

Chicano culture and education examined in 'Que Pasa, Raza?'

By MARIANNE RINALDO
Of the Emerald

There is a definite lack of bi-lingual, bi-cultural teachers at the University, primary and secondary levels of education. The time has come to provide an education for students according to their needs. American education can no longer be considered a melting pot for distinct cultures.

Manuel Rivera, Margarita Tavera and Maxine Baca-Zinn expressed these opinions Thursday in a news conference marking the opening of the first Chicano Mobile Institute on campus.

"If Chicanos are out of school by the eighth grade, something is wrong. We must stop blaming the child, the parent and the culture," Rivera said.

"The main focus of the conference is education. Oregon is one place where Mexican-Americans are getting shuffled. Every time you talk about a minority, Salem thinks you're talking about Blacks. It is the purpose of the institute to bring these people data. So you can't pass the buck and say 'I don't know what you're talking about,'" Rivera, a keynote speaker for the conference, said.

Baca-Zinn, doctoral candidate in sociology at the University, said University administrators need sensitizing to change the negative stereotypes of Chicanos.

"Take a look at a college catalogue here at the University. There are two classes in sociology concerning Chicanos. To me this is a lack of commitment by administrators, and that lack of commitment is what the conference is all about," she said.

Margarita Tavera, University student and ex-director of MEChA, added, "Trying to talk to departments and teachers is very difficult and frustrating. Most students just have to get through school. I have to pass a class to get out and teach." When asked about the promotion of stereotypes by teachers at the University, Tavera replied, "They concentrate on minorities, how to handle them and how they behave. You don't agree with what the teacher says but you sit there. I know she is promoting a stereotype."

Rivera then stated, "There is racism by professors. They are powerful, they give you a grade."

By JUDY SLY
Of the Emerald

The Office of Civil Rights (OCR) in the Department of Housing, Education and Welfare is responsible for

Today's Schedule

1:00 Informational session regarding additional speakers and room sites for special presentations, seminars, and workshops.

1:30-4:30 Workshops and Seminars

Ethnic Studies

1. Alex Kuo, Director of Ethnic Studies, Central Washington State
2. Frank Sandoval, Chicano Studies Institute, Long Beach
3. Paul Simonds, University of Oregon
4. Arnoldo Vento, University of Michigan
5. Lila Gonzalez, University of California at Berkeley

Affirmative Action

1. Lee Sainz, Regional Director of Women's Bureau on Affirmative Action, Denver
2. Lorenza Schmidt, Ex-Interim Director, Affirmative Action, University of Oregon
3. Mario Obledo, Mexican American Legal Defense and Educational Fund (MALDEF), San Francisco
4. Gilberto Anzaldúa, State Board of Education

Chicano Community

and University Relations

1. Earl Barrios, CANAAC, Eugene
2. Sonny Montez, Mt. Angel College
3. Frank Martinez, Director, Valley Migrant League, Woodburn
4. Francisco Martinez, Lawyer, Legal Defense, Denver

Recruitment and Student Services

1. Alfonso Cabrera, Program Chairman and Coordinator
2. Maxine Baca-Zinn, Doctoral Candidate in Sociology
3. Gerald Bogen, Vice President for Student Services
4. Margarita Tavera, Chairman, MEChA

All room numbers posted in the EMU.

enforcement of the 1965 executive order requiring an affirmative action policy in hiring. Instead, the office "helps institutions of higher learning understand rather than implement affirmative action," charged Lorenza Schmidt in her talk at the Chicano conference Que Pasa Raza, Thursday.

OCR has the obligation to initiate legal action against institutions who don't follow the affirmative action policy, Schmidt continued. But she said the office, under the direction of Stanley Pottinger, has negotiated and bargained with institutions who are debating the meaning of the order, and not complying with it.

Schmidt, ex-interim director of the University's Affirmative Action office, was joined in her Thursday afternoon talk on affirmative action by Lee Sainz, regional director of the Women's Bureau on Affirmative Action in Denver.

In her prepared speech Schmidt traced a brief history of civil rights legislation in this country beginning with the 1954 Brown vs. Board of Education decision which stated that public educational institutions owe equal education to all children. "But the legislative rejection of segregation was not carried out," she continued.

She also cited the 1964 Civil Rights Act and President Johnson's Executive orders for affirmative action in 1965 as continuing legislation designed to help minorities. "But this country has failed to fulfill its legal obligation to the minorities of the country," Schmidt stated.

Institutions of higher education tend to make excuses for not meeting affirmative action requirements, she said. They complain they aren't able to find qualified minorities and women.

Goals and quotas. "This borders on being a purely semantic exercise," Schmidt said.

