

Irene Gomez-Bethke Papers.

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Mayor Albert J. Hofstede Room 127 City Hall Minneapolis, Minnesota 55415

Dear Mayor Hofstede:

We are very saddened to learn that you will not run for Mayor again. We will never forget that you were the first Mayor, and it has been publicly stated, that you were the first politician anywhere in Minnesota to give us visibility and credibility as an advisory group to any politician.

You have been very supportive of our community and if it were not for your efforts, the Chicano-Latino Advisory Committee would not exist.

We are also writing because of our concerns which we hope will be met before you leave office. Those are:

- (1) To appoint an Hispanic as an aide to the Mayor
- (2) To reappoint Marcela Trujillo as an MHRA Commissioner since her term is up in November 1979.
- (3) To appoint nine (9) vacancies on the Chicano-Latino Advisory Committee.

Please do not hesitate to call us to give us input and recommendations on the next Mayor. We wish you all the best in your future endeavors that you may wish to pursue.

We hope that you will keep in touch with us and look upon us as not only a resource group for the Hispanic community, but also as your supporters and friends.

Sincerely,

Irene Gomez-Bethke, Chairperson
Chicano-Latino Advisory Committee

CHICANO/LATINO/HISPANIC/ ADVISORY COMMITTEE Membership List

	CHICANO/ LATINO/HISTANIC/ ADVISORI	OURITITE TISMOCISHIP LIST
called 1	Irene M. Gomez De Bethke 4649 Decatur Avenue N. Minneapolis, Mn. 55428	537-0469 635-0 5 35-6171
toucher 1	Felino de la Pena 2117 2nd Avenue South Minneapolis, Mn. 55404	871-2078
	Minneapolis, Mn. 55405	522-6551
Adi	Alfredo M. Gonzalez 1941 Ewing Avenue South Minneapolis, Mn. 55416	925-3041
D	Fermina Hernandez 1622 Vincent Avenue North Minneapolis, Mn. 55411	521-4121
(P	Pola Mardesich 1313 44th Avenue North Minneapolis, Mn. 55412	588-8307
Changed A	Manuel Guzman 1600 South 6th St., B-504 Minneapolis, Mn. 55454	E. Franklin 339-1985 871-4886
4	Raymond A. Roybal ct 1412 W. 26th St., #9 Minneapolis, Mn. 55405	Alicia E. Barrientes 5 624 Jefferson N.E. (Office) 373-2047 Minneapolis, Mn. 55413
Refer to - Bill for I alcohol Comm	Redro Roybal 10 6609 Humboldt Avenue South Minneapolis, Mn. 55423	341-2608 Rafael Esparza 378-9391 1350 Nicollet Ave. 861-1366 Minneapolis, Mn. 55403 871-7888
wise com	Luis Santiago 1655 Washburn Avenue North Minneapolis, Mn. 55411	Rojelio Blanco 521-9474 214 E 19th St. Minneapolis, Mn. 55403
	Don Jay Vargas 21800 Olson Memorial Highway Minneapolis, Mn. 55411	(Office) 374-2996 Maria de Jesus Baltierra 4325 Xerxes Avenue South Minneapolis, Mn. 55410
changed !	David Garcia 2115 Emerson Avenue North Minneapolis, Mn. 55411	926-5974 522-0545
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MOTIONS TO TAKE NOTE OF

- (1) Acceptance of By Laws as amended
- (2) The Committee will now start work on our needs assessment
- (3) Opening of vacancies on our Committee
- (4) Openings on CUE and Civil Rights Commission
- (5) An intern is needed in the Mayor's Office
- (6) Recommendation of Alfredo Gonzalez
- (7) Permanent meeting date

(Look at minutes for details)

Minutes of the Hispanic Advisory Committee meeting of August 26, 1980

Members Present: Irene Gomez De Bethke, Alfredo Gonzalez, Pola Mardesich,

Pedro Roybal, Don Vargas and Alberto Garcia

Members Absent: Maria Baltierra, Rafael Esparza, Manuel Guzman and

Felino De La Pena

Members Excused: Ray Roybal, Rogelio Blanco

- #1 The meeting was called to order at 7:15 p.m. by Chairman Alberto Garcia. Irene Gomez De Bethke moved approval of the Bylaws as presented. Don Vargas seconded. The Chair offered the following friendly amendment, "Under Section III membership, Rule G shall read Three consecutive unexcused absences will be cause for dismissal, after notification by the Chairman. Motion was incorporated into main motion. The amended motion passed.
- #2 For the Needs Assessment Alfredo Gonzalez moved we should work on it by breaking into the areas of concern voiced at our first meeting. Pedro Roybal seconded, motion passed. Mary Lou offered the following:
 - The assistance available from the Planning Department, Staff, Studies, information available and other resource
 - The Mayor's Office can provide necessary phoning and mailing supplies
 - She will also check into the costs, if any, of duplicating various items from the Planning Department
- #3 Irene Bethke moved that those who were not attending be dropped. The Chair stated that he would contact the absent members to see if they wished to serve. Then he would tell Mary Lou the number of vacancies to be opened up. It should also be noted that we will ask for Chicanos Latinos from the ENTIRE city.

#4 New Business:

- a) There will be a hearing in Chicago, September 17, 1980 to take testimony on the full implementation of the Civil Rights Act of 1964. Alfredo Gonzalez said he might be able to attend.
- b) Mary Lou informed us that there was some resistance in the Council/ Coordinator's staff for implementing an Affirmative Action Committee to monitor the Civil Service Commission. She pointed out the Mayor's commitment and that of the Civil Service Commission. She will report back on this.
- c) Don Vargas pointed out the trouble the Minority Fire-fighters Committee was having.

Motion passed.

- f) Irene Bethke moved that the committee go on record as supporting Alfredo Gonzalez for the positon as the Director of the Juarez-Humphrey Chicano Center at the University of Minnesota.
 - Pedro Roybal seconded Motion passed, The Chair will write a letter to that effect.
- g) Mary Lou explained the opening of staff in Mayor Fraser's Office. She told us a number of Hispanics applied but that no one had all the qualifications needed and that because of the budget problems in fact, there are no funds available for this position, hence the Mayor would like to have a Hispanic (s) Urban Corps Intern.

That person would have to be a student, be able to work part time, and be ready to be trained in as the Public Relations person.

Mary Lou will have the job description drawn up, send it to us and the various schools.

h) The Chair asked if the last Tuesday of the month at 7:00 could be the permanent meeting time. Don Vargas moved and Pedro Roybal seconded.

Motion passed.

Meeting adjourned at 8:30.

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Hispanic Advisory committee To the Mayor and to the City Council MINNEAPOLIS Charter A. General statement of Mission and Purpose of this body. II. Bylaws A. Rules for the conduct of committee meetings B. Rules for the eligibility election and replacement of members C. Length of term of members D. Rules for interaction of committee with: 1. Government Agencies Political Entities The Community III. Long-Range Goals A. General statement goals for organizational structure for the Minneapolis , the Community and providers of service to the Hispanics-Organize the Minneapolis HISPanics and programs.

2. Work for legislation to aide and programs.

Hispanies

IV. Short-Range Goals

A. Enumeration of specific goals for the next 1 or 2 years.

- These goals should be stated in a manner that allows verification or measurement of success, the goals should be quantifiable.
- 2. Goals should be dated.
- 3. Priorities should be set for planning.
- B. Develop plans to achieve goals

1. List alternatives to achieve each goal.

2. Evaluate each alternative and choose best alternative.

3. Allocate resources to do the job.

4. Determine method of monitoring progress of the goal plan.

 Review the complete set of plans to re-verify priorities and ensure enough resources are available to reach success.

- a. Food and clothing
- b. Communications
- c. Housing
- d. Data and research

Short-Range Goals cont'd C. Implement the Program

- Enact each plan
 Monitor progress Monitor progress
- (a) make modifications when necessary
- Evaluate results

Possible Areas for Goal-Setting

- A schedule of significant events for each area should be put together into a Master Schedule to facilitate planning and set priorities. This will help us to be prepared well in advance of important events.
- B. Community organizations in Minneapolis
 - Develop statement of community goals
 - Organize grass-roots effort
 - 3. Identify potential leaders
 - 4. Appointments
- C. Legislation
 - 1. Areas of need
 - 2. Bilingualism in government
 - 3. Affirmative Action
- D. Service to Community
 - Advocacy positions
 - 2. Spokesman, input function
 - 3. Leadership, coordination of efforts of agencies and organizations
- Communication network throughout Minnesota
 - 1. Liaison with the state government
 - 2. Liaison with the St. Paul agencies and organizations
 - 3. Liaison with agencies and organizations in rest of Minnesota
- F. Data Base Establish, benefits, tool, where to start
 - Investigate possibility of obtaining computer capability
 - 2. Computerize who, how many and where we are
 - 3. Develop lists

 - a. individualsb. poverty and needs index
 - c. agency servicing
 - skills inventories

VI. <u>Long-Range</u> A. Political Independence

Organization/effort must survive politics

2. Voter IDENTIFICATION and EDUCATION

Economic Development

- 1. Enhancement of educational, job opportunities and skills improvement
- 2. Credit Union
- Group/Coop ventures
 - a. medical/dental insurance
 - b. food buying
 - Small Business Administration (SBA)
- 4. Mutual aid and support use local resources
- C. Survival of Agencies and Services
 - 1. What happens when government funding ends?

Information VII.

- A. How many and where are we?
 - 1. Sources:
 - a. census-federal
 - b. state
 - demography city Hispanick
- B. Agencies and Services
 - 1. Comprehensive list of all agencies specifically aimed at
 - Charter of each
 - 3. Funding mechanism of each
- C. Affiliated Agencies

HISPANICS 1. List of agencies providing services to

D. Sources of Funds

1. Inventory of all possible funding sources

PLAN OF WORK ISPANICADVISORY COMMITTEE TO THE MAYOR AND TO THE CITY COUNCIL

OBJECTIVES

ACTIVITY/TASK

DATE

Become acquainted with Advisory Committee

Introduction of members

September

Become acquainted with organization/purposes

Explanation of Advisory Committee discussion of functions and organization Presentation of Charter

APPROVAL OF PLAN OF WORK

DETERMINE PLAN OF WORK

Election of officers to establish organization and objectives for the year

Election of officers explanation of philosophy, purposes and objectives of Advisory Committee

October

SUB com ittee Appoint WORKSHOP

COMMITTEE TO BECOME

Familiar with city government Legislative issues/positions structure

4 Social Serviles : Healt 5. AFFIRMATIVE Action

Commen

Aid in evaluation of city affirmative action in employment

Evaluate in regards to city November meeting state and federal rules of affirmative action in employment on city jobs and document. City have bilingual staff Hispanie AIDE)

Evaluate public relations Promote Spanish speaking events 5 TRATEGY

Quartily Report of committees December

Evaluate city housing practices

need on more housing for low income. Long term low payment loans. Low rent subsidized housing. January

Hispanic Advisory Committee

To have theon Housing HUD and HRA to have bilingual/hicultural

OBJECTIVES

ACTIVITY/TASK

Promote Economic, Social, & Cultural Encourage private sector to go Development

beyond the letter of the law in regard to hiring of Hispanics, management training and skills be provided for Hispanic businesses, etc.

NEEDS ASSESSMENT

Document needs assessment of Mpls. Hispanics. Adequate staff to do field work and research. Use of ¥U-M grad. student in social work. Report of Task Force to be reviewed/ presented to Mayor and City Council.

