

MECHA

MECHA AT THE UNIVERSITY OF WASHINGTON

Chicano students have been at the University of Washington for the last 13 years when the Special Education Program (now EOP) was founded in 1968. The Educational Opportunity Program came as a result of students of all colors demanding an equal educational opportunity and access to education. Under the leadership of the Black Student Union in 1968, students occupied the University of Washington Administration Building under President Odegaard until their concerns were properly addressed. Chicanos were there too!

Later, in 1969 when the first Chicanos from Sunnyside, Othello, Toppenish, Texas, Nuevo Mexico, etc. arrived on campus, an organization was set up to address los derechos de nuestra Raza. UMAS (United Mexican American Students) became the predecessor to MECHA (Movimiento Estudiantil Chicano de Atzlán). Under the guidance of people like Jesús Lemos, Pedro Acevez, Tomás Ybarra Frausto, Joseph Sommers, Mando Mendoza, Antonia Shuler, Erón Maltes, Antonio Salazar y muchos otros mas, UMAS grew in size and socio-political influence.

Social, historical, religious and political issues were addressed and prioritized along with hard core educational issues prevalent at the University of Washington. Some of the most critical issues during the late 1960's and early 1970's for UMAS (which was changed to MECHA in 1970) were the Chicano role in the Vietnam War, the United Farmworker struggle, the Chicano Movement contradictions, the future of EOP, la política en general, and our relationships with our families, Chicanas-women, and with "el sistema". Chicano Studies under the guidance of MECHA and dedicated faculty members such as Theresa de Shepro (now Valdez) and Tomás Ybarra Frausto began to recruit more Chicano graduate students and other Chicano faculty members in order to offer MECHA students classes in Chicano literature, arte, Spanish, drama, history and so forth. MECHA had a key role in the selection of the staff at both Chicano Studies and at Chicano Division of

the Office of Minority Affairs. People interested in becoming EOP counselors, directors, or secretaries were interviewed by MECHA general and the recommendations were forwarded to the appropriate U.W. administrative official for appointments.

In years to come, MECHA became more diversified and developed subgroups to deal with specific problems in health, women's issues, community concerns, graduate students and so forth. Las Chicanas (1972-73), The Brown Berets (1970-71), The National Chicano Health Organization (1973), The Chicano Graduate and Professional Student Association (1970) and other Chicano groups began to emerge under the organizational structure of MECHA general.

Whenever campus controversies arose, all groups would come together under the umbrella organization of MECHA and speak as one unit. The central issues since the early 1970's at the University, have been the lack of affirmative action and equal educational opportunity for Chicanos at student, staff and faculty levels. MECHA has had to file administrative complaints with the Office of Civil Rights in 1974-75, 1977, 1980, etc. MECHA has occupied the Health Sciences Building, Psychology in Guthrie Hall, Arts & Sciences in Padelford Hall, Lander Hall, Schmitz Hall (EOP), Social Welfare in Eagleton Hall and numerous



other buildings in order to put pressure on the University of Washington to hire more faculty, raise wages and health conditions of Chicano staff, recruit and find financial and academic support for Chicano students coming here.

People like Epifanio Elizondo, Enrique Morales, Teresa Jimenez, Ruben Rangel, Ramón Ramirez, Manuel Sandoval, Teresa y Rosalia Cardenas, Eleanor Chávez, Yvonne Martinez, Raúl Anaya, Gary Trujillo, Juan Sánchez, Juanita y Genevieve Morales, Laura "Woody" Hernández, Alice Hernández, Ramón Rodriguez, Carlos Treviño, Rafael Diaz, Jimmy Sandoval, Sid Gallegos, René Charles, Sal Romero, Rogelio Riojas, Adrian Moroles, Sally Cantú Gamboa, Norma Zavala, Aurelia and Irma Betancourt, Rita and Jesse Trujillo, Rita Tsusumi, Amalia Garza, Rosa Peña, María y Juan Soliz, Roberto Maestas, Samuel Martinez, Elda Mendoza, Juan Bocanegra, Santiago y Teresa Juárez, Ricardo Aguirre, Ruben Sierra, Claudio Arenas, Ramón Soliz, Francisco Villarreal, Ana María Freund, Norma Cantú, Norma Lemos, Rosa María Castilla, María Ayala, Sylvia and Frank Maltos, Daniel Avila, Gary and Donna Padilla, Rosa Morales, Vivian Anderson, Carlos de Leon, Lupe Caro, Steve Perez, Juan Porales, Agustín Gómez, Martin Gonzalez, Moyra y Arnoldo García, Gilberto Blanquez, Elisa Matriz, Francisca y Arturo Gallegos, Yvonne Yarbro, Jesús and Gloria Marroquín, etc., etc., etc., have left their "huella" at this elitist institution.

