdes a chance to respond to the editorial. Valdes' counter? "Don't you think I have the same right as you to urge people to pay their Poll Tax? On November 11th, you ask the people to pay their Poll Tax, and on Nov. 29th, you are afraid that too many Poll Taxes will be paid. Looks to me like you want to do a little disenfranchising too. I have always contended that the Poll Tax, as a requisite for voting is unconstitutional, but since it is a

law in Texas, we have no other recourse but to pay it in order to vote. We know that the Poll Tax was instituted with no other purpose but to disenfranchise millions of voters."

"My grandfather spoke out in behalf of children who were being punished unreasonably harsh due to the bold discrimination practices which existed during his time in El Paso," Baca said. "He fought for pay increases for janitors and cooks in the district - he won. He fought against the Poll Tax, and he succeeded in mobilizing voting efforts for the completion of Bowie High School." Baca said that her grandfather also fought efforts by other members of the school board to equip the new Bowie High School with used lockers, and other battered equipment, which had been discarded when two predominantly Anglo schools were refurbished.

"My grandfather was a very kind man, who had a great sense of family," Baca said. "He was born in Eagle Pass, Texas, and moved to El Paso with his family when he was very young. Even though he wanted to finish his education, he couldn't. He had to work to help support the family. However, he never went back to school, but he was a successful businessman, and a successful politician."

Baca, who has been a Precinct Chair since 1988, said she was influenced by Valdes to become politically involved. "He always used to tell me that an education was good. But, even more important, was to be honest. Be the best you can be, he would say, and also the most honest. That is his legacy to me, and I love him for it." Baca said that she and her siblings will continue trying to get a school named after him. He was instrumental in the implementation of night school for non-English speaking adults.



Descendants of Gumecindo Valdes

1 Gumecindo Valdes
 .. +Maria Wenceslada Gonzalez d: 16 Nov 1946
 2 Aurelio Valdes d: 02 Sep 1961
 +Adela Rey Contreras d: 25 Sep 1960
 3 Fernando Valdes d: 1955
 3 Julieta Valdes d: Dec 1981
 +Miguel Gutierrez
 4 David Gutierrez d: 1988
 +Mary Louise Young
 5 Christina Louise Gutierrez
 +Gilbert Almanza
 6 Estefan Andres Almanza
 6 Christina Andrea Almanza
 *2nd Wife of David Gutierrez:
 +Yvonne
 *Friend of David Gutierrez:
 +Lydia Shurk
 5 Mathew David Gutierrez
 4 Yvonne Gutierrez
 +Hammon
 5 Sean Hammon
 5 Bryan Hammon
 3 Hector Valdes d: 1949
 3 Elvira Valdes d: 13 May 1994
 +Armando Cordero
 4 Cecilia Cordero
 +Luis Barrera
 5 Jesus Armando Barrera
 6 j. Armando Barrera
 5 Alejandra Barrera
 +Jorge Villarreal
 6 Jorge Luis Villarreal
 6 Tania Villarreal
 5 Luis Jr. Barrera
 +Ernestina Garcia
 6 Ana Cecilia Barrera
 6 Luis Eugenio Barrera
 5 Lorena Barrera
 +Gilberto Muñoz
 6 Daniela Muñoz
 6 Lucciana Muñoz
 4 Norma Cordero
 +Jose Guillermo Pous
 5 Jose Guillermo Pous
 5 Veronica Pous
 6 Ana Paula Pous
 6 Jovanna Pous
 5 Juan Pablo Pous