COORDINATE WHY - M Ed. TASK FORCE

rebruary

PROVIDE RECOGNITION OF HIGH HEALTH COSTS	Health care centers in Mpls. hire bilingual staff. Home Health aides bilingual/outreach. (Task Force to study high health costs with representation from Chicano/ Latino Community	March
PROVIDE DIRECTION	with representation from Chicano/ Latino Community TO	
PROMOTE POSITIVE IMAGE	Create JobABank For appointment on boards and commissions Quarterly Report of Committee Celebrations & Committee Co	April
<u>OBJECTIVES</u>	ACTIVITY TASK	DATE
Assist in Long-Range Planning for Program Development EVALUATION OF PLAN OF WORK	Office of Ombudsman with subpoena power with adequate Hispanic representation. Hire or Police force sensitivity training on a continual basis. Use of deadly force. ANNMAL report 1st Deast Identify shortlong range goals ENERGY JOBS TRANSportation Annual report 2ND Draft Discussion and modification of annual report FINAL DEAST	June July August
PROVIDE ORGANIZATION FOR NEXT YEAR	Provide support and Publicity for Mn. Hispanic Week Discuss proposed plan of work for 1981-1982 Nominations for election of officers New members 1981-1982 Prochomation on mn. National Hispanic Heritage Week Participate, Promote, Publicity	September

To Dispanie Advisory Committee March 19, 1981 Subject Atomo : Chicano de ducational advisony Council to Petu Magisth. Summery of Jan 15, 1981 and Feb. 11, 1981 meetings. The purpose afthis sub-committee as defined by the Chlipperson Jose any of the Chicono Educational advisory Council, is to review existing quablemo and to determine their appropriateness for this committee. To be ofen and to envestigate esseus regarding grevances. I omake recommendations to C. Peter Magneth for needed Changes in the structure or procedures at the University of Minnesoto. The subcomittee feet that we need to guestions regarding our rate and authority were raised and discussed. back subcommittee should have a chairperson and a recorder; the subcommettee should be open to voluntues; the chargeson to be a menter of the Chicond & ducational advisory Council. There is a need for structure and accountability. Subcommette (3) must be accountable to the larger advisory Committee Recommendations coming from Fact Finding sub Commetter should first have the sanction of the Chicano Ed. advisory committee to leter Magneth, before going any further . Reporting, recommending and revesing are all important as well as community awareness. We recommend sometind of system

to Communicate to the community the progress of the committee and as as slatus report of the University of the implementing progress in implementing the advisory o recommendations. Concern was voiced on the November 1977 Tack Force recommendations and what has actually been emplemented. Rub. committee questioned whether there was a Humonholsting Policy is commetment from the President of the Hoff. relations policies to review, refine and revise if need be - what are the procedures for imple mentation: What are Federal level, state level and how do they Compan with the renwersety? Racism: Develop spele Specific quidelines, process for dealing with specific incidents as they occur (including process prior to F.F. Subcom. receiving a specific complaint.) Consciousness raising regarding institutional racism" What kind of inservice for staff is available? The State dept of Education requires 60 her of human relations training for all staff is the theng compliance? affirmative action We need to investigate the University o pulicies and proudenes in this regard. The question was raised if this would be diplication of effort with the implayment subcommittee?

Riview of Steff Fernientin On indepted review was instiguted of Rarela Trujello) Lucero o termination contingent on the P.Hd. The subcommitter's review resulted in the following recommendations: The subcommittee recombado reinstatement of Marula humo with tenure. The subcommittee is aware of the many Chicenes who are student and community oriented, being terminated or forced to griet because of their commitment To the student and to the community. The subcommittee wants recognition of this Commitment as well as what the University requires for tenure and /or retention to be of equal value in thereps of the administration. We identify with these people and recommend wheir retention and or reinstatement.

To: Hispanic Educational Advisory Council Members and other conerned individuals

From: John Pacheco, Chairperson Conference Planning Committee

Re: Conference - June 5-6, 1981 Radisson St. Paul Hotel 11 East Kellog Blvd, St. Paul

May 22, 1981

This working conference was planned with an intent to provide an opportunity for interested individuals to participate together with Advisory Council members in addressing issues at the University of Minnesota. The purpose of this conference is to address and finalize committee recommendations which will be forwarded to President C.P. McGrath and to define areas of responsibility, selection process, and structure of next year's Advisory Council.

As you know, these issues are extremely important and full participation by Council members and alternates, University students, Hispanic staff members, and concerned community members is needed. Please make very effort to be in attandance.

Please notify my office (telephone # 348-8550) or the Chicano-Latino Center (telephone # 376-8020) of your intent to attend by Thursday May 28, 1981. Lunches will be provided to the first fifty (50) people who pre-register.

Sincerely,

John Pacheco Jr.

REPORT

OF THE

ad hoc COMMITTEE ON GRIEVANCES

Ronald Akehurst

Ann Bailly

John Black

Shirley Clark, Chairperson

Eloise Jaeger

Jeffrey Lalla

Albert Linck

Clarice Olien

Gerhard Weiss

September 28, 1978

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Background

In his letter of April 25, 1977 to Professor Fred Morrison, Chairman of the University Committee on Tenure, copies of which were sent to three other Senate and University committee chairmen, President Magrath stated his belief that the problem of overlapping jurisdictions between faculty grievance procedures should be resolved. He suggested that a study group be formed to develop proposals to "(1) resolve the jurisdictional problem which has become so troublesome; (2) develop simplified procedures for handling grievance-type situations involving University faculty; (3) develop a grievance mechanism that to the maximum extent possible minimizes the legal advocacy mold that too many grievance procedures seem to be drifting into, and sharply reduce the formality." President Magrath added that he strongly believed in the place and role for legal advocacy and formalities in cases that go before the Senate Judicial Committee and involve such drastic acts as the possible termination of the employment of a tenured faculty member.

Following President Magrath's proposal that the four University committees most primarily involved would designate one individual each to serve and that central administrators who dealt with faculty grievance matters should also serve, nominations for membership were made in late spring of 1977. Vice President Bruning took steps to establish the ad-hoc committee in July, 1977. Representing standing committees were Professors Ronald Akehurst, University Committee on Tenure, John Black, University Appeals Committee for Academic Freedom and Responsibility, Eloise Jaeger, Senate Committee on Faculty Affairs, and Clarice Olien, Senate Judicial Committee. Professor Gerhard Weiss who had been appointed Chairman of the University Appeals Committee for Academic Freedom and Responsibility for 1977-78 was asked to

serve on the <u>ad hoc</u> committee because of his considerable experience as Grievance Review Officer of the College of Liberal Arts. University central administrative staff members who joined the committee were Associate Vice President A. J. Linck, Assistant University Attorney Jeffrey Lalla, and Assistant Vice President Shirley Clark, who accepted the role of committee chairperson. Ms. Ann Bailly and Mr. Gary Engstrand served as staff resource persons to the committee, Ms. Bailly throughout the year and Mr. Engstrand through Fall Quarter 1977. Ms. Elizabeth Quam provided secretarial support to the committee.

At the initial organization and orientation meeting called in late July of 1977, it was agreed that the committee would begin to meet more regularly to accomplish its objectives after the Fall Quarter began, since several members had planned late summer vacations and at least two critical faculty members on B term appointments had made other plans for the next several weeks. Accordingly, the ad hoc committee on grievances began a regular series of meetings in late September of 1977. Over the academic year, the committee held nine full meetings, two special meetings: one to which collegiate grievance review officers were invited, and one which was an open forum for interested parties who wished to address the committee on matters within President Magrath's charge. The ad hoc committee divided itself into three topical subcommittees which met frequently between full committee meetings. One subcommittee worked on a statement of jurisdiction and considered problems of communications about grievance procedures within the University community, another subcommittee developed a statement of functions and a set of model procedures for collegiate level academic freedom and responsibility committees, and the third subcommittee formulated a statement of the roles and functions of grievance review officers in the University.

Orientation and Discovery of Issues

Although each committee member brought some specific background or expertise relative to grievance procedures and grievance issues with him or her as the committee began to address its task, the meetings during Fall Quarter essentially were given over to informing ourselves of the numerous grievance procedures available within the University to students, faculty and staff. There is no bulletin, directory or road map which lists all of these procedures: their purposes, jurisdictions, processes and appeal channels. They are disseminated separately in handbooks, brochures, Senate minutes, Regents minutes, memoranda, committee materials and other formats. Some procedures are highly structured and specific whereas others are characterized as being informal and ad hoc. A collection of applicable documents concerning all-University policies and procedures was developed and distributed. It was recognized that additional and widely disparate procedures are available in most collegiate units to deal with student scholastic problems; the committee made no systematic attempt to examine these since this area seemed beyond the purview of the committee's charge. Time and time again we encountered the difficulties in working around the proposed extensive revision of the Regulations Concerning Faculty Tenure which include a provision for establishment of faculty complaints committees at several levels and some changes in the Senate Judicial Committee structure jurisdiction and operations. If (or when) the revised Regulations are implemented, certain current issues of jurisdiction and procedure will be settled. However, until the revised Regulations become reality, ad hoc procedures with their endemic shortcomings will continue to be used for faculty employment complaints. Accordingly, the committee chose not to concentrate attention on faculty employment complaints procedures and the

Senate Judicial Committee since proposed revisions were developed and approved by the Faculty Senate over five years ago and their adoption is pending the resolution of collective bargaining questions.

After preliminary consideration of immediate issues and concerns, the committee decided that it would be useful to provide a forum for expression of views by grievance review officers, grievance committee chairpersons, administrators, representatives of faculty organizations and others. Since no central listing of college/campus grievance review officers or college grievance committee chairpersons exists, provosts and deans were asked to call the prospect of the forum to the attention of the persons in such positions in their units. The forum was also announced at a meeting of the Council of Academic Officers where deans and directors were urged to attend the forum, write or call the committee chairperson concerning their perceptions of the issues involved and their resolution.

In addition to committee members, eight other individuals attended the forum on November 3, 1977, in their roles of GROs, grievance committee chairpersons, and interested parties. Campus representatives from Crookston, Duluth and Morris participated via conference call. The discussion centered on six issues after each participant made a statement to the committee:

- jurisdictional overlap, multiple jurisdiction, vague definitions
 of what grievance committees should handle which issues
- 2) the role and function of collegiate GROs the need for information and training of GROs to enhance their effectiveness
- 3) the possibility of opening grievance hearings, who decides whether hearings are open or closed, problems with open or closed hearings
 - 4) the need for faculty members to be informed about what criteria

are used for their evaluation and for more information about grievance procedures

- 5) the growing need for legal assistance by both grievant and respondent, the availability of the University Attorney's Office for advising of grievance committees on procedure, the need to remodel existing grievance procedures to avoid legal entanglements and expenses ("grass-roots procedures" was a phrase used throughout the discussion)
- 6) the need for development of model procedures to assist colleges in their implementation of the Academic Freedom and Responsibility (AF and R) policy since many feel that they are on their own in being required to develop adequate and fair procedures without the expertise from which to draw assistance as necessary.

In addition to the materials distributed by participants at the forum, five persons representing deans, a GRO and a faculty member highly experienced in tenure matters sent substantive letters to the committee which were discussed initially at the December first meeting and referred to occasionally thereafter for the seminal thoughts which these letters contained. One writer invited consideration of multiple jurisdictions over student conduct matters; since this area was outside our charge as we understood it and fell within a review being conducted by an <u>ad hoc</u> committee working with Vice President Wilderson, we did not discuss that issue at length, although we attempted to keep abreast of the activities of the <u>ad hoc</u> committee of senior Student Affairs staff members and they with us, throughout the next several months.