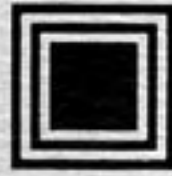
Todos han sacrificado su tiempo, dinero, estudios, carreras profesionales, y hasta sus vidas personales para que más jovencitos y jovencitas Chicanas puedan seguir matriculan-

dose en la Universidad de Washington. MECHA has put together lecture and film series, student/faculty rap sessions, food and clothing drives for the needy, bailes con Little Joe, Eligio Salinas, Camacho, etc. and many Chicano Week festivities and sociopolitical workshops every year since 1969-70. National Chicano leaders such as Cesar Chavez (UFW), Reis Lopez Tijerina (ALIANZA Federal de Pueblo Libres), Rodolfo "Corky" Gonzalez (Crusade for Justice), José Angel Gutierrez (La Raza Unida Party), Governor Jerry Apodaca (New Mexico), Dolores Huerta (UFW), Patricia Vasquez (MALDEF), and many others have been guests of MECHA in years past.

In recent years, MECHA has struggled alongside other peoples of color in efforts to maintain and strengthen a quality Educational Opportunity Program at the University of Washington. MECHISTAS have taken the lead in international Third World Struggles such as those in El Salvador, Nicaragua, Cuba, Panamá, Iran, Angola, etc. Some MECHISTAS have also gone the traditional route and ran for office in local and state political campaigns (Rolando Loera in Sunnyside; Samuel Martinez in Granger; Roberta Banks and David Garcia in Seattle). The point of all this historical background is that MECHA means struggle or lucha against overwhelming odds. MECHA means lágrimas, gritos de gusto, abrazos, chingasos, sacrificios, estudios, apoyo, sadness, despair, solitude, victory, defeat, excitement, togetherness, fuerza en unidad, chismes, y muchas cosas más. MECHA es como capirozada con un poquito de todo para todos. MECHA is good and it is bad. MECHA is what we make it. MECHA is YOU!!!

by Profe
543-4203





AE3/ESCUELA LATONA

AE3/Escuela Latona is a K-5 alternative school with a Spanish language component. Multi-age grouping during a daily choice activity is a main feature of this program, and along with an Hispanic emphasis distinguishes Escuela Latona from all other alternative programs. Escuela Latona is a unique attempt to join an alternative philosophy with this Hispanic cultural emphasis. Another feature of AE3 is the commitment on the part of participating parents to work together to solve difficult problems which arise in this unique educational environment.

Escuela Latona provides students with a setting in which they develop appreciation and consideration for children of different ages and backgrounds; it provides self esteem and self motivation as well as self discipline; it also provides responsibility for learning through individualized arrangements.

Three major events are currently being planned for by the staff and parents of A3:

- 1) Recruitment for the 1981-82 school year;
- 2) The Cinco de Mayo carnival scheduled at Latona for Saturday, May 2, 1981;
- 3) The annual outdoor education program set for May 13, 14, and 15 this Spring at Camp Colman.

The recruitment effort is vital to the future of Escuela Latona. Any current minority student from pre-school to 4th grade within Seattle Public Schools is welcome to apply for admission into the program. Non-minority students from a District identified area (Zone II) are also eligible for enrollment. Interested parents should contact Juan Espinosa at 587-3520.

The Cinco de Mayo carnival set for Saturday, May 2, 1981, will feature entertainment, games, prizes and Mexican food and is open to the entire community. In addition, a rummage sale, a bake sale, and a plant sale are being planned as this event celebrates Mexican Independence Day. This carnival

will be held at Latona (401 N.E. 42nd) and will serve as the major fund-raising activity for the year. Proceeds will benefit the outdoor education program which must be paid for mostly by the parent organization. Workers are needed in a variety of areas for the carnival -- if interested, please contact Jesús Rodríguez, 632-7185.



The outdoor education program is an opportunity for the entire Escuela Latona to spend 3 days and 2 nights in a natural environment. Many outdoor activities are currently being planned. College counselors are needed to go along and assist in these activities. If interested, please call Juan Espinoza.