Good faith and effort. Pottinger has said, Schmidt charged, that procedures which are effort-oriented are sufficient. "Institutions must understand that they are committing an illegal act" by not complying with affirmative action order.

The courts—not the OCR—should make rulings on the meaning of the order and whether institutions are acting in good faith or have valid excuses. The OCR should initiate legal action against institutions which are not, according to statistical data, meeting affirmative action requirements, Schmidt said.

Schmidt outlined three methods for achieving affirmative action compliance:

—Institutions should apply academic expertise with input from women and minorities on changing

recruitment and other policy procedures. The institution must realize that a good program will cost in both money and people resources.

—Local political groups should organize for intense work in seeing that policies are carried out.

—Minority individuals and groups must initiate legal action against institutions who do not comply.

Schmidt said carrying out legal actions aren't easy. She itemized these difficulties: lawyers are difficult to find and their are few legal precedents in affirmative action suits, suits are time consuming and expensive and "chances are good we would lose seven out of 10 cases."

"If we initiate legal action the universities have to respond—even to a weak case. They must put out human and money resources," she pointed out.

Sainz spoke under the auspices of IMAGE—a group of Mexican-American government employees. She made recommendations for Chicanos who want to get involved in affirmative action programs:

—Know your population. Some 37,000 Chicanos live in Oregon, Sainz said. These people need to form links with national organizations like IMAGE to get a communication system working between groups.

—Know your rights and be willing to initiate suits to see that you get your rights.

Both women will participate again today during the Chicano conference's seminar and workshop on affirmative action.

Sonny Montez, director of the Chicano Resource Center at Mt. Angel College, spoke Thursday afternoon in the EMU Ballroom as part of the Chicano conference, Que Pasa Raza, which continues through today.

Montez delivered his presentation in Spanish because, he explained, "A lot of the ideas that I want to get across lose a little in English translation and because some of the things I said I want kept in the Chicano community."

Montez told an Emerald reporter, who doesn't understand Spanish, his speech concerned the present plight of racial discrimination that Chicano students face.

"We have between 75 and 100 Chicanos here (enrolled at the University) who don't get a god-damned thing," he said referring to the lack of scholarships and counseling at the University.

"I told the audience the only way we can overcome our problems is to work together," he concluded.

Ride Stop begins Monday for University

On Monday, University students will be able to do something that they could never do before. They will be able to RideStop to school.

RideStop? What is it? ... According to its innovators, a group of students in

Urban Planning, RideStop is an "experimental method of transportation, designed to remove many of the hazards and reduce the length of time in hitchhiking."

Realistically, as explained by RideStop

coordinator Dena Wild, RideStop is a "system of marked locations for student commuters, and a transportation system that is roughly based on hitchhiking." After almost two years of work on the project, operation RideStop is now scheduled to go into effect on Monday.

Wild comments that, "after working so long on paperwork, the RideStop signs should all finally be up by Monday, at least the first 24 of them. We're encouraging both the motorist and riders to use RideStop, and the closer I come to finally the more I want the signs up and working."

Twenty-four initial Ride-Stop sites will be put up over the weekend, by a group of military SeaBees, and as soon as this step is completed RideStop will be available for use. Among these are RideStop signs at: 18th and Arthur, 13th and Polk, on 2nd and VanBuren, at Patterson and Franklin, Hilyard and Franklin, at 13th and Patterson, 18th and Patterson, on 18th and Hilyard, at 19th and Patterson, and on 23rd and Hilyard.

Other RideStop sites include: 13th and Agate, two at 30th and Alder, and another on Franklin Blvd. between Hilyard and 13th. In Springfield, RideStop sites are: at Laura and Lindale, Laura and Shelly, on Q Street near the Freeway, at 2nd and E Street, 14th and Main, on 14th and A Street, and two on Franklin Blvd. near the Willamette River overpass.

Each RideStop site will be marked by a "no parking" as well as RideStop sign, and Wild states that "one of RideStop's many advantages is that the motorist can pull out of the lane of traffic, much like a bus and still be able to drive over into a public-right of way, where the RideStop sign will be."

Wild stresses that RideStop "will flow

students to get from their homes to the campus, or to anywhere within the Eugene or Springfield area. The system can be used by people from both Eugene and Springfield, and students will be able easily to get to school or back home again."

"RideStop," Wild says, "when you think about regular hitchhiking, is a lot safer both for the motorist and for the hitchhiker. An advantage for the motorist would be the ease of picking up the person, and for the hitchhiker it improves his chances for a ride."