Upon examination of the substantive letters, a number of concerns became apparent and largely reinforced the configuration of issues which

resulted from the open forum. Writers noted the lack of a clear statement of grievable issues and procedural jurisdictions, the need for an extensive revision or abolition of the April 18, 1974 Senate Statement on Academic Freedom and Responsibility which in the view of one writer may provide for proceedings which, in and of themselves, are dangers to academic freedom and can be used to intimidate faculty members to refrain from expressions of views or evaluations which are not popular. Writers also argued the need for codification of Judicial Committee decisions by the Judicial Committee in order to produce an index of complaints which the Judicial Committee has heard in the past and is willing to hear in the future. Also suggested in the letters were the need for explication of the definition of the responsibilities of the grievance review officers including the University Grievance Review Officer, the need for model procedures for grievance committees, the need to reduce the number of potential appeal levels, the need to simplify as far as possible the quasi-legal nature of procedures and the need to recognize that the complexity and time involved in the use of the procedures sometimes weighs heavily on the grievants and particularly on the respondents who may find themselves entangled in several proceedings for which no legal or para-legal assistance is provided.

One additional effort was made to solicit views of the faculty and other members of the University community regarding the charge to the committee. A notice was published in Brief on December 7, 1977, resulting in three more letters, one of which suggested that the committee clarify the useage of certain terms, another raised procedural questions and the third from the first chairman of the University Appeals Committee on Academic Freedom and Responsibility expressed interest in our task.

As a result of the review of the policy and procedure documents, the

expressed views of participants in the forum and the several letters, committee members decided that they would divide into three subcommittees to study the following issues:

- A. Jurisdictional overlap; problems of communication about University grievance procedures. Ann Bailly, Shirley Clark and Clarice Olien agreed to work on this subcommittee.
- B. The role and function of the GROs, including the University GRO.

 John Black, Eloise Jaeger and Al Linck joined this subcommittee.
- C. Revision of the function of Academic Freedom and Responsibility grievance committees; development of model procedures. Ronald Akehurst, Jeffrey Lalla and Gerhard Weiss undertook these tasks.

Case Study: The Universe of Academic Freedom and Responsibility Grievances Within One College

Because the brunt of criticism and concern relative to grievance procedures and problems had fallen on the Academic Freedom and Responsibility policy of April 18, 1974, during the committee's exploration of issues, and because no systematically collected data on the number of grievances dealt with under the policy could be found due to the highly decentralized nature of the record-keeping and to the lack of any formal records at all, in many instances, it was agreed that an attempt would be made to collect information pertaining to Academic Freedom and Responsibility grievances since the implementation of the 1974 Senate policy in one of the larger Twin Cities Campus colleges.* The findings were as follows. During that period of time, seven departments of eight reported no filing of formal grievances at all. Within these units there were several grade complaints by students which were brought to the attention of the chairperson and subsequently resolved

^{*} The name of this college is not given to protect the privacy of grievants and respondents.

informally with the parties involved. One department, however, reported that four grievances had been filed and formal departmental hearings were held with subsequent appeals filed by the grievant in at least two of the cases in which the respondent's action was upheld. These complaints concerned alleged failure to provide equal access to placement opportunity, sex discrimination, or sex and age discrimination related to thesis or examination failure. The college GRO reported that during his term of office which spanned the period of time under study, the college-level Academic Freedom and Responsibility Committee did not find it necessary to hear a single case.

The committee found it difficult to draw conclusions valid for the entire University from the experience of this one college.* From the volume of criticism voiced to the committee, we would have expected a greater number of formal hearings. Perhaps some grievances are so extraordinarily consumptive of the time and emotional energies of many persons that their effects extend well beyond single cases. Also, there appears to be so much uncertainty as to what is grievable and how to proceed with a hearing that time may be spent in making decisions and in developing procedures in excess of that which would be typical if policies and procedures were simplified and clarified.

Further Consultations with Collegiate Grievance Review Officers and Others

To advance the understanding of the committee in general and the work of the two subcommittees dealing with jurisdictional questions and with the

^{*} At the January 29, 1977 meeting of the University Appeals Committee for Academic Freedom and Responsibility, Chairperson Marcia Eaton reported on the results of an informal survey taken of GROs in an effort to discover what, if any, problems were being encountered by them. She reported that most officers reported no grievances and hence no problems. By far the greatest number of cases involved grade disputes and several units reported dissatisfaction with settling these through the rather elaborate grievance procedures required by the Senate legislation of 1974.

role of the GRO, additional consultations were scheduled. The subcommittee working on jurisdictional questions met with Professor Fred Amram who chaired the University Appeals Committee on Academic Freedom and Responsibility during the first year of that committee's existence when the statement, later approved by the University Senate on April 18, 1974, was drafted. This meeting was particularly helpful from the standpoint of recalling the context in which the Academic Freedom and Responsibility statement was developed. The context was a University environment deeply affected by the war in Southeast Asia and specifically by the Cambodian crisis. There was some melding of the political upheavals with the academic enterprise: some classes were being cancelled, or course content and format were changed to include political material and discussions. These events and this politicized environment contributed to the shared anticipation that many academic freedom and responsibility grievances might result and some structured means would have to be provided for resolution of them. In response, the University Appeals Committee on Academic Freedom and Responsibility made an effort to find out what responses colleges had made in the implementation of earlier Senate and Regents' policy statements on Academic Freedom and Responsibility, then drafted a description of existing grievance mechanisms (now admittedly somewhat out of date), a rationale for what ought to be and mechanisms for implementation, culminating in the policy and procedural statement which was approved by the Senate on April 18, 1974. Apparently it was not the intention of the early University Appeals Committee on Academic Freedom and Responsibility that students' grade complaints would be heard by Academic Freedom and Responsibility committees unless they clearly involved infringement of academic freedom and responsibility. Nor was it the intention of the drafters that A.F. and R. committees would be

required to hear all grievances presented to them if they deemed consideration to be inappropriate, nor was it intended that A.F. and R. committees would deal with matters affecting faculty status or employment under the Regulations Concerning Faculty Tenure. Professor Amram offered this interpretation along with other observations and opinions on the expectations and intentions of the policy drafters.

On February 9, 1978, four collegiate GROs met with the committee to discuss their perceptions of the GROs role, kinds of complaints received and responses to them, record keeping, needs for information, education and assistance, problems and suggestions for the committee. At the following regular ad hoc committee meeting on February 16, 1978, another GRO and a college grievance committee chairperson substituting for a GRO discussed similar topics with us. It was evident that little structuring of the role and functions of GROs is provided by the Senate policy of April 18, 1974 which created the positions. Nonetheless, the resourcefulness and helpfulness of the GROs who spoke with us was impressive. Each faculty GRO conceptualized the role somewhat differently, some emphasizing the informal mediator or ombudsman style and others defining their responsibilities as "traffic officer," expeditor, procedural administrator and someone who "helps filter through red tape." The role of GRO seemed to differ according to personal preference and the types of procedures established in the college. While several of the GROs were relatively comfortable with their perceptions of what the role seemed to be, others thought the role was "unclear" and "frustrating." There seemed to be general consensus that provision of information and at least an annual workshop-type meeting definitely would be useful to GROs, especially newly appointed ones. Some concerns about records storage security in faculty offices were raised. At least one GRO felt that many hours had been spent on

dealing with "frivolous" grievances. The experiences and observations of these collegiate GROs formed the basis for the development of a statement of roles and functions of Grievance Review Officers.

Proposal One: Functions of Grievance Review Officers

From the discussions with GROs and other knowledgeable persons and from study of relevant documents, the subcommittee drafted a statement of the functions of GROs which was reviewed and agreed upon by the full committee. The purpose of the statement is to further define and develop the role of the GRO which is included in the Academic Freedom and Responsibility Senate policy of April 18, 1974, but which is treated rather briefly therein. It was the consensus of the committee that the GRO should play an advisory role, not an advocacy role. He or she needs to be well informed regarding procedures and routes for complaints; the recommendations relative to provision of information and training should facilitate the GROs effectiveness. It was also the view of the committee that senior faculty members rather than junior faculty members should be asked to serve as GROs because a junior faculty member could find himself or herself in an intimidating position from time to time. Since it does take time to become familiar with procedures and resources, it is suggested that GROs serve three year terms. From the representation made to the committee by two first year GROs, it was evident that they were most grateful for the assistance extended by the former GROs of their units in learning this important role.

The committee proposes that the all-University Grievance Review Officer be a faculty member appointed by the President after appropriate consultation. This is in keeping with the intent and expressions of the University Appeals Committee on Academic Freedom and Responsibility and the Senate, as we understand it. If demands on that position require it, some secretarial

support and released time from teaching duties may need to be committed to the office.

The proposed statement of functions of GROs follows.

Functions of Grievance Review Officers

1.0 Function

The function of the Grievance Review Officer (GRO) is defined in the Senate Statement on Academic Freedom and Responsibility adopted April 18, 1974. The explicit responsibilities of the GRO include: a) monitoring grievance procedures to protect the rights of grievant and respondent; b) transmitting appeals to the appropriate authority; c) transmitting summaries of grievance procedures to the University Grievance Officer. The sense of the Senate is quite clear that a GRO should be a faculty member rather than an administrator. This point was clarified by the Senate on March 2, 1978. A revision of the 1974 Statement permits "officers of the Graduate School, Continuing Education and Extension and Central Administration" to serve as Grievance Officers since their units consist entirely of personnel with primary administrative assignments.

2.0 The All-University Grievance Officer

The following points about the all-University Grievance Review Officer have emerged from discussions of the \underline{ad} \underline{hoc} committee on grievances.

- 2.1 The all-University Grievance Officer should be a faculty member (position of all-University Grievance Officer illustrated in Figure 1).
- 2.2 The all-University Grievance Officer should be appointed by the President after consultation with the University Appeals Committee on Academic Freedom and Responsibility and ratified by the University Senate.
- 2.3 The all-University Grievance Officer should develop and update annually a directory of all GROs and grievance committees by college.

- 3.0 The Implied Functions of the Unit GRO
- 3.1 The Senate Statement reads as follows:

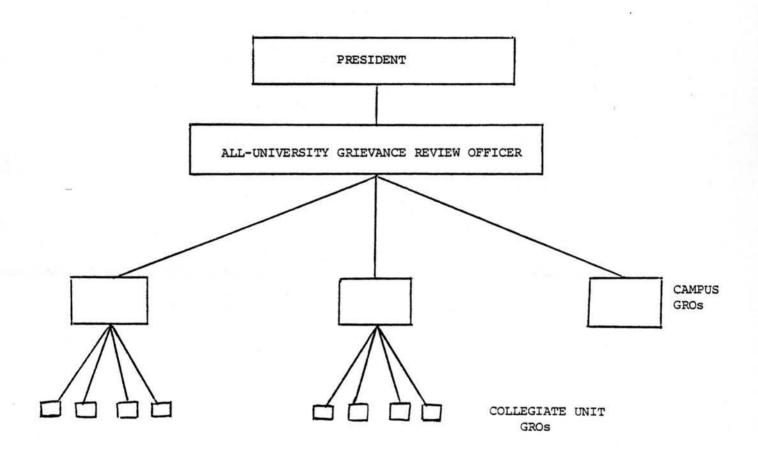
"It is hoped that, whenever possible, grievances will be resolved through informal negotiation between the persons involved, possibly with the assistance of other persons within the unit."

- 3.2 The duties of the unit GRO are so defined as to permit flexibility in order that the job fits the needs of the unit that is served. Consequently, GROs in some units assume active roles as informal mediators. In other units, the GRO serves mainly to direct grieving persons and grievance documents to those persons who assist with the formal procedures. Either modus operandi is consistent with the Senate Statement.
- 3.3 GROs acting as an informal mediator should of course, do so in good faith, and with the consent of both parties. In any case, the GRO is obliged to provide accurate procedural advice to both parties in a grievance.
- 3.4 Policies & Procedures of the College. GROs and grievance committee chairpersons should review all matters pertaining to grievance policies and procedures set forth in the constitution or other documents provided by the College.
- 3.5 The GRO must be able to distinguish appropriate from inappropriate grievances and redirect those deemed inappropriate. By "inappropriate" is meant those grievances which lie outside the jurisdiction of academic freedom and responsibility procedures as defined in the Senate Statement. Where necessary, the GRO should consult with the unit grievance committee on questions of jurisdiction. When a grievance appears to lack substance the GRO may so advise the grievant, but the decision to accept or reject rests with the concerned committee.
 - 4.0 The Length of Appointment and Training of the GRO

- 4.1 A term of three years is recommended for all GROs. A three year term provides for continuity. Further, it would be desirable to have a newly-selected GRO serve an apprenticeship during the final months of the predecessor's term.
- 4.2 It may be useful to have an annual workshop for GROs and grievance committee chairpersons planned and conducted by the all-University GRO in consultation with the Office of Academic Affairs.