AE3/Escuela Latona
401 Northeast 42nd Street
Seattle, Washington 98105
Phone: (206) 587-3520

CONCILIO FOR THE SPANISH SPEAKING



In 1975, the Concilio for the Spanish Speaking was established as an incorporated agency for the purpose of:

- * Uniting organizations and groups that serve the Spanish speaking communities and are organized for charitable, health, and welfare purposes.
- * Studying and interpreting the needs of the Spanish speaking community, and seeking solutions for the problems disclosed by such studies.
- * Promoting understanding of the needs and problems of the Spanish speaking community.

The following is a brief description of the major functions of the Concilio in 1981:

Comprehensive Planning and Development

This program consists of coordinating overall planning and advocacy activities on behalf of all member agencies; providing technical assistance in the form of grant-writing, bookkeeping, budgeting, and management skills; and carrying out demonstration projects, e.g., parole and employment projects.

Public Education and Awareness

This program produces LA VOZ, a monthly newsletter which is distributed to member

agencies and mailed to subscribers who pay \$6.00 annually. LA VOZ addresses local, national, and international issues.

Special Interest Group Promotion (Special Events)

The Special Events program promotes traditional and cultural celebrations and provides exposure and personal contact for Hispanic events through extensive media involvement. Currently, the program is centered around the celebration of the 16 de septiembre (Fiestas Patrias), Mexico's Independence from Spain.

Upcoming Event

On Friday night, May 8, 1981, El Concilio will help celebrate Cinco de Mayo with a special dance featuring "Street People," a nationally known Chicano band from Austin, Texas. Also featured will be El Charro, "Felipe Villaverde." A special guest appearance by "Los Vatos Locals, C/S," is also scheduled. The event will be held at the Empire Plaza, 812 Empire Way, Seattle. For additional information, please contact Charlie Garcia or Ray Charles, 447-4891.

Concilio for the Spanish Speaking
107 Cherry Street, Suite 210
Seattle, Washington 98104
Phone: (206) 447-4891

Executive Director: Ricardo Sánchez

COALITION FOR EQUAL EDUCATIONAL PROGRAMS AT THE UNIVERSITY OF WASHINGTON

An organization of students, staff, and community persons has been formed at the University of Washington for purposes of educating the public and the policymakers at all levels that the poor and ethnic populations of this country are not going to tolerate restrictive admissions policies at colleges and universities across this country which have as their goals the establishment and maintenance of elite student bodies (mostly white middle-class or upper-class protestants) at

the expense of our youth. All our lives we have been told to work hard, be honest, believe in God, and never give up because everyone can make it in America if they really try. The sad truth of the matter is that we have and continue to work like beasts of burden in efforts to better the lives of ourselves and our families -- yet our people never seem to reap the benefits that our great ancestors were so sure that we would have. Our children are still subjected to a

severe miseducation at the elementary and secondary school levels, often with teachers and textbooks that do not reflect our languages or cultures. It is safe to say that our children and ourselves often feel like outsiders in a land of plenty. We have yet to face the fact that putting all rhetoric aside, this democratic nation is an Anglo, monocultural and monolingual dominated country that mistreats and discriminates against its brown, black, red, and yellow children!

If you don't believe this, ask yourself the following questions and seek the answers:

- 1) Why do the economically disadvantaged and people of color have the highest school drop-out rates?
- 2) Why do people of color never get to be President of the United States?
- 3) Why do people of color have to live in barrios, ghettos, slums, etc.?
- 4) How come we hardly have any Black, Indian, Chicano, or Filipino doctors, lawyers, nurses, scientists, teachers, police officers, astronauts, dentists, school principals, city engineers, architects, psychologists, businessmen, politicians, etc.?
- 5) Why are there so many Indians, Blacks, and Chicanos in prisons all across this great Continent? Is there Equal Justice or do we have to pay harsher penalties for similar crimes? Is it a crime to be born poor and without an adequate education?
- 6) How come Blacks suffered the indignities of slavery, Chicanos were deported by the thousands during the 1930's and 1940's, Japanese were forced to live in concentration camps during WW II, and Native Americans were virtually exterminated, their land stolen, and

their descendents forced to live in reservations?