2 brothers married 2 sisters

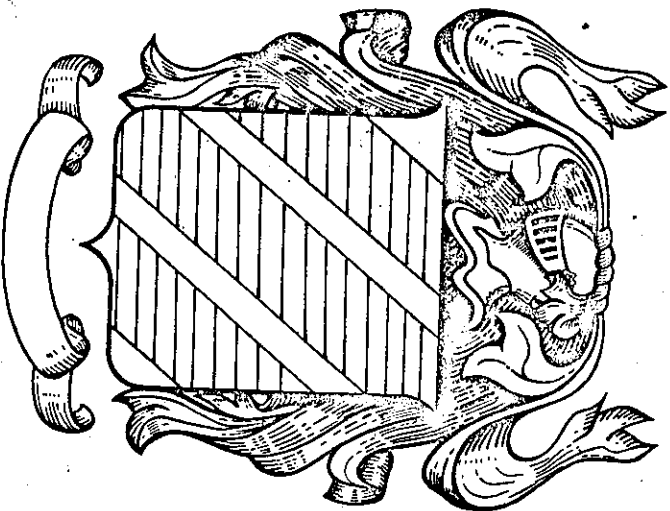
..... +Miriam Salas
 4 Marta Cordero
 +Rafael Flores
 5 Rafael Jr. Flores
 5 Rossana Flores
 5 Regina Flores
 3 Humberto Valdes
 +Simona Serna d: 19 Mar 1992
 4 Ruben Fermin Valdes
 +Jean Myers
 5 Patrick Valdes
 6 Ruben Valdes-2
 6 Ruben Valdes-1
 6 Jose Valdes
 5 Roman Martin Valdes
 *2nd Wife of Ruben Fermin Valdes:
 +Sharon
 5 Justine Danielle Valdes
 4 Louis Anthony Valdes
 +Nancy Lyles
 5 Louis Anthony Valdes
 5 Henry Valdes
 4 Lucy Lupe Valdes
 5 Rita Michelle Valdes
 4 Rudy Jose Valdes
 +Sharon Boverie
 5 Emily Marie Valdes
 5 Robert Joseph Valdes
 5 Michael Anthony Valdes
 2 Ernesto Zacarias Valdes d: 12 Nov 1954
 +Maria de Jesus Rey Contreras d: 07 May 1972
 3 Ernesto Jr. Valdes d: 14 May 1979 - *Alcoholism*
 +Ernestina Lillian Mattox d: 14 Oct 2000
 4 Ernesto III Valdes
 +Griselda Bernice Solano
 5 Aryana Valdes
 +David Bergeron
 6 David Alexander Bergeron
 6 Elizabeth Rene Bergeron
 5 Ernesto Mattox Valdes
 +Lauri Lyn Colacecchi
 5 Cynea Valdes
 *2nd Wife of Ernesto III Valdes:
 +Carol Lezynski
 4 Yvonne Valdes d: 12 Jan 1942
 4 Richard Valdes
 +Elma Garcia
 5 Gabriel Anthony Valdes
 +Susana Aranda

..... 6 Brittani Valdes
 6 Elijah Sage Valdes
 6 Caleb Mattox Valdes
 5 Vanessa Ines Valdes
 +Eric Brandon Ortiz
 6 Crimson Matilda Cashman
 6 Jackson Indiana Cashman
 *2nd Wife of Ernesto Jr. Valdes:
 +Hortencia Rodriguez
 4 Raymundo Valdes
 +Norma Delgado
 5 Christopher Ray Valdes
 +Deborah Cogan
 5 Adrian Ray Valdes
 +Kristen Jean Knight
 *3rd Wife of Ernesto Jr. Valdes:
 +Nadine
 3 Marta Mina Salcido Valdes d: 16 May 1961
 3 Alicia Valdes d: 17 Jul 1969 - *cancel*
 +Frank Escobar
 4 Evangelina Escobar
 4 Rebecca Escobar
 +Jose Baca
 5 Jose Jr. Baca
 5 Bernadette Baca
 6 Cory Wellington Carter
 5 Daniel Baca
 5 Gabriel Baca
 4 Oscar Escobar
 +Norma Jean Madero
 5 Jeanette Nicole Escobar
 4 Dolores Escobar
 +Joseph Smith
 5 David Smith
 +Glenda Short
 6 Ethan Ty Smith
 5 Robert Smith
 +Toni Avery
 6 Colby Wayne Smith
 5 Brian Edward Smith
 +Shannon Dawn Wayland
 3 Evangelina Valdes
 +Richard Zubiato
 4 Richard Zubiato d: 02 Feb 2000
 +Abby
 5 Richard III Zubiato
 5 Daniel Zubiato
 5 Rosette Zubiato
 4 Corinne Zubiato