NOTE: This statement should be viewed as an initial step in clarifying the GRO's selection, functions, terms of appointment and training and support services. The document should be reviewed periodically with appropriate changes made as needs arise.

FIGURE 1



Proposal Two: Function and Jurisdiction of Academic Freedom and Responsibility Committees

Probably the major impetus to the establishment of the <u>ad hoc</u> committee was the growing concern expressed by faculty members over the proper jurisdictions of Academic Freedom and Responsibility committees which have faculty, student and civil service members. The University Committee on Tenure and other committees had expressed the need to clarify the jurisdictional issue during 1976-77 relative to proceedings against faculty members which could potentially affect their employment or tenure status. Concern was also voiced that unit Academic Freedom and Responsibility committees did not feel free to decide which grievances to hear, due to the rather sweeping jurisdictional statement in the April 18, 1974 policy, and they were having to proceed without sufficient guidance.

As a consequence of our deliberations over the year, it did not seem to us that the April 18, 1974 policy was intended by its drafters or by the Senate to compromise faculty rights under the Regulations Concerning Faculty Tenure in any way. However, while it is easy to express this principle, in fact, some claims of denial of academic freedom or failure to fulfill academic responsibilities do impinge on faculty performance, competence, tenure code rights and the terms and conditions of employment. Therefore, in order to achieve a constraint on Academic Freedom and Responsibility proceedings, we have proposed that if the relief requested by the grievant affects a respondent's employment status, tenure status or student status, the grievance committee may not proceed, and/or if a grievance committee recognizes in the course of a proceeding that evidence suggestive of probable action affecting employment or tenure status has been presented to them, the hearing should be shut down and the record closed.

In the view of our committee, Academic Freedom and Responsibility committees should deal only with academic freedom and responsibility grievances. We concluded that the catch-all aspect of the jurisdiction established in the April 18, 1974 policy under II.E.4. is far too broad and it invites the impression that everything is grievable for it provides for

"other grievances not falling within any other existing grievance system. In view of the broad definition of academic freedom and responsibility discussed earlier, it is appropriate to include within the jurisdiction of these committees any grievances not covered by any other grievance system."

If the <u>ad hoc</u> committee proposal is accepted, section II.E. of the April 18, 1974 Senate policy will need to be revised accordingly. Sections III. and IV. of the Senate policy which deal with grievance committees, implementation procedures, principles of resolution and appeals will also require revision if these proposals are accepted. In fact, the entire policy statement would profit from revisions to incorporate current grievance procedures in the University (Section II) since information concerning some of these is now out-of-date.

The proposals for function and jurisdiction attempt to provide for a reduction in structure at the same time they suggest a narrowing and clarification of grievable matters under the Academic Freedom and Responsibility policy. Committee members felt strongly that grade disputes should not be resolved via the structure which the April 18, 1974 policy provides unless academic freedom and responsibility issues are clearly involved. Some colleges have other structures, student scholastic committees for example, which consider grade complaints whereas others do not. We felt that resolution of grade matters should be managed at the department level and

as informally as possible.

In general, the committee felt that departmental attention to grievances should be informal and that the trappings of an evidentiary hearing should be avoided at that level. Accepting this principle would lead to a reduction of "superstructure," formalism, and legalism which are a heavy and perhaps unnecessary burden on departments. Reduction in formal evidentiary committee levels may also help to control the number of potential appeals. We believe that the rule should be one evidentiary hearing and one appeal, not two or more appeals which can become wasteful of precious faculty, student and staff resources.

Our proposals relative to Academic Freedom and Responsibility committee functions, levels and jurisdictions follow.

The Function and Jurisdiction of Academic Freedom and Responsibility Grievance Committees

1.0 Functions of the Two Committee Levels

Academic Freedom and Responsibility Grievance Committees exist in order to provide a dispute resolution mechanism for aggrieved faculty, students, and staff who believe that their academic freedom has been violated or that a faculty member, student or staff member has breached his or her academic responsibilities. There are two types of committees, each of which functions differently.

1.1 Committees at levels lower than the collegiate level perform an investigative and mediation function. These committees may proceed in any manner they deem appropriate to the particular grievance. It is hoped that this informal approach will result in an acceptable resolution of the grievance. Procedural due process need not be accorded at this level. If the grievance is not satisfactorily adjusted at this lower level, full

procedural due process should be assured at the collegiate level.

1.2 Collegiate level committees perform an evidentiary hearing function. These committees accomplish their function by considering material evidence bearing upon the allegations contained in the grievant's written complaint and the respondent's written answer and by making certain determinations based upon the evidence considered. In any collegiate level proceeding the committee may be required to make up to three determinations. It must first determine the truth or falsity of the evidence considered. In making this determination it is guided by the applicable burden of proof. Secondly, if the committee finds some or all of the factual allegations contained in the grievant's complaint to be true, it must render its conclusion concerning whether or not the factual allegations which it found to be true constitute a violation of the grievant's academic freedom or a breach of the respondent's academic responsibilities. Lastly, if the committee determines such a violation or breach occurred, it must make a recommendation to the appropriate office, group or person concerning a remedy to be accorded.

2.0 Jurisdiction

The jurisdiction of Academic Freedom and Responsibility Grievance

Committees in the University of Minnesota specifically covers the following:

academic freedom and responsibility grievances brought by students, faculty

members or staff members against other students, faculty members, staff

members, or academic administrators which allege violations of academic

freedom or breaches of academic responsibilities under the various statements

concerning academic freedom and responsibility approved by the University of

Minnesota Senate and the Board of Regents.

^{*} See Rules 2., 3. and 4. of the Model Rules of Procedure which follow.

- 2.1 Grade disputes, unless they clearly involve a violation of academic freedom and responsibility, must be resolved on the departmental level. In order to be the basis of a complaint for review by a collegiate level Academic Freedom and Responsibility Committee, the student should-demonstrate that a violation of his or her academic freedom rights had occurred or that the faculty member had not discharged his or her academic responsibility in the situation.
- 2.2 In considering whether to accept a complaint for review, grievance committees at the collegiate level may expect the grievant to have cooperated with attempts made by the Grievance Review Officer and/or others to resolve the grievance and to have made reasonable efforts to use informal approaches to achieve acceptable resolution of the grievance.
- 2.3 The grounds for review by collegiate level committees shall include appropriateness of the complaint, the significance of the complaint, the nature of the relief requested and timeliness. The appropriateness of the complaint refers to the specific action alleged to constitute a violation or breach of a part of the Academic Freedom and Responsibility policy statements. The significance of the complaint refers to the requirement that the complaint be a serious one, that is, the grievant must show that the action of which he or she is complaining is causing substantial and significant prejudice or injury to him or her. Timeliness refers to the requirement that a complaint must be filed within a specified period, or the grievant shall be deemed to have waived any rights he or she otherwise may have under these procedures.
- 2.4 The nature of the relief requested must be such that the committee can deal with it within its purview. If the relief requested for example, affects a respondent's employment status or student status by way of

suspension, removal or other significant action affecting status, the Academic Freedom and Responsibility Grievance Committee should not proceed with the complaint on that basis. Failure of the grievant to state a claim for which relief may be granted is grounds for not hearing a complaint. Academic Freedom and Responsibility Committees are not bound by the relief requested by the grievant in making their recommendations. Such bodies may determine that some other form(s) of relief, if any, may be more appropriate to resolution of the problem than that proposed by the grievant. Committees should take note that if a hearing panel of an Academic Freedom and Responsibility Committee comes to recognize in the course of a proceeding that evidence suggestive of probable suspension or removal for cause or other significant action affecting the status of of the respondent has been presented to them, the hearing should then be terminated, the record closed, and the grievant advised that the complaint may be taken to the appropriate administrator.

Proposal Three: Model Procedures for Collegiate Level Academic Freedom and Responsibility Grievance Committees

In the earliest discussions with GROs and other interested persons, it was suggested that units would find it helpful to have provided to them model Academic Freedom and Responsibility grievance committee procedures which fulfilled the Senate policy principles of fairness, simplicity and accessibility. To this end, a subcommittee informed by Mr. Lalla's expertise developed model rules of procedure which we believe to be legally sound, complete and amenable to implementation by committee members who are without benefit of training in the law. These model rules might be adopted by colleges which are not satisfied with their attempts to develop procedural guidelines or these rules might be held as a standard to which collegiate procedures may be compared. At any rate, it is hoped that these model rules will fill the need expressed by many individuals for assistance in development of good procedures.

Model Rules of Procedure for Collegiate Level Academic Freedom and Responsibility Grievance Committee

Rule 1. Scope and Purpose. These procedures govern all cases heard by the Committee except as they may be modified in accordance with Rule 7. The purpose of these procedures is to provide for the just, fair and expeditious handling of grievances that are within the jurisdiction of the Committee. The term "Committee" means the duly elected, appointed or designated Academic Freedom and Responsibility Grievance Committee of the College of ______ as established in accordance with the Academic Freedom and Responsibility Policy (hereinafter "policy"), which policy consists of:

(a) Resolution on academic freedom approved by the Board of Regents on January 28, 1938;

- (b) Statement on freedom and the University issued by the Board of Regents on December 14, 1963;
- (c) Statement on academic freedom and responsibility adopted by the University Senate on December 17, 1970, and approved by the Board of Regents on January 8, 1971;
- (d) Statement on academic freedom and responsibility adopted by the University Senate on April 18, 1974; and
 - (e) any future amendments of the foregoing.
- Rule 2. Commencement of a Grievance. A grievance proceeding is commenced under these procedures by the grievant filing two copies of his or her written complaint with the Grievance Review Officer of the College of ______. The written complaint must contain, as a minimum, the following information:
- (a) The name, address, and telephone number of the grievant and respondent. The term "respondent" means the person who (i) is alleged to have committed an infraction of one's academic freedom (hereinafter "violation") or a breach of responsibility (hereinafter "breach") as established in the policy, or (ii) appears, from a reading of the complaint, to have a substantial interest in the outcome of the grievance and whose actions appear to be challenged as a violation or breach;
- (b) A statement in plain and simple language of the specific action, including the date when such action occurred, alleged to constitute a violation or breach;
- (c) A verbatim quotation of that part of the policy alleged to be violated or breached by the alleged action;

- (d) The steps previously taken to informally resolve the matter; and
- (e) A statement of the relief requested.

The Committee may not hear the grievance unless the complaint is filed with the Grievance Review Officer within 30 calendar days after the occurrence of the action alleged to constitute a violation or breach.

The Committee may not hear the grievance unless the matter has been previously and finally dealt with by the appropriate departmental level grievance body or unless the Grievance Review Officer of the unit refers the case directly to the Committee.

Rule 3. Mediation. Once the complaint is filed the Grievance Review Officer must send a copy of the complaint to the respondent within three school days after the date of filing. Then the Grievance Review Officer should attempt to informally resolve the grievance by conferring with the grievant, respondent, and such other persons considered relevant to the grievance by the parties and/or the Grievance Review Officer in an attempt to have the grievant and respondent voluntarily settle their differences. If the grievant and respondent do informally settle the grievance (or any part of it) in this way they shall sign an agreement which describes that the grievance (or any part of it) is resolved and the terms or conditions of the resolution.