The Coalition for Equal Educational Programs represents a diverse grouping of peoples interested in seeking answers to the questions raised above and to other crucial issues affecting our communities. We believe that in a truly democratic and just society where we can be treated as human beings, there should exist every possible opportunity for people to gain access to knowledge which can be utilized to benefit not only single individuals, but humanity as a whole! We do not believe that American society has a right to impose its will upon its less fortunate children. We pay taxes, we have shed disproportionate amounts of our youths' blood in WWI, WWII, Korea, Vietnam, and elsewhere; we have toiled the earth to put food in the plates of America, and we are the massive army of menial laborers which help keep this country on its feet. We have paid the price of citizenship and now demand a share of equality.

At the University of Washington, we are telling the administrators to reaffirm those hard-fought rights that our people have struggled so hard to ensure. In 1968, 1973, 1975, 1977, and in 1980-81, Blacks, Chicanos, Native Americans, Asian Americans, and the Economically Disadvantaged staged demonstrations, picket lines, sit-ins and were jailed in order that special admissions policies be instituted to allow our youth an opportunity to get an education so that our communities can be better served. We believe that education is a right of every citizen and not a privilege for the rich and powerful! We want an end to selective admissions policies, quota systems, selective use of financial aid resources, etc. For further information, contact: Jesús Rodríguez, Chairman, (206) 543-4203 or 632-7185.



MUJER

MUJER is a community-based organization that consists of Chicanas/Latinas, single and working mothers. We formed in 1976 to fight against racism and sexism and the injustices that we as a people face. Although we are a women's organization, we understand clearly that all oppressed people must struggle for justice. Consequently, we are involved with ethnic as well as other progressive local and national struggles.

MUJER started in 1976 because of the concerns of Chicanas who started discussing the difficulties that they faced as women and as Chicanas. Recognizing that they probably were not alone and that Chicanas really did not have any place to go to express their needs, the consensus to form a support group resulted. This was so that Chicanas could discuss what our common problems were and how to begin working to solve them. One concern at that time was that there were no Chicanas on community boards and that we needed to be included in the decision-making process in order to express women's needs and to develop ourselves. MUJER's goal was to develop our social awareness and political educational abilities to advance our status as Chicanas. We had basically started out as a support group.

The next area of major involvement was in the social services resulting in the creation in May, 1980, of the MUJER housing program, and implementation of a research project in June, 1979.

There is a housing crisis in Seattle; the Mayor and the City Council have declared it a priority service to meet. Housing service agencies had not been able to meet the housing needs of Chicano families. There was no agency in the Chicano community providing these services in a concerted way, and no housing service agency providing services in a bilingual/bicultural mode.

The MUJER housing program provides tenant's rights information, referral to emergency and public housing. The housing program is funded through City Block Grant funds. Its staff includes: a director, two counselors and a community outreach worker. Clients are served from all areas of the city, but many are from the central and southern areas of Seattle.

MUJER realized that in order to best meet the needs of the Chicanas in Seattle, it was necessary to find out which areas needed more urgent attention. The focus of the Research Project was in developing a

bilingual questionnaire aimed at uncovering those needs. After making substantial progress in developing the questionnaire and acquiring names for the interviews, the Research Project was halted due to a freeze in CETA funds.



Along with this work, MUJER has continued to play an active role in community issues. One major issue was the EOP struggle at the University of Washington. Being former students ourselves, we recognized that the needs of Chicanas were not being met by the University of Washington's proposed new admissions policy; the infamous program plan. This plan would not have benefited students as the administration claimed, but sought, instead, to penalize EOP students. Single parent Chicanas were in fact more vulnerable due to University cutbacks in other important service areas such as housing, childcare, and financial aid. The plan affected all students deeply, especially Chicanas. When the University finally refused to deal with the student demands in good faith, and decided to arrest the growing opposition, seven MUJER members went to jail.

As we had begun to grow and develop from our experiences, we began also to realize the need to form a political awareness and to target what the causes of our oppression were. We concluded that the summation of the roots of oppression were the unequal distribution of world wealth and power. We

identified also that there were two areas within this that affected us directly; racism and sexism. Racism and sexism benefit the oppressing forces because it sets up divisions among working people. Women and minorities are paid less than other workers. This sets up different levels in pay, where higher paid workers are made to feel superior and privileged to the other lower paid workers. Employers use many justifications for this such as women are weaker and do not really need full salaries; that minorities are not "qualified" for higher paying jobs. This is purposefully done to maintain low wages for all workers.

Racism and sexism also work against us by making us feel inferior which further reinforces oppression and teaches us to perpetuate this oppression against each other. A result of oppression is not having an understanding of oppression. Oppression strips us of self-esteem, confidence and of positive racial and gender identity.