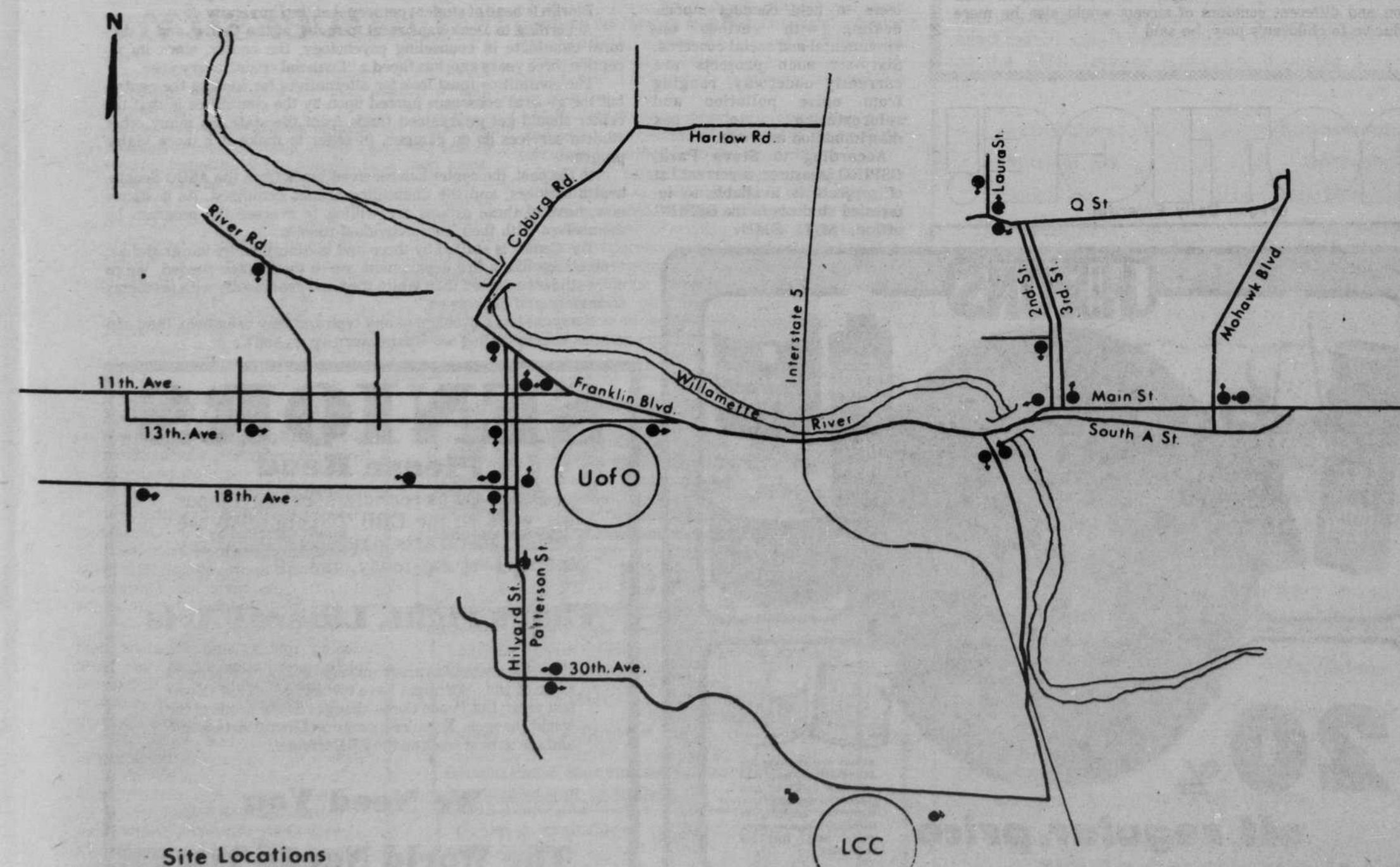
Wild goes on to say, "RideStop is strictly legal, and you're not breaking any law at all. We are reminding people that RideStop is still basically hitchhiking, entailing the same personal risks, but we stress that RideStop is definitely an improvement over the old form and must be thought of as just that."

Funded by the University with a grant of \$500, equally matched by Lane Community College (which is also included in the RideStop program), approximately 5 cents is spent in RideStop, taken out of incidental fees, for each individual student at the University.

RideStop routes, sign locations, and complete information about the basic RideStop process will soon be distributed at various locations on campus, including the EMU, the Co-Op, the Urban Planning department, and several others.

RideStop signs go up over the weekend and if they are ready for use by Monday, then students will be able to RideStop to school for the first time in the University's history. Hopefully, according to the RideStop innovators, the RideStop process will become a "natural" thing for students, the thing to do, and a wave of the future.

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Site Locations

Oregon Daily Emerald