This agreement shall be a part of the record.

If the grievance is not fully settled informally through mediation within 30 school days * after the date the complaint is filed, the Grievance Review Officer shall so notify the grievant and respondent in writing.

Rule 4. Respondent's Answer. Within 10 school days after receipt of the Grievance Review Officer's letter notifying the respondent that

^{*} A school day is a day of instruction during the regular academic year.

mediation was unsuccessful the respondent shall file two copies of his or her written answer to the complaint with the Grievance Review Officer. The written answer must contain, as a minimum, the following information:

- (a) A statement in plain and simple language (i) admitting or denying the factual allegations of the specific action alleged in the complaint, including his or her version of the specific action involved in the grievance, and (ii) setting forth what he or she believes to be the proper interpretation of the applicable part of the policy; and/or
- (b) If applicable, the allegation that the Committee lacks jurisdiction to hear the grievance or that the complaint fails to state a violation or breach.

Within three school days after the date the answer is filed, the Grievance Review Officer shall forward copies of the complaint, answer, letter of notification of unsuccessful mediation, and the written agreement resolving part of the grievance (the "grievance file") to the chairperson of the Committee, the grievant and the respondent.

- Rule 5. <u>Prehearing Conference</u>. As soon as practicable after receipt of the grievance file from the Grievance Review Officer the chairperson of the Committee must notify, in writing, the grievant and respondent of
- (a) the names of the members of the Committee, or panel thereof, which will hear the grievance,
 - (b) the date, time and place of the prehearing conference, and
- (c) the obligation of the grievant and respondent to exchange between them prior to the prehearing conference a written list containing the names of the witnesses and copies of all exhibits each intends to present at the hearing, and

(d) the consequence of failing to fully comply with Rule 5(c).

Failure to fully comply with Rule 5(c) shall be grounds for exclusion of the testimony of such omitted witness or the introduction of such omitted exhibit unless, for good cause shown which is not attributable to the lack of due diligence of the proponent of such omitted witness or exhibit, the Committee elects to hear such testimony or accept said exhibit.

At the prehearing conference the chairperson should: obtain, if possible, an agreement of the grievant and respondent concerning facts, evidentiary foundation for witnesses and exhibits, and the issues remaining (both factual and otherwise) to be determined by the Committee; attempt to have the grievant and respondent settle the grievance without the necessity of a hearing; establish a date, time, and place for the hearing; and consider such other matters that may be necessary or advisable. All of the foregoing should be summarized in a writing by the chairperson. The written summary should be distributed to the grievant and respondent and become a part of the record.

Rule 6. Conduct of the Hearing.

- (a) Governing Principles. The hearing shall be conducted in such a manner as will ensure fairness to all parties, proceed expeditiously, and tend to elicit the evidence in the most accurate and reliable form as possible.
- (b) Chairperson's Role. The chairperson shall preside at the hearing and shall rule on questions of evidence and procedure, which rulings are appealable to the Committee.

(c) Committee's Role.

(1) The committee shall hear the evidence and based solely thereon shall render its written

- (i) findings of fact,
- (ii) conclusions concerning whether the facts as found constitute a violation or breach, and
 - (iii) recommendation for remedial action.
- (2) The Committee shall rule, by majority vote, upon appeals made by timely motion of the chairperson's ruling on matters concerning evidence and procedure.
- (3) The Committee may question witnesses, may require parties to recall witness previously called, and may require parties to call witnesses or submit evidence not previously called or submitted.
 - (d) Rights of Parties. All parties shall have the right to
 - (1) be represented by an advisor or attorney;
- (2) be afforded a reasonable opportunity to present their case by oral testimony and other evidence;
- (3) present witnesses on their own behalf, call other parties as witnesses, and be witnesses themselves;
- (4) confront and question witnesses called by other parties and otherwise to rebut the evidence produced by other parties;
 - (5) present argument.

(e) Written Statements in Lieu of Testimony

Written statements of witnesses who are not present to testify shall be admitted only by written agreement of the grievant and respondent or if there are compelling reasons why the witness is necessary and cannot be available to personally testify.

(f) Rules of Evidence.

- (1) Evidence to be Considered. In order to be considered by the Committee all evidence, except that which it admits through notice, must be offered and accepted at the hearing and must be made a part of the record. No other factual information or evidence shall be considered by the Committee.
- (2) Notice. The Committee may take notice of facts and University policy which are not offered and accepted as evidence at the hearing if such facts or policy are matters of common knowledge to the University community.
- (3) Admissibility. The rules of evidence applicable in courts do not apply to the Committee hearings. The Committee may admit all evidence which possesses probative value, including hearsay, if it is the type of evidence upon which prudent persons are accustomed to rely in the conduct of their serious affairs. Evidence which is irrelevant, immaterial, or repetitious shall be excluded. The term "irrelevant evidence" means evidence which does not tend to prove or disprove the issue to be determined by the Committee. The term "immaterial evidence" means evidence which, while relevant, is nevertheless of no substantial consequence in aiding the Committee to arrive at its determination of the issue. The chairperson shall, upon objection by a party or upon his or her motion, rule upon all questions of admissibility or exclusion of evidence, which ruling is appealable to the Committee in accordance with Rule 6(c) (2).
- (4) <u>Burden of Proof</u>. The party offering the evidence in support of his or her position concerning the grievance must prove the claims contained therein by a preponderence of the evidence. The term "preponderence of the evidence by whomever produced which

bears on a particular issue must lead the Committee to believe it is more likely that the claims are true than not true;

- (g) Order of Hearing, Presentation of Evidence and Argument. The hearing shall be conducted in substantially the following order:
 - (1) Call to order by the chairperson;
- (2) Argument and determination of motions, if any, on jurisdiction or failure to state a violation or breach; In making said determination, the Committee must assume the facts alleged in the complaint are true;
 - (3) Opening statement by grievant and respondent;
- (4) Presentation of grievant's case; with respect to each witness, the grievant shall question first, the respondent second, and the Committee last;
- (5) Presentation of respondent's case; with respect to each witness, the respondent shall question first, the grievant second, and the Committee last;
 - (6) Closing statements by grievant and respondent;
 - (7) Close hearing and go into executive session.
- (h) <u>The Record</u>. The chairperson shall maintain a record of the grievance proceeding, which record shall include:
 - (1) The complaint and answer;
- (2) Agreement of successful mediation and notification of unsuccessful mediation;
 - (3) Prehearing conference summary;
 - (4) All exhibits, offered at the hearing;
 - (5) A tape recording of the hearing;

- (6) All pre-hearing and post-hearing briefs submitted;
- (7) Written motions made subsequent to hearing or decision;
- (8) The decision of the Committee.
- (i) Appeal. Grievant or respondent have the right to appeal the decision of the Committee to the University Appeals Committee on Academic Freedom and Responsibility. The Appeals Committee will not rehear evidence, nor will it decide the merits of a case. It will review the procedures and investigate if the rights of the appellant have been substantially prejudiced because the disposition was a) made without a reasonable basis in the record taken as a whole; b) was made upon procedures which denied a party's right to due process; or c) was in excess of the authority of those making the disposition.
- Rule 7. Modification of Rules of Procedure. The procedures set forth herein may be modified when necessity arises and good cause is shown.

<u>Proposal Four: Summary of Grievance Procedures at the University of Minnesota</u>

As many commentators on the environment of higher education have remarked, a new grievance context exists in colleges and universities. This current context seems to be more litigious than previously due to changed economic and social conditions and to the establishment of new forums in which complaints may be heard off campus. At Minnesota, grievance procedures have increased in number significantly in the last several years. However, these procedures have not been collected, summarized into a single statement and disseminated. The need for such information was expressed by GROs, interested persons and ad hoc committee members. Therefore, as a sample of the kind of summary statement which could be prepared to meet this need in the form of a brochure, as a section of a bulletin(s) or simply as handout material to be included in a GRO's notebook of policies and procedures, the subcommittee dealing with jurisdictional issues and communication problems prepared the following material. The content of this material includes proposals made earlier in this report. Due to its tentative and incomplete nature, this summary is not meant to be disseminated as is but rather to serve as an illustration of the kind of statement which should be prepared and disseminated.

SUMMARY OF GRIEVANCE PROCEDURES*

General Provisions

A member of the University community who has a grievance should first attempt informal means of resolution. This would include discussion with the individual against whom the complaint is being made, the department or program head/chairperson, and, if necessary or appropriate, the dean. If satisfactory resolution is not accomplished, a complaint may be filed with a request for a hearing before the appropriate committee.

If the issue involves alleged discrimination on the basis of race, sex, color, religion, age, or handicap, counseling and investigation is provided by the Office of Equal Opportunity and Affirmative Action. Federal and State agencies (e.g., the Office of Civil Rights, the Equal Employment Opportunity Commission, and the State Department of Human Rights,) will accept complaints which (a) have not been submitted to existing internal grievance mechanisms, (b) are simultaneously being heard by internal grievance mechanisms, and (c) have been adjudicated by internal grievance mechanisms.

The University provides administrative review and response to complaints from applicants for employment and from applicants for admission to academic programs.

While other Senate or Assembly committees such as the Senate Consultative Committee, the Senate Committee on Faculty Affairs, and the Senate Committee on Educational Policy are primarily policy-making and review committees, some grievance issues may be brought to their attention, particularly if the implications extend beyond the individual case and issues of potential concern to the academic community are involved.

Questions regarding appropriate channels may be directed to the college, campus or University grievance review officer.

Academic Freedom and Responsibility Grievances: Faculty, Students and/or Civil Service Employees

Complaints that allege a violation of academic freedom or failure to meet academic responsibility are heard by committees established by the Senate Policy on Academic Freedom and Responsibility. Grievances may be brought by faculty, students, and/or civil service employees against academic administrators, faculty, students, or civil service employees. Departmental committees perform an investigative and mediation function and may proceed in any manner they deem appropriate to the particular grievance. If the grievance is not satisfactorily adjusted at the departmental level, an evidentiary hearing may be requested at the collegiate level. Appeal from an adverse decision may be made to the University Appeals Committee on Academic Freedom and Responsibility. These committees do not hear complaints where the remedy sought affects a respondent's employment status or student status by way of suspension, removal or other significant action affecting status. Grade disputes, unless they clearly involve a violation of academic freedom and responsibility must be resolved on the department level.

^{*}This summary is intended for general information purposes only; the respective policy statements on each of these grievance procedures should be consulted relative to specific provisions.

In order to be the basis of a complaint for review by a collegiate level Academic Freedom and Responsibility Committee, the student should demonstrate that a violation of his or her academic freedom rights had occurred or that the faculty member had not discharged his or her academic responsibility in the situation. Copies of the Senate Statement on Academic Freedom and Responsibility (April 18, 1974) and related documents may be obtained from the Office of the Clerk of the Senate.

Faculty Status and/or Employment Grievances

A complaint that involves temporary or permanent removal for cause, nonreappointment, or nonpromotion, must be filed with the chairman of the Senate Judicial Committee within thirty days of the written notice. (Sections 13 and 14 of the Regulations Concerning Faculty Tenure.) A three-member panel is named from the Judicial Committee to serve as the hearing body. The panel submits its findings of fact and recommendations to the President for disposition. Copies of the University Senate Judicial Committee Statement of Procedural Principles and Rules of Procedure and abstracts of previous cases may be obtained from the chairperson of the Judicial Committee.

Grievances that involve other conditions of employment (e.g., salary; the assignment of teaching, research, or public service duties; or the assignment of space or other facilities) may be heard by an ad hoc faculty committee or the dean. The faculty member is accorded fundamental fairness, including the right to be aware of the contents of all documents bearing on the decision, to hear opposing statements, to present evidence on one's own behalf, and to be represented by an academic adviser and/or by counsel. Appeal from an adverse decision may be made to the Senate Judicial Committee.