Having come laboriously, through struggle to this conclusion, we set a path to resolve

these problems. What did this mean and how did this have an effect on Chicanas?

- 1) Economic wages of Chicana/Mexicana workers (not undocumented) are qualitatively lower than any other sector of the working class.
- 2) Chicanas occupy the lowest rung in the ladder of labor even though we often have similar education and skill levels.
- 3) Double sexism from our own culture and from the dominant culture. Chicanos are using our "culture" and "traditions" to perpetuate their privileges and our oppression.

There is much work to be done to resolve these problems; this effort is not one unique to us. It will only be successful if done together. Education and practice are the keystones to progressive change. As we teach, we much learn. By arming the people, we arm ourselves.

MJER, Centro de la Raza
Phone: (206) 324-7648



CHICANO DIVISION

The University of Washington's Educational Opportunity Program, under the Office of Minority Affairs, was established in 1968 for the purpose of recruiting and meeting the educational needs of minority and economically disadvantaged students. The program is organized into ethnic and special student divisions to better meet the needs of their constituencies. The supportive services provided by EOP include recruitment, admissions, advising, counseling, free tutorial services, and advocacy with housing and financial aid.

Prior to the establishment of the Chicano Student Division of EOP, Chicano students were virtually non-existent on the University of Washington campus. Since 1968, however, the Chicano Student Division (CSD) has enrolled approximately 1,000 students. Presently, the CSD has 280 enrolled stu-

dents. New student enrollment over the past six years has averaged between 80-90 students per year. However, during this time, the attrition rate has also averaged between 80-90 students per year. Therefore, student enrollment in the CSD has remained constant since 1974.

The Chicano Student Division staff presently consists of one director, Gary Trujillo, and two counselors, Sally Gamboa and Enrique Morales. The CSD also employs five work-study students to assist with office functions. Chicanos interested in attending the University of Washington, or interested in obtaining more information on financial aid, housing, admissions, etc., should contact the CSD at (206) 543-9295. The office is located in Room 364, Schmitz Hall, University of Washington, PC-45, Seattle, Washington 98105.

LIBERACIÓN DE LAS AMÉRICAS
MECHA - UNIVERSITY OF WASHINGTON
CHICANO WEEK, 1981

Saturday, May 2 - ALL DAY FIESTA

*La Escuelita Latona, 401 N.E. 42nd Street, Seattle
Call Juan Espinoza, 587-3520, for information

Sunday, May 3 - DÍA DE LOS NIÑOS

*Picnic, potluck, games
Seward Park, 10:30am
Call Centro de La Raza for more information, 329-9840

Monday, May 4 - FILM, SPEAKER

*"Hijos de Sánchez", Seattle Central Community College, 7:30pm
*Texas Farmworkers (speaker to be named), Ethnic Cultural Center, 7:00pm

Tuesday, CINCO DE MAYO

Afternoon: *Jesús Negrete, "A Hundred and Fifty Years of Chicano History in Music", Front of U.W. HUB, 12:00-12:15pm

*Bailadores de Bronce, HUB Lawn or Husky Den, 12:15-12:45pm

*Grupo Armar, HUB Lawn or Husky Den, 12:45-1:00pm

*Luncheon, South Seattle Community College, 1:00pm

Evening: *Jesús Negrete, Ethnic Cultural Center, 6:00-7:00pm

*Bailadores de Bronce, Ethnic Cultural Center, 7:00-8:00pm

*Texas Farmworkers, Ethnic Cultural Center, 8:00-9:00pm

Wednesday, May 6 - FOOD FAIR, PANEL DISCUSSION, WRITERS WORKSHOP, POETRY

Afternoon: *Food Fair, Seattle Central Community College, 11:00am-2:00pm


*"Historical Perspectiveness to the Struggle Now" Panel Presentation-
Question-Answer Session, HUB, 12:00-1:00pm

*Writers Workshop, Alejandro Murgia, San Francisco—in Chicano Room,
Ethnic Cultural Center, 1:00-3:00pm

Evening: *Poetry, Alejandro Murgia and Grupo Armar, Ethnic Cultural Theater,
6:00-9:00pm

**For Information Call: MECHA, UW
EOP, UW
Bilingual
Concilio f
Centro de






Thursday, May 7 - SPEAKERS, MISA, CONCERT

- Afternoon: *"Liberation Theology - How Does It Apply to the Raza?" Santiago-Lauro Flores, Chicano Room, Ethnic Cultural Center, 12:00-1:00pm
*Special Speaker-Artista from EWU, Cecelia Alvarez, Chicano Room, Ethnic Cultural Center, 1:00-3:00pm (Tentative, subject to change)
*10,001 Day War, South Seattle Community College, 2:00-5:30pm
-

