

Dr. Sommers

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Project Number:

Project Title:

Beginning date:

Termination date:

The Chicanos (Mexican-American) have been an influence in the state of Washington since the early 1940's when the soldiers were stationed at the various military centers. Also, in the early 40's migrant families begin coming to the eastern part of the state to find work in the various agricultural areas of stoop labor. Since the 1940's the Chicano residential population has increased to approximately 40,000, a figure which swells by several thousand during the spring and summer months as a result of the migrant stream.

As technology, mechanization, and automation is being implemented by agricultural business, the Chicano families are being displaced and have to move to urban areas. Seattle has the largest urban areas and a large amount of opportunities have attracted a large percentage of Chicanos from the Yakima Valley and the migrant stream.

To date the programs relative to the Chicano has been directed at the migrant problems and in the eastern portion of the state where the bulk of the population reside. There is not known or ever has been a program set up to deal with the urban Chicano. We feel that the problems faced by Chicanos when they move out of the migrant stream or from a rural to an urban setting are unique and multi-dimensional. We further feel that no agency or organization has recognized the needs of the people during this transitory period. Also, no agency or organization has been created to deal with the problems of the present residing urban Chicano.

#### A. Problem Identification

##### 1. Lack of awareness of culture differences, economic, social, and political problems

As of this date there has never been a project designed for the urban Chicano (Mexican-American) of Seattle and very little of anything is known. Until this year Chicanos were not recognized as a separate ethnic group with a distinct culture, heritage, life style, and problems of adjustment to living in our American system without losing or sacrificing their uniqueness.

This project will be oriented to aid these citizens in economic, social, and educational manners to benefit them most.

There are an estimated 40,000<sup>1</sup> Chicanos<sup>2</sup> in addition to those of seasonal migrant workers in the state of Washington. These Chicanos are exploited in economic terms and regarded in cultural terms as inferior. In the 1960 census fifteen percent of the 40,000 Chicanos live in Seattle areas and are completely forgotten; i.e., the 1967-68 census of ethnic minorities in Seattle public schools show no enrollment of Chicanos at all.<sup>3</sup> Rather they were combined with the "White" or placed in the "Other" category.

2. Lack of opportunities

This proposal is directed specifically toward the identification, the training, and field service for emerging Chicano youth leadership.

Its purpose is to accelerate the process of self-help and to develop ties with the community, schools, and other institutions that can serve in the form of citizen participation.

3. Education deficiency

Nationally one out of 500 Chicanos complete elementary school, one out of 5,000 complete high school, one out of 30,000 complete college.

Seattle public schools continue to comply with the imbalance of an education to Chicanos, i.e., (1) by having a differentiation of 54% enrollment between elementary and high schools. (2) Chicano teachers on all educational levels are extremely below the percentile of Chicano students. In elementary schools for every Chicano teacher there are 125 Chicano students.

4. Lack of awareness of Chicanos and their culture

The Chicano heritage is an influential, living part of the Seattle community but has been so distorted that not only is society misled, but also the Chicano youth.

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1. Mexican-American, Spanish-American, Latin-American, Hispanic, Latin descent, Spanish surname, Spanish speaking, Caucasian, and other names used to identify these people.
  2. These figures cannot be substantiated because of a lack of statistics in regard to Chicanos.
  3. There are over 1400 Chicano students enrolled in Seattle public schools as of this date.

**B. Projects, Goals, and Objectives**

1. Extensive research on Chicano problems in education, economic, social, and political areas in an urban setting.
2. Training of present and future community leaders in methods of problem identification, problem solving, and participation in decision making.
3. Teaching Chicano heritage for the development of community pride and knowledge.
4. To develop mutual understanding and a viable working relationship with University students, community, high schools, and youth.
5. Educational trips for problem identification, problem solving, and participation in decision making.
6. Organization will be developed to do follow-up work on all research given.

**C. Location**

At present we are uncertain of a location for implementing our project. There are various possibilities such as Southpark, Georgetown, and South Center. The Chicano population in these areas is sufficient yet widely spaced. We feel we cannot make any commitment as to location until more detailed studies can be made of these and other areas during Spring quarter in the classroom and within our own personal survey when we will have the time, information, and other resources necessary.

**D. Program Approaches**

The Chicano youth of Seattle is a vital necessity in many ways: (1) They know the pockets of families that reside in the urban areas and they could be instrumental in locating and distributing information. (2) The Chicanos will be used to teach historical and cultural facts about "La Raza." (3) The youth is the present and future leadership of our communities and they would receive first-hand experience by working with city officials and civic leaders. (4) They would be taken on trips within Washington to see other projects and problem areas that could give them experience that could be applied to this project. (5) The students would also have a part of the decision making voice in the implementation of this project. (6) The youth would get a chance to talk, discuss, and work with other people actively involved in helping Chicanos which is a tremendous experience that is vitally needed.

This program is hopefully aimed at having the people have the final say. The project will follow the will of the people and not that of the program directors.

E. Difficulties anticipated

1. Transportation

We will need transportation for field trips, bussing students to and from the Chicano center, and for community organization.

2. Chicano Center

We will need a building for this summer, a Chicano center, to teach Chicano heritage classes, and to be used as a focus center for our project.

3. Community

There is not a Chicano community as the clustered Black community or the Oriental community, but rather a dispersed community.

4. Supplies

We will need materials to instruct classes: ie., chalk, chalk board, paper and pencils, culture artifacts, films, film projector, slides, slide projector, and other office supplies such as typing paper, mimeograph machine, staples and staplers, and a typewriter.