The University Committee on Tenure, which is responsible for proposing necessary additions and modifications to the <u>Regulations Concerning Faculty Tenure</u> also provides interpretations and opinions thereof.

Student Discipline Grievances

A complaint involving student misconduct, scholastic or non-scholastic, can be processed by reference to the document "A Statement of Standards of Student Conduct Enforceable by University Agencies" approved by the Board of Regents in August 1970 and revised by them in 1975 and 1978. This document sets forth the specific violations actionable by the University (the conduct code) and the procedures appropriate to have those violations adjudicated on the Twin Cities Campus. Copies of "A Statement of Standards..." can be obtained from the University's Conduct Code Coordinator in the Office of the Vice President for Student Affairs.

Scholastic dishonesty is a violation of the conduct code. Each college has authority and jurisdiction over intracollege scholastic dishonesty charges as defined in the conduct code or by the collegiate unit. When a charge of scholastic dishonesty crosses college lines, that is, when the student is not enrolled in the college from which the course or program originates, and the matter cannot be satisfactorily resolved by the instructor, the allegation should be forwarded to the Conduct Code Coordinator.

Besides detailing the role of the Conduct Code Coordinator, who charges

students with violations of the conduct code, "A Statement of Standards..." outlines the role of two major hearing units in its procedures section.

The more informal of the two is the Special Counseling Office, which usually handles those allegations sent to it by the Conduct Code Coordinator that are not particularly serious or complex, and/or that have evidence that is clear, compelling, or not in question. While this office attempts to cooperate within the context of the educational development of the accused student, strict due process guidelines are followed, serious sanctions can be levied and a written record is kept. The more formal hearing body that handles cases beyond the scope of the Special Counseling Office is the Campus Committee on Student Behavior. This committee of the Assembly Committee on Student Affairs has developed detailed formal hearing procedures for cases against both individual students and registered student organizations. Copies of either of these procedure statements can be obtained from the Secretary of the Campus Committee on Student Behavior, who also serves as the Director of the Special Counseling Office.

Other Student Grievances

Complaints involving grade disputes that cannot be resolved by instructor-student discussion and complaints involving a student's academic progress, including nonacceptance to or dismissal from a program can be directed to the Scholastic Standing or Scholastic Progress Committee of the college in question.

The residence hall system within the University's Housing Office has its own behavioral codes and procedures for their adjudication set within the framework of the conduct code Item #7 Departmental Rules. Copies of the residence hall code or questions about the procedures can be directed to individual residence hall directors or the Director of Housing.

Complaints involving alleged violations of Office of Student Financial Aid rules or violations of Recreational Sports rules and regulations can be directed to the appropriate departmental directors for referral to their established grievance committees.

Consultation and help with student discipline or other student grievances is available through the Conduct Code Coordinator and the Student Ombudsman Service. Most of the colleges have student boards which may investigate student problems and make recommendations to the college or department.

Graduate Assistant Grievances*

Grievances arising from assignment of duties, workload, promotion, and termination or suspension before the end of the term which have not been resolved through informal means may be brought for hearing before an ad hoc committee consisting of faculty members and graduate assistants not involved in the grievance. The graduate assistant initiates the procedure by filing a written complaint and request for hearing within 30 days after the occurrence of the alleged grievance. The statement should specify the nature of the complaint and include a description of the informal means employed to resolve the grievance. The complaint should be submitted to the department head (or

^{*}These same procedures may be followed for resolution of similar employment grievances of undergraduate (academic) assistants.

equivalent administrator) and the collegiate grievance review officer. The hearing will ordinarily be held at the departmental level, but a request may be made to the collegiate grievance review officer to hold the hearing at the collegiate level.

The graduate assistant is accorded fundamental fairness, including the right to be aware of the content of all documents bearing on the decision, to hear opposing statements, to present evidence on one's own behalf, and to be represented by a faculty or student adviser and/or by counsel. Appeal from an adverse decision may be made to the dean or the academic vice president. These grievance procedures are described in more detail in the Handbook for Graduate Assistants (if revised) available from departmental offices.

Civil Service Grievances

Student Employees

Under specified conditions relative to the number of work-hours completed, student employees, excepting academic student employees, may file formal grievances under this procedure over any controversy arising out of the interpretation of these policies or any dispute concerning conditions of employment. If the grievance involving a charge of discrimination may be filed regardless of the number of hours worked, these steps are followed in processing a student grievance with resolution attempted at the first possible step:

- Step 1: Discussion between the aggrieved student and his/her immediate supervisor.
- Step 2: Request to the Student Employment Service for mediation assistance and meeting of the student with his/her department's next level management head.
- Step 3: Grievance Review Hearing. Presentation of the grievance through Student Employment Service for a review hearing by the Grievance Review Committee consisting of the Director of Personnel or his designee, the Administrative Vice President or Provost or his designee from the department involved, and a student employee selected by the aggrieved. Decisions by the committee are final and binding upon both parties.

For details, a copy of the Grievance Procedures may be obtained from the Student Employment Service.

Regular Civil Service Employees

Under specified conditions relative to employment status and number of hours worked, civil service employees may charge an alleged improper application of the Civil Service Rules or the Civil Service Classification or Compensation Plan, or alleged improper interpretation of these rules. To be processed through this procedure, a grievance must be submitted at the first step no later than 30 calendar days after the aggrieved condition became known or should

have become known. These four steps are followed in processing a civil service employment grievance:

Step One: Oral Resolution. The aggrieved employee and/or his/her designated representative shall take up the grievance with the appropriate supervisor who shall respond within 5 work days.

Step Two: Formal Resolution. Within 5 work days after receipt of a written grievance, a Personnel Services Representative shall chair a meeting between the parties to the grievance and shall attempt mediation.

Step Three: Grievance Review Hearing. If the aggrieved employee remains dissatisfied with the results of Step Two, he/she or designee shall present the written grievance within 10 work days to a Review Panel composed of the unit Vice President or his/her designee, the Director or his/her designee, and a member of the Grievance Review Board chosen by the aggrieved. Decisions of the Panel are binding upon the University as long as they are in compliance with the Civil Service Rules.

Step Four: Arbitration. Within 10 work days after receipt of the Panel's decision the aggrieved employee or his/her designee may file a request in writing to appeal the Panel's decision to arbitration. The grievance to be appealed to the arbitrator shall be presented by joint written stipulation of the grievant and the University. Procedures for the appointment of an arbitrator and for a hearing are provided. The decision of the arbitrator shall be final and binding on all the parties.

Within the civil service grievance procedure, provision is made also for handling grievances against the Personnel Department.

Copies of the Civil Service Rules may be obtained from the Personnel Department. (Rule 14 is the Grievance Procedure.)

Conclusion

In concluding our work after a year of study, the ad hoc committee felt that some misgivings about our proposals should be shared with President Magrath and the various Senate and University committees to which these proposals may be submitted for review, modification and possible endorsement. Even with the revisions for clarification and simplification which we are recommending, the Academic Freedom and Responsibility system of grievance procedures will remain a rather extensive and elaborate mechanism which is not being used to the extent that must have been envisioned originally when the policy was approved by the Senate. If our proposals regarding delimitation of jurisdiction are accepted, there is likely to be even less use made of, or demand for, these procedures. Thus, a more radical proposal than we were ready to support at this time, but one which deserves consideration, would be to wholly abolish the Academic Freedom and Responsibility procedure, and to deal with such bonafide academic freedom and responsibility grievances as do arise through another established committee process or through an ad hoc committee process and/or through administrative review. We prefer the alternative of determining, within a specified period of time, whether there is sufficient need for the separate Academic Freedom and Responsibility grievance procedure, to justify the election of the committees, the training of committee members and GROs, the development of procedures and the overall commitment of human resources to this activity.

Members of the <u>ad hoc</u> committee are deeply grateful for the thoughtful and provocative contributions to our task furnished by Grievance Review Officers, interested faculty members and academic administrators throughout the University. We invite your opinions and your comments.

4649 Decatur Avenue North New Hope, Minnesota 55428

April 19, 1978

Hermanos y Hermanas en La Raza:

We, the Chicano/Latino Advisory Committee to the Mayor of Minneapolis, hereby announce our existence. We welcome your input and participation in order to fully fulfill our mission as your representatives.

Our committee was initially constituted from ward representatives, assembled by among other organizations: Chicanos/Latinos for Political Action; Centro Cultural Chicanos; Chicanos Venceran; Centro's Services for Spanish Speaking Senior Citizens. The members were selected by Minneapolis City Mayor Albert Hofstede from a slate of candidates who responded in writing to the public announcement.

The present committee has been appointed for a period of two years. This committee represents not only ward representatives but also members at large. The committee presently consists of 19 members, and the office holders chosen by the body are: Ms. Irene Gómez Bethke, Chairperson; Mr. Alfredo M. Gonzalez, Vice Chairperson; Ms. Laura Garcia, Recording Secretary. Meetings are presently scheduled for alternate Tuesdays, in Room 127 City Hall (Old Court House), the Mayor's Reception Room, at 6:00 P.M. promptly.

The meetings are open to the public and the presence and participation by all Chicano/Latinos of Minneapolis is welcomed and encouraged.

Our purpose and objectives are to address the needs and concerns of Chicano/Latinos in Minneapolis and convey the same to the Mayor and the appropriate offices of city government, their directors and the city council.

"UNIDOS EN NUESTRO ESFUERZO COMUN"

Respectfully submitted for the committee,

Irene Gómez Bethke

Frene Domey Bethe

Chairperson

IGB/jtm

The HISPANIC ADVISORY COMMITTEE TO THE MAYOR OF MINNEAPOLIS REPORT; 1978

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HISPANIC ADVISORY COMMITTEE 1978

To the Mayor of Minneapolis

- I. Preface History of the Hispanic Advisory Committee
 - A. Acknowledgments B. Membership
- Learning the System II.
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Conclusions

- A. Existing Problems and Solutions
- B. Specific Needs based on Statistics
- C. Future Activity

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- A. Time
- B. Newsweek
- C. Reader's Digest
- D. Statistics Mpls- Chicano TAsk Force University.

1. History of the Hispanic Advisory Committee to the Mayor

The Hispanic Advisory Committee to the Mayor was initiated in April, 1978. Mayor Hofstede was the first Minnesota Mayor to recognize the political potential of the Hispanic population which today, is the largest ethnic minority in the state. St. Paul's Mayor has followed suit, initiating an Hispanic Advisory Committee only recently in December, 1978, after approval from its City Council.

Minnesota has also legislated a Spanish Speaking LAffairs
Council which began meeting in June, 1978. Our Chairperson, Irene
Gomez Bethke, represents Minneapolis on that Board, and is our liaison
in state affairs.

Bilingual EDucation has become a reality in Minneapolis in 1977 due to the efforts of some of the present members of the Hispanic Advisory Committee. Alfredo Gonzales is Director of Bilingual Education for Minneapolis.

A. Acknowledgments.

Mayor Hofstede's appointments of Marcela Trujillo, the first Hispanic Commissioner on the HRA, and Rafael Esparza to the Civil Rights Commission, has given the community input into these areas. The Hispanic Advisory Committee is also grateful to the Mayor for the use of his conference room, and especially to the selection of Aides, Donna Folstad and Rose Marie Freeman, who have shown dedication to our committee.

Further, the Mayor has been accessible when Hispanics have called special meetings to meet with him personally.

B. Membership

The composition of the Board reflects a good cross-section of the Minneapolis community since many members serve on other Boards, and we are knowlegeable in areas of migrant workers, health, education and human services for Chicanos and Latinos. The Committee has a profile of representatives who are presently serving the community whether from an employed position or as volunteers. These people are politically aware: many are spokespersons for the community, and they also have the means to communicate with the larger segment of this community despite the dispersement of the Hispanic opopulation in Minneapolis.