- Evening: *Misa, Nicaraguense Campesina, Carlos M. Godoy - Reception St. Matthews Church, 6:00pm
*Concert, Los Palacaguina, Kane Hall, 7:30pm
-

Friday, May 8 - SPEAKERS, FILMS, DANCERS

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- Afternoon: *EOP - "Question of Survival", Chicano Room, ECC, 12:00-1:00pm
*Immigration Problems - Undocumented Workers, Tribute to the Chicano Southeast Asian Veterans, 10,0001 Day War, Chicano Room, ECC, 1:00-2:30pm
*Films, Ethnic Cultural Center, 2:30-5:30pm
*Chicano Preschool Dancers, Seattle Community College, 2:00-3:00pm
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- Evening: *"Baile Grande", Empire Plaza, Empire Way, Seattle, 9:00pm-1:00am, Street People (Chicano Band from Austin, TX), El Charro, Felipe Villaverde, y Los Vatos Locales. Price: \$7.00-students, 8:00-advanced, \$10.00 at the door.
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Saturday, May 9 - BASKETBALL TOURNAMENT

- All Day: *Basketball Tournament (until Sunday), Hutchinson Hall or Lincoln High School, 9:00am - 8:00pm
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Sunday, May 10 - DÍA DE LAS MADRES

- All Day: *Picnic, Games, Music at Seward Park, 12:00pm-6:00pm.
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543-9242
543-9295
Education - 543-4203
for the Spanish Speaking - 447-4891
La Raza - 329-9840



PROYECTO SABER, SEATTLE PUBLIC SCHOOLS

Proyecto Saber was funded and implemented in January, 1975. The program originally included only a tutoring and counseling component. Money was obtained through URRD and limited to Hispanic students. The program was immediately successful and at the onset of the desegregation efforts, Hispanic parents began communicating concerns to Proyecto staff regarding the effects of the school reassignments on their children. Much of their concerns centered around the possibility of children ending up in schools with very few or no other Chicanos; thus, being culturally isolated. Proyecto requested funds to address this situation and was granted two teachers to implement programs to deal with this concern. In 1977, Proyecto Saber implemented the Spanish Heritage programs at Concord Elementary and Boren Jr. High Schools. These programs, however, were not limited to Hispanics, but were designed to enhance racial balance in these schools by attracting minority students in general.

At the beginning of the 1980-81 school year, additional funds were available through Title VI and the Spanish Heritage program was expanded to Denny Jr. High and Chief Sealth High School.

The Spanish Heritage classes have added much to these schools. For the general student body they offer a cultural and curriculum aspect that is not found in any other of the schools in Seattle. For Hispanics, it is a

manifestation of the Hispanic influence in American society. The success of the program is evident in the reduction of the drop-out rate and the academic achievement of the students served by Proyecto. Beyond this, however, Proyecto has been able to add a communication bridge between the School District and the Hispanic community. For many of our Hispanic parents, who for various reasons, have a difficult time dealing with the school system, it has been a real help.

The Chicano community has made good use of Proyecto also. It has been a vehicle by which the community has been able to make input and keep abreast of developments in the District.

Now, however, because of budget restrictions, Proyecto is in danger of losing its present form and perhaps being diluted to a token type effort. The District has proposed reducing the Proyecto staff significantly. At this point, the projection is to retain the present structure with some reduction in services. Much of this will depend on the state biennium budget coming out of this legislative session. To put the situation into perspective, we must consider the fact that the District sees Proyecto as important enough to retain while other programs are being consolidated or completely discontinued.

For further information, please contact, Roger Barrón, Director, Proyecto Saber
Phone: (206) 587-3596.

SPECIAL SUMMER WORKSHOPS ON ESL AND BILINGUAL EDUCATION

The University of Washington-Seattle and the Bilingual Education Service Center for Alaska and the Northwest (BESCAN) will offer five workshops on English as a Second Language (ESL) and Bilingual Education during Summer Quarter, 1981, "A" Term (June 22-July 22, 1981).