..... +Peter Fredericks
 5 Angela Fredericks
 +Timothy Lewis Tapley
 5 Michael Fredericks
 5 Andrew Fredericks
 4 Virginia Zubiarte
 +Gilbert Burciaga
 5 Cristina Burciaga
 5 Renee Burciaga
 5 Gregory Burciaga
 4 Elizabeth Zubiarte
 +Chris Kreager
 5 Nicholas Beard
 5 Anastasia Kreager
 3 Berta Valdes
 +Victor Martinez
 4 Sandra Martinez
 +Ernesto Armando Barrueta
 5 Ernesto Armando Jr. Barrueta
 +Jennifer Kosack
 6 Peyton Barrueta
 6 Dylan Barrueta
 6 Sebastain Alexander Barrueta
 5 Patricia Marie Barrueta
 4 Teresa Martinez
 +Jack Parr
 5 Eve Loren Laurie Parr
 5 Ryan Earl Parr
 +Denise Adella Garza
 6 Madison Adela Parr
 4 Yolanda Martinez
 5 Ry Timothy Plakias
 5 Valle Romero
 5 Isaiah Romero
 5 Shara Martinez
 6 Nicolas Martinez
 4 Victor Martinez Jr.
 +Christina Green
 4 Maria Marta Marty Martinez d: 05 Dec 1989 - *Hodgkins*
 +Luis Rojas
 5 Luis Jr. Rojas
 5 Renee Rojas
 5 Andres Rojas
 4 Carlos Martinez
 +Emma Rios
 5 Andrea Marta Martinez
 5 Carlos Miguel Martinez
 5 Amanda Kristina Martinez
 4 Cristina Rebecca Martinez

..... +Martin Olivas
..... *2nd Husband of Cristina Rebecca Martinez:
..... +John Gerard Fuerst
..... 3 Raul Valdes d: 17 May 1981
..... +Freda Joy Campbell d: 03 Jul 2005 — *Lily Cancer*
..... 4 Steven Zachary Valdes
..... +Sandra Flores
..... 5 Stephanie Ann Valdes
..... 5 James Daniel Valdes
..... 4 Michael Craig Valdes
..... +Elizabeth Burly
..... 5 Brittany Joy Valdes
..... 4 Monica Nicole Valdes
..... +Jeffrey Rhea
..... 5 Nicholas Jeffrey Rhea
..... *2nd Husband of Monica Nicole Valdes:
..... +Smith
..... 5 Jacob Levi Smith
..... 4 Christopher Valdes
..... 3 Emma Valdes
..... +Charles Peinado
..... 4 Rene Peinado
..... 4 Charles Jr. Peinado
..... +Nancy Risch
..... 5 Alejandro Charles Peinado
..... *2nd Husband of Emma Valdes:
..... +Stanley Chamberlain

Coat of Arms



Historiography

The Valdes Coat of Arms illustrated left was drawn by an heraldic artist from information officially recorded in ancient heraldic archives. Documentation for the Valdes Coat of Arms design can be found in *Rietstap Armorial General*. Heraldic artists of old developed their own unique language to describe an individual Coat of Arms. In their language, the Arms (Shield) is as follows:

"D'arg. a trois barres d'azur."

When translated the Arms description is:

"Silver, three blue diagonal bands."

Family mottos are believed to have originated as battle cries in medieval times. A Motto was not recorded with the Valdes Coat of Arms.

Individual surnames originated for the purpose of more specific identification. The four primary sources for second names were: occupation, location, father's name and personal characteristics. The surname Valdes appears to be patronymical in origin, and is believed to be associated with the Spanish's, meaning, "descendant of Balde." The supplementary sheet included with this report is designed to give you more information to further your understanding of the origin of names. Different spellings of the same original surname are a common occurrence. Dictionaries of surnames indicate probable spelling variations. The most prominent variations of Valdes are Valdez, Balde, Baldes, Baldez, Validez and Valde.

Census records available disclose the fact there are approximately 1225 heads of households in the United States with the old and distinguished Valdes name. The United States Census Bureau estimates there are approximately 3.2 persons per household in America today which yields an approximate total of 3920 people in the United States carrying the Valdes name. Although the figure seems relatively low, it does not signify the many important contributions that individuals bearing the Valdes name have made to history.

No genealogical representation is intended or implied by this report and it does not represent individual lineage or your family tree.

Valdes