II. Learning the System

- A. People who Addressed the Committee- Directors of City government to question them on their personnel policies and sensitivity to Hispanic concerns.
- During the past year, we have met with key personnel in City government which has included Commissioners, Directors and other visitors. We have analyzed statistics, studied legislative bills, reports from various agencies and other data which has been relevant to our problems and progress. The following report will focus on some of the activities issues discussed, results if any, and conclusion with solutions concerening the first year of existence.

The first addressee was Otis Smith, Director of Affirmative Action. He stated that there were 18 Chicanos working for the City and 28 for the Park Board. We questioned the nature of these jobs which could be menial positions and found that none were management or power of decision making positions. Mr. Otis asked the Committee to help him recruit, however, retrenchment in the city budget could not create new positions except those filled by attrition. Most openings were of a technical nature, and there is a lack of Chicanos educated in these fields. Nevertheless, some members of the committee cited some instances where qualified Chicanos had been passed over -- one who had passed the test was ruled ineligible when he failed tto show for the second part of the test due to illness. The ruling stated that he could not proceed for the position. Statistics were shown to the Committee, and affirmative action goals as it concerned Chicano/Latino employment were found to be zero based or minimal, or menial.

Gerald Singer of the Civil Service Commission, met with the committee and gave an outline of the function of his office, the qualifications and procedures in applying for civil servicej jobs. When asked about Chicano Latino organizations being aware of job openings, Mr. Singer replied that recruitment was excellent, but the hiring was bad because there were not enough jobs available. He also defended the Civil Service exam as being objective after many discussions from the Committee concerning its validity. The committee was not satisfied with his rationale.

Mr. Victor Propes, Director of the Department of Civil Rights, also met with the Committee, and gave us an overview of his office. He came in 1970 from L.A. Alhambra California, his staff includes a Phillipino with Spanish surname. His goals/timetable wereaexplained so that Latinos would qualify. The accountability lies with affirmative action policy/through their budget. He also enformed us on Commission/employment opportunity. The two positions were: 11 Civil Rights Commission

2. Lawyer

Criteria: for opportunities resident of Minneapolis (resume to commission by August 31.) Discussed Major issues:

| Budget/Refinancing. ? Funding from EEOC. His office instigated a new procedure to speed process of case load and to deal with back log of 311 accumulative case load. Seven investigators would speed resolutions to within 10 weeks.

Visitors, John Soderland, an aide to John Monroe, Director of CETA met with the Committee who expressed disappointment that a substitute had been sent. Mr. Soderland gave us some statistics on the Spanish speaking people on the CETA program. Frank Guzman, Executive Director of Migrants in Action, St. Paul, expressed serious concern for the Minneapolis Migrant in Action CETA employees.

Their program had received the news that it was not to be refunded, although the program had overreached its goals. The Chicano/Latino community from the Twin Cities had vigorously supported this program by calling the CETA program directors, their Aldermen and other influential people. (It was reported that Alderman DeMars did not return the calls). Donna Folstad and RoseMarie Freeman lobbied for our group and were unsuccessful. It was felt that CETA should have some responsibility to support the Migrant CETA program. Adult Education classes stressing job development skills were initinated. The programmum created its own employment agency. Information about bilingual personnel in hotel and industries was obtained to help migrants obtain employment.

Inspite of all efforts to save this program, the only one of its kind in Minneapolis, the project was terminated at the end of 1978. The clients will now have to go to Centro Cultural Chicano which does not really have enough staff to cope with the new types of services these people are requesting.

The Committee met with Director Dick Brustad, HRA, after Dick Brustad received a letter from Ricardo Nevilles Chapirector or Centro Cultural Chicano. The particular meeting has been one of the most productive meetings between the Directors and the Committee. Brustad mentioned 1800 olson Hwy. as a possible site for the Chicano agencies. He stressed that he would look into the matter and present it to the Commissioners.

However, when the recommendation for 1800 Olson HWY came before the Commissioners, it was unacceptable to the Chicanos. The recommendation stated that the Chicanos could occupy: /1/3 of the space with 2/3 going to the Head Start group, and occupancy could begin November 1978. The Chicanos were to occupy the Mandel building in November and then move to 1800 Olson Hwy. in June when they could then occupy the entire building.

The Mayor was asked to intervene, and although he was willing to write the letter, Commissioner Trujillo advised him against it. Both buildings are sowned by HRA. The recommendation would have meant two moves for the Chicanos within the space of seven months. This caused problems for both the Chicanos and the Head Start group. Although, the vote went against the Chicano, under the leadership of the Chairperson Irene Gomez Bethke, the Hispanic Advisory committee to the Mayor met with the HRA eleven times and the building was not vacated in time for the Head Start group to begin classes in November. This coincided with the eviction of the Chicanos from 204 W. Franklin since that building had veen sold, and so they were able to move to 1800 Olson immediately, and were later joined by the Chicano Seniors agency. Both groups now occupy the building.

This center has become the focal point for community organization and activity for the Hispanic population of Minneapolis. Hopefully, more polictical activity will emanate from the community now that a name base has been established.

In. Conclusions

A. Existing Problems/Solutions

There are also other housing needs. Through Insight, Mabel Spaulding from the Mayor's office and the HRA are publicizing the advantages to home ownership, few can meet the mortgage requirements. A high rise for the Hispanic elderly is feasible since the majority or roughly 95% of this population speak Spanish, primarily. Their needs in many social service agencies are not being met because of a lack of bilingual personnel, and it would be ideal to concentrate them in one building, and bring health and other services to them. The Hispanic advisory committee has also inquired about the affirmative action policy of HRA where there are five part-time and temporary positions and only one full time Chicano employee who was hired about the time one of the member became a commissioner. Mr. Lemley the present Director, as well as the present affirmative action director, have promised to help in this aspect.

Although there are too few Hispanics employed even in the lower echelons of City government, there was little possibility that they would be employed due to budgetary cutbacks, according to our speakers. Affirmative action officers have little or no knowledge of Where to recruit the Hispanic population. There needs to be more visibility of the Advisory Committee to act as resource persons for state agencies and city/agencies. This may mean hiring a liaison within the Mayor's Office, even with CETA funds, in order to facilitate the "learning the system" process.

Affirmative action has never been responsive to Chicanos and Latinos in Minneapolis because we are invisible to other Iminorities, and ignored, if visible. The few jobs that were publicized to us, were of such highly technical nature so as to discourage our input. We contend that some of the jobs could hire qualifiable Hispanics since even degreed people need initial training on any job. Through CETA or other funds, more positions could be given Hispanics in City agencies and government.

B. Specific Needs based on Statistics

We can report no progress or impact in this area. More publicity and visibility for Hispanics is needed, and we are requesting input from the Mayor and his Aides to help us in this respect. For if they do not, visibility will come anyway—since Hispanics will be the largest minority nationally in the next decade. As TIME Magazine has said, "Already the two groups (Chicanos and Blacks) are competing fiercely for jobs and government aid. Nearly 27% of Hispanic families in the U.S. earn under \$7000 a year; only 16.1% of non-Hispanic families fare as badly. Hispanics are the most under educated of Americans despite their own deep belief of the maxim, "Saber es Poder" (Knowledge is power). Only 40% have completed high school as compared with 46% of U.S. Blacks and 67% of Whites.

The Hispanics are also under-represented in politics, especially in Minnesota; and the future looks bleak since Scandinavian and Slavic names are needed for credibility. There are also a number of reasons for under-representation: The relatively recent emergence of Hispanics as an important minorty; their traditional preoccupation with family and community affairs rather than broad political issues, and outright discrimination." (Reader's Digest, Feb. Page 183).

C. Future Activity

We have made few gains and those are tenuous. Although we have a building at 1800 Olson Highway, we need support from City leaders and Alderpersons to (1). perpetuate the existence of our Chicano agencies in Minneapolis and (2) Give us knowledge about obtaining and lobbying for CDBG funds and (3) Recognition from the city to recognize us in terms of the total Hispanic, Minneapolis population; and not just as a group within a certain ward or planning district, since a Chicano "barrio" does not exist. This is a matter that we have to pursue through the City Council.

Learning the system has been a lesson in futility and frustration. The committee decided to end the interview with department heads because we were getting nowhere, since there was a general trend to "pass the buck" and to put the blame on us for not contacting them personally.

Many of our conclusions are not conclusive, but are only the beginning of future actions and resolutions.

from the mayor's office



From: Office of the Mayor 127 City Hall

Minneapolis, Mn. 55415

Further information: Contact

Donna Folstad 348-2100

FOR IMMEDIATE RELEASE - SEPTEMBER 6, 1978

Mayor Albert J. Hofstede has proclaimed September 10 - 17 as "Hispanic Heritage Week" in Minneapolis.

Hofstede said, "The Hispanic community of Minneapolis has made many contributions to our City. I believe we should give formal recognition to Hispanic heritage. This week's events will serve to both honor and celebrate Hispanic traditions and cultural achievements."

Hispanic Heritage Week will feature mini-fiestas each day at noon in Downtown Minneapolis and St. Paul. During September 15, 16, and 17 an Hispanic Fair offering music, dance, food and arts and crafts will be held in Minnehaha Falls Park.

Hofstede said, "I hope all our citizens will participate in Hispanic Heritage Week as this gives us the opportunity to enjoy and learn about another culture."

Further information concerning the events can be obtained by calling Centro Cultural Chicano, 871-1423.

Minnesota Latino/Chicano Political Convention
Powder How Park -

Friday, October 6, 1978	"Legislative Strategy Session"
9:00 - 9:30	Welcome and Introduction: Past Legislative Accomplishments
9:30 - 10:00	Presentation: Carry-over Bills, 1978 Minnesota Legislature
10:00 - 11:30	Discussion Groups
11:30 - 12:00	Reports from Discussion Groups
12:00 - 1:30	Lunch
1:30 - 2:00	New Legislative Proposals
2:00 - 3:00	Discussion Groups
3:00 - 4:00	<pre>%rap-up: Resolutions, Recommendations, Prioritization</pre>
	Position Papers -
Saturday, October 7, 1978	"Candidate's Forum"
9:00 - 9:30	Welcome and Introduction
9:30 - 10:30	Governor's Race Governor Rudy Perpich Representative Albert Quie — com
10:30 - 10:45	Break
10:45 - 11:45	Senate Race: Representative Donald Fraser - C - David Durenburger
11:45 - 1:15	Lunch (entertainment)
1:15 - 2:15	Senate Race Senator Wendell Anderson Rudy Boschwitz
2:15 - 2:30	Break
2:30 - 3:00	Presentation of 1979 legislative package and resolutions
3:00 - 3:30	Wrap up
3:30	Adjourn of the second of the s
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As a result of our involvement with the Archdiocesan Pastoral Team to the Spanish-speaking since February, 1978, we the Hispanic leader-ship who are members of various agencies, e.g., Centro Cultural Chicano, Centro's Services for Spanish-speaking Seniors, Migrants in Action, The Puerto Rican Social and Civic Committee and Latinos for Political Action, and organizations such as El Ballet Folklorico de Minnesota and the Advisory Board to Mayor Hofstede for Chicano/Latino Affairs, have participated and have experienced a new HOPE for a more meaningful involvement with the Catholic Church.

It has been our experience that when we deal through the auspices of our agencies with the issues and concerns of the Hispanic community a feeling of isolation and alienation from the Catholic Church has been brought to our attention, e.g., lack of Church services, people who have died without a priest, loss of respect for the Church and not knowing WHY the Church has lost contact with them, and WHY Protestant Churches have shown more interest in them.