The course topics include: ESL Reading; Methods and Techniques of Assessment and Placement of Limited-English Proficient Children, K-12; Materials Selection and Adaptation for the Bilingual/ESL Classroom; Contemporary Approaches to Teaching Communications Skills to Second-Language Learners, K-12; and Teaching Communications Skills to Second-Language Learners, K-12.

The five workshops will be held on the University of Washington campus. Each will be offered for three credits. Classes are scheduled to allow students the option of registering for one to five workshops.

In order to be assured of consideration for admission Summer Quarter, 1981, all applications and credentials (if required) must be filed no later than May 15, 1981. Late applicants may apply, in person only, after May 15, 1981.

For further information, please contact Diane Collum, Administrative Assistant, Bilingual Education Program, 122 Miller Hall, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-4203.



NORTHWEST CHICANO HEALTH

Health Careers Opportunity Program

Estimado Estudiantes:

We would like to introduce ourselves.

We are the Health Careers Opportunity Program of Northwest Chicano Health, (NWCH-HCOP), a community-based organization in Seattle, Washington.

We serve Chicano communities in Idaho, Washington, and Oregon.

Our major goal is to increase the number of Chicano Health Professionals in the Northwest. We do this by providing health career information and support for students who want to explore health careers.

We hope you will make use of our services. If you have any questions, please give us a call on our HOTLINE, (206) 633-1101, collect.

Estamos para servirles.

Sinceramente,

Viviana Visarraga, Directora
NWCH-HCOP

Services

Hotline (206) 633-1101 collect. If you have any questions or need information regarding a career in health or choice of a college, university, or vocational school, call our Hotline collect. Our staff will get you information and answers and refer you to

individuals who can facilitate the application process including application for admissions and financial aid.

Su Voz En Salud. A newsletter published for you. The newsletter keeps you up-to-date on what is happening in health for Chicanos in the Northwest. Health career profiles that describe specific professions and where you may train for those professions in the Northwest. Read all about Chicano health professionals and what they have to say about their training. Check out opportunities for summer programs and other events that are health related. Su Voz en Salud is available at your counselor's office in the high schools, EOP and support services program at universities and colleges, and at community-based organizations and health agencies.

Health Career Workshops. Each year our NWCH-HCOP staff visits approximately 50 high schools and 11 colleges and universities in the region to present workshops on health career opportunities. A calendar for the current year is available at NWCH (206) 633-1101. The workshops provide literature on health career opportunities and contacts at colleges and universities that offer health programs. A special presentation on the need for bilingual and bicultural health care workers is provided and, whenever possible, Chicano health professionals participate in the workshops. Look for us, and join us, tell your friends!

Verano en Salud. Each year 15 students interested in health who are going on to college in the fall are selected to participate in a very special program - "Verano en Salud."

This summer program is an intense 6 week course of basic skills improvement, i.e., math, English, chemistry, and seminars giving students an opportunity to look at many types of careers in health. Students get an opportunity to check out their choice of a career by observing a professional at work. Seminars dealing with personal awareness, and how to cope on campus are also provided.

Chicanos en Salud. Chicanos en Salud is a regional student chapter which holds a yearly meeting for the purpose of networking and supporting each other. We have students at 11 colleges and universities in the Northwest.

Tutorial and Follow-up Services. Our program staff will provide follow-up services and set

up tutorial sessions if a student is in need at any school, college or university in the Northwest.

Entrance to Medical and Dental School Applications and Exam Preparation.

HCOP staff can provide you with valuable information to help facilitate the MCAT-DAT

and application process to any school in the nation.

Northwest Chicano Health
Health Careers Opportunity Program
909 N.E. 43rd St., Suite 208
Seattle, Washington 98105
Phone: (206) 633-1101

BILINGUAL TEACHER CERTIFICATION PROGRAM

The goal of the Bilingual Teacher Certification Program of the University of Washington is to train and to certify elementary and secondary bilingual classroom teachers. Students, upon completion of the program, are expected to provide instruction in English and the target language with equal facility, and to function effectively in a bilingual/bicultural classroom. Students are taught to utilize a variety of bilingual classroom management techniques, to work effectively with auxiliary personnel, to adapt and evaluate bilingual instructional materials, and to employ various bilingual/ESL teaching techniques.

The program recruits students throughout the state of Washington. Bilingual trainees are chosen on the basis of their knowledge and experience with minority languages and cultures, their commitment to bilingual education, and academic competence. Continuation in the program is contingent upon successful progress toward graduation.

