

PROPOSAL FOR CHICANO EDUCATIONAL DEVELOPMENT

Submitted to:

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Arts & Sciences

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-UNITED MEXICAN AMERICAN STUDENTS-

What is a Chicano? Most persons, particularly Anglo-Americans, could not begin to answer this question. This much afflicted individual has been referred to throughout history by many names, some not very flattering, and many of them misguided at best. His history and his culture have been placed at a low level of priority by the educational and cultural processes of the majority.

Not only have his historical achievements and cultural traits been made unavailable to him, but at the same time he has been faced with a misdirected educational process that does not prepare him for nor direct him toward taking full advantage of the American economic system. This partial education frequently results in what the sociological consensus-oriented professionals call "low-income Spanish-speaking peoples."

The most frustrating link in this demeaning chain of events is the fact that the Mexican American population is impotent to determine the functions and directions of those institutions which govern and attempt to serve it. There has been little encouragement to organize and participate in the political process.

The added phenomenon of the Chicano being largely a regionally-based population has resulted in many American institutions passing him by, taking no note of his existence, his achievements and his contributions to the whole

society, nor making a concentrated effort to solve the unique problems stemming from the interface of his culture and the American society.

The need to combat this ignorance and deprivation is imperative if this country is to arrest and correct the many destructive attitudes and courses of action that such ignorance foment. At the same time the opportunity must be given to the young Chicano to learn and fully participate in the educational process, to take pride in his heritage and to develop the confidence and skills necessary for him to realize his full potential as a member of this society.

Systematic study of the relationship between our people and American society is urgently needed. There are two broad considerations: One, the understanding of American society by members of our ethnic group and two, the understanding of the Mexicanos by the members of the larger dominant society. This calls for intensive and extensive programs of study designed to expand our knowledge about social interaction between this little known ethnic group and American society. Programs of this type could produce competent scholars of Mexican identity.

Finally, it is estimated that by Fall quarter 1969 over 200 Chicano students will be attending this university. In order to make the educational process relevant to their needs and the needs of the Chicano community as a whole, a new, bold and vigorous approach must be immediately implemented. The present course in Mexican American History and Culture is a good example of the positive results that are possible when a fresh, vigorous, imaginative approach to education is taken. However, that course has but increased our thirst for learning about that civilization, that history, that has shaped our own beings. The university as an institution of learning must respond to this need, and the manner it is able to so respond will determine its worth as an institution of education.

The essence of education is to forever question the present, the accepted method of doing things, and thus to challenge the imagination to seek a better world.

It is with these needs in mind that the UNITED MEXICAN AMERICAN STUDENTS of the University of Washington submit the following basic proposal:

1. Continuation of Arts & Sciences 102 for fall quarter 1969, retaining the present instructor.
2. Arts & Sciences 102 be adopted into the curriculum to be offered autumn, winter and spring quarters, and thereafter.
3. The hiring of Chicano counselors, one counselor for every fifty Chicano students.
 - (a) Since the counselors must be persons that are able to relate to the students, UMAS recommendations must be given important consideration.
4. The appointment of five Chicano students to be resident hall advisors.
5. The reservation of 200 admission slots to the university for Chicano students.
6. The reservation of enough rooms in the second floor of Landry II all to accommodate 200 Chicano students.
7. The recruitment of thirteen Chicano faculty which will help further the development of Chicano studies.
8. The immediate hiring of an UMAS representative whose sole job will be to travel throughout the Southwest or wherever Chicano studies are developed in order to gather ideas to help in the development of our own Chicano program here.
9. The reservation of an office for the United Mexican American Student association on campus.
10. The immediate appointment or formation of a faculty-chicano student committee oriented towards the following objectives:
 - (a) To assist in the development of new curriculum and bibliographical materials dealing with the culture, history, and problems of the Mexican American.
 - (b) To encourage and support research into all areas of knowledge relevant to the Mexican American community.

10. continued

- (c) To assist in the development of programs and research which will focus the unique resources of the University on the problems of the Mexican American community.
- (d) To actively engage in furthering the involvement of the University with the Mexican American community.
- (e) To investigate the placement of new courses and the possibilities of a Chicano Studies Program.