The original Bilingual Teacher Certification Program was initiated in 1975 in response to the need for Spanish/English bilingual teachers in Washington's public schools. During 1975-76, Educational Services District #105, sponsored nine trainees in the University of Washington's Teacher Certification Program. One student was certified in 1976. In 1976, a three-year Bilingual Teacher Certification Program was funded by the U.S. Office of Education. Financial support was made available to approximately 30 students per year.

The period 1976-1979 was one of great growth and expansion for the program. The program was staffed with a field coordinator, an assistant professor, an administrative assistant, and a program assistant. New courses (EDC&I 453, EDC&I 454, EDC&I 456, EDC&I 494) on bilingual education were offered, instructional packages on relevant bilingual education topics were developed,



a Student Association for Bilingual Education (SABE) was founded and in 1979, the bilingual faculty, staff, and students helped to make the 1979 International Bilingual Bicultural Education Conference in Seattle a success.

More importantly during this period is that the Bilingual Teacher Certification Program became an integrated part of the University of Washington. The University of Washington is the only institution of higher education in the state of Washington to offer an approved teacher certification program in bilingual/bicultural studies (Report No. 77-22, Bilingual Education, A Report in Response to HFR 76-94, Council for Postsecondary Education, State of Washington, April 1977.)

By 1979, eleven students graduated from the Bilingual Teacher Certification Program and received Washington State Teacher Certificates with a bilingual endorsement.

In response to the growing needs of the bilingual community and the school districts throughout the state, several major program

additions were made during the 1979-81 period. 1) The Bilingual Teacher Certification Program was expanded to include an Asian emphasis. Trainees with various Asian languages backgrounds (Chinese, Japanese, Vietnamese, Korean, Tagalog) were admitted to the program. 2) A Bilingual Language and Skills Laboratory was established to provide oral/written skills development and bilingual field experience to trainees in the program. 3) Two new courses (EDC&I 457, EDC&I 496E) were added. 4) Coursework requirements for trainees were restructured to include an Asian languages component. 5) A bilingual-bicultural teaching major was offered.

By the end of the 1979-80 academic year,

seven more trainees graduated from the program and received teaching positions in the field of bilingual education.

To summarize, from 1975-1979, the program has graduated nineteen bilingual teacher trainees. All trainees are presently employed by various school districts in Yakima Valley, Moses Lake, Mabton, Othello, and Seattle. Thus, the Bilingual Teacher Certification Program has not only made a significant contribution to the state of Washington in terms of training and supplying highly qualified bilingual teachers, but also in strengthening the University of Washington's Teacher Certification Program.

POETRY

My Protector

The light of God surrounds me;
his love enfolds me;
his power protects me;
his presence watches over me;
Wherever I am, he is!

Oracio Valdez

Papá, déme cincuenta centavos
¿Qué? cuarenta
para que quieras treinta
si con veinte tienes
toma este diez
y dale cinco a tu hermano.

Oracio Valdez

Running

Still running
legs begin to tire
heart pumping faster
feel like dropping
keep running
I keep thinking, keep running
it's only for the best

Oracio Valdez

Studying

Still studying
eyes want to retire
lecture note disaster
feel like stopping
keep studying
I keep thinking, keep studying
it's only for the test

Oracio Valdez



Welcome to Seattle

The August zepher cold and inviting
La tierra firme replete with color and water
The ever-lasting rainy days seem mute without the outcries
Like a child who has a stomach smaller than his eyes
Looking from side to side as I enter on I-5

"Look at the tall building, Leroy!"
"Daddy cuide el camino!"
"Ay Dios mío, qué barbaridad, Ramón!"
"Andale mujer quien te hecho carbón!"

An indescribable feeling overcame me
That moment of dialogue between the three
I'm sure going to miss the pros and cons
"Estensen quietos, parecen niños," was my only response
No longer could I associate to their battle
I resembled the Seattle rains that lack the cries of colorful Colorado
Como la tierra firme llena de agua y color
Se me lleno mi corazón de respeto y amor

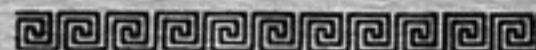
Leroy Salazar

RAFFLE

The Washington State Chicano Education Task Force is sponsoring a Raffle Fundraiser. The Raffle prizes to be given away are:

- 1) 75 gallons of gasoline
- 2) \$50.00 gift certificate from the University of Washington Bookstore

If you would like to buy or (better yet) help us sell some tickets, please call Mary Hernández, 543-9295, or Ramón Soliz, 543-4203.



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