Historically the Chicano population in Minneapolis has been considered to be resettled migrants. However, this is a misnomer because a multi-cultural Spanish-speaking population exists in this city, e.g., from Latin America, Cuba, Puerto Rico. Employment and educational opportunities in Minneapolis are ren incentive for such a diversity of Hispanos and Chicanos who are involved in the aforementioned areas.

The Hispano and Chicano communities in Minneapolis are not situated in identifiable barrios or locations, but are spread out throughout the city and its suburbs. Consequently, many needs and concerns are multiplied or not addressed because of a lack of visibility.

As advocates for the Spanish-speaking in Minneapolis we do not claim to be the only alternative, but the fact remains that historically we have been involved more consistently with the social, economic, political, and civic needs of our people, i.e., Report to the Mayor "The Minneapolis Hispanic Community: Needs, Concerns, and Recommendations," and most recently a bid to the HRA for a building that would house the above organizations and agencies and potential programs for the Hispanic Community of Minneapolis.

As a result of our involvement with the Pastoral Team we have become more aware that it is possible to develop a sense of identity with the Church. Consequently, the present challenge we have is to encourage a commitment by us and the people to organize and establish a visibility as a people of Faith and as Catholic Christians.

Through our Interaction with Fr. Jose Romero, OMI, who is a member of the Pastoral Team, many hours have been spent discussing and planning possibilities in addressing the need for the Church's presence to the Spanish-speaking people of Minneapolis. Upon the request of the Spanish-speaking Seniors and others two monthly Masses were celebrated to encourage a sense of visibility and to create a greater awareness that the Hispanic community is not alone in their need to pray and worship God as a family.

The enthusiasm expressed by the people as a result of these Masses-approximately 700 people attended on June 18 at the Basilica of St. Mary at 6:30 p.m. and approximately 200 attended on July 16--was very evident. Such an experience reinforces the potential visibility and substantiates the need for education and catechesis in order to re-orientate WHY we are attending Mass and for a greater need to know and understand the Church today.

Recommendations

To continue our involvement with the Pastoral Team

- --Meet once a month to plan and follow up on the monthly
 Liturgy--third Sunday of each month
- --To encourage lay membership to the Pastoral Team from Minneapolis:

 Mary Kroll (774-4227) Fran Zamora (521-4576)

 Connie Devora (521-6210)
- --To encourage the members of the Pastoral Team to communicate with the existing agencies and organizations in Minneapolis:

Sr. Audrey

Arturo Esquivei of Catholic Charities as a possible
job description

--To encourage some representatives of the Hispanic-Chicano community of Minneapolis in the lay diaconate program;
That Angel Fernandez encourage the following people:

Alfredo Catiz 2917 Chown Ave. Sc. 926-1413

Ramon Devora 3334 Thomas 521-5210

Roman Gomez 9003 Minnehaha Circle So. 935-4206 Daniel Ojeda 449 So. Cedar Lake Rd. 374-5933

- --To encourage a commitment on the part of the Centro To Cultural Chicano (CCC) staff in conjunction with interested persons to be responsible for public relations and publicizing Masses and other Church-related actions:

 Jose Galtan (522-6551)

 Rafael Esparza (871-1423)
- --To develop and plan Liturgy, music, entertainment: Irene Bethke (537-0469) Mary Kroll
- --To plan cafecitos and other social events: Spanish-speaking Seniors of Minneapolis Jose Gaitan, coordinator
- --To use the Basilica of St. Mary; On the first Sunday of each month the Pastoral Team and other leaders will encourage the formation of small groups divided by geographical areas from the larger group that meets at the Basilica. This will serve as a starting point to know the needs and possibilities of how these small groups can develop and organize. The third Sunday of each month will be used only to celebrate Liturgy and to have a social experience with the Cafecito and other cultural events.
- --To develop these small groups among the people in order to educate, evangelize, and socialize, e.g., seminars, renewals, Cursillo: Sr. Audrey

This particular report or profile of the Hispanic-Chicano people of Minneapolis is only meant to be a starting point to futurable and concrete direction to the pastoral needs and the Churchis presence that will encourage and bring about a new involvement on the part of the leadership and Hispanic population of Minneapolis as Catholic Christians.

HISPANIC ADVISORY COMMITTEE TO THE

MAYOR OF MINNEAPOLIS REPORT; 1978

HISPANIC ADVISORY COMMITTEE 1978

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- II. Learning the System
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"UNIDOS EN NUESTRO ESFUERZO COMUN"

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Trene Gómez Bethke

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Chairperson

IGB/jtm

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Bilingual EDucation has become a reality in Minneapolis in 1977 due to the efforts of some of the present members of the Hispanic Advisory Committee. Alfredo Gonzales is Director of Bilingual Education for Minneapolis.

A. Acknowledgments.

Mayor Hofstede's appointments of Marcela Trujillo, the first Hispanic Commissioner on the HRA, and Rafael Esparza to the Civil Rights Commission, has given the community input into these areas. The Hispanic Advisory Committee is also grateful to the Mayor for the use of his conference room, and especially to the selection of Aides, Donna Folstad and Rose Marie Freeman, who have shown dedication to our committee.

Further, the Mayor has been accessible when Hispanics have called special meetings to meet with him personally.

B. Membership

The composition of the Board reflects a good cross-section of the Minneapolis community since many members serve on other Boards, and we are knowlegeable in areas of migrant workers, health, education and human services for Chicanos and Latinos. The Committee has a profile of representatives who are presently serving the community whether from an employed position or as volunteers. These people are politically aware: many are spokespersons for the community, and they also have the means to communicate with the larger segment of this community despite the dispersement of the Hispanic population in Minneapolis.

II. Learning the System

- A. People who Addressed the Committee- Directors of City government to question them on their personnel policies and sensitivity to Hispanic concerns.
- During the past year, we have met with key personnel in City government which has included Commissioners, Directors and other visitors. We have analyzed statistics, studied legislative bills, reports from various agencies and other data which has been relevant to our problems and progress. The following report will focus on some of the activities issues discussed, results if any, and conclusion with solutions concerening the first year of existence.

The first addressee was Otis Smith, Director of Affirmative Action. He stated that there were 18 Chicanos working for the City and 28 for the Park Board. We questioned the nature of these jobs which could be menial positions and found that none were management or power of decision making positions. Mr. Otis asked the Committee to help him recruit, however, retrenchment in the city budget could not create new positions except those filled by attrition. Most openings were of a technical nature, and there is a lack of Chicanos educated in these fields. Nevertheless, some members of the committee cited some instances where qualified Chicanos had been passed over -- one who had passed the test was ruled ineligible when he failed tto show for the second part of the test due to illness. The ruling stated that he could not proceed for the position. Statistics were shown to the Committee, and affirmative action goals as it concerned Chicano/Latino employment were found to be zero based or minimal, or menial.

Gerald Singer of the Civil Service Commission, met with the committee and gave an outline of the function of his office, the qualifications and procedures in applying for civil service; jobs.

When asked about Chicano Latino organizations being aware of job openings, Mr. Singer replied that recruitment was excellent, but the hiring was bad because there were not enough jobs available. He also defended the Civil Service exam as being objective after many discussions from the Committee concerning its validity. The committee was not satisfied with his rationale.

Mr. Victor Propes, Director of the Department of Civil Rights, also met with the Committee, and gave us an overview of his office.

He came in 1970 from L.A. Alhambra California, his staff includes a Phillipino with Spanish surname. His goals/timetable were explained so that Latinos would qualify. The accountability lies with affirmative action policy/through their budget. He also enformed us on Commission/employment opportunity. The two positions were: 11 Civil Rights Commission

2. Lawyer

Criteria: for opportunities resident of Minneapolis (resume to commission by August 31.) Discussed Major issues:

Instigated a new procedure to speed process of case load and to deal with back log of 311 accumulative case load. Seven investigators would speed resolutions to within 10 weeks.

Visitors, John Soderland, an aide to John Monroe, Director of CETA met with the Committee who expressed disappointment that a substitute had been sent. Mr. Soderland gave us some statistics on the Spanish speaking people on the CETA program. Frank Guzman, Executive Director of Migrants in Action, St. Paul, expressed serious concern for the Minneapolis Migrant in Action CETA employees.

Their program had received the news that it was not to be refunded, although the program had overreached its goals. The Chicano/Latino community from the Twin Cities had vigorously supported this program by calling the CETA program directors, their Aldermen and other influential people. (It was reported that Alderman DeMars did not return the calls). Donna Folstad and RoseMarie Freeman lobbied for our group and were unsuccessful. It was felt that CETA should have some responsibility to support the Migrant CETA program. Adult Education classes stressing job development skills were initinated. The programment created its own employment agency. Information about bilingual personnel in hotel and industries was obtained to help migrants obtain employment.

Inspite of all efforts to save this program, the only one of its kind in Minneapolis, the project was terminated at the end of 1978. The clients will now have to go to Centro Cultural Chicano which does not really have enough staff to cope with the new types of services these people are requesting.

The Committee met with Director Dick Brustad, HRA, after Dick Brustad received a letter from Ricardo Nevilles ChaDirector or Centro Cultural Chicano. The particular meeting has been one of the most productive meetings between the Directors and the Committee. Brustad mentioned 1800 olson Hwy. as a possible site for the Chicano agencies. He stressed that he would look into the matter and present it to the Commissioners.

However, when the recommendation for 1800 Olson HWY came before the Commissioners, it was unacceptable to the Chicanos. The recommendation stated that the Chicanos could occupy /1/3 of the space with 2/3 going to the Head Start group, and occupancy could begin November 1978. The Chicanos were to occupy the Mandel building in November and then move to 1800 Olson Hwy. in june when they could then occupy the entire building.

The Mayor was asked to intervene, and although he was willing to write the letter, Commissioner Trujillo advised him against it. Both buildings are sowned by HRA. The recommendation would have meant two moves for the Chicanos within the space of seven months. This caused problems for both the Chicanos and the Head Start group. Although, the vote went against the Chicano, under the leadership of the Chairperson Irene Gomez Bethke, the Hispanic Advisory committee to the Mayor met with the HRA eleven times and the building was not vacated in time for the Head Start group to begin classes in November. This coincided with the eviction of the Chicanos from 204 W. Franklin since that building had veen sold, and so they were able to move to 1800 Olson immediately, and were later joined by the Chicano Seniors agency. Both groups now occupy the building.

This center has become the focal point for community organization and activity for the Hispanic population of Minneapolis. Hopefully, more polictical activity will emanate from the community now that a same base has been established.

T说。 Conclusions

A. Existing Problems/Solutions

There are also other housing needs. Through Insight, Mabel Snaulding from the Mayor's office and the HRA are publicizing the advantages to home ownership, few can meet the mortgage requirements. A high rise for the Hispanic elderly is feasible since the majority or roughly 95% of this population speak Spanish, primarily. Their needs in many social service agencies are not being met because of a lack of bilingual personnel, and it would be ideal to concentrate them in one building, and bring health and other services to them. The Hispanic advisory committee has also inquired about the affirmative action policy of HRA where there are five part-time and temporary positions and only one full time Chicano employee who was hired about the time one of the members became a commissioner. Mr. Lemley the present Director, as well as the present affirmative action director, have promised to help in this aspect.

Although there are too few Hispanics employed even in the lower echelons of City government, there was little possibility that they would be employed due to budgetary cutbacks, according to our speakers. Affirmative action officers have little or no knowledge of Where to recruit the Hispanic population. There needs to be more visibility of the Advisory Committee to act as resource persons for state agencies and city/agencies. This may mean hiring a liaison within the Mayor's Office, even with CETA funds, in order to facilitate the "learning the system" process.

Affirmative action has never been responsive to Chicanos and Latinos in Minneapolis because we are invisible to other Iminorities, and ignored, if visible. The few jobs that were publicized to us, were of such highly technical nature so as to discourage our input. We contend that some of the jobs could hire qualifiable Hispanics since even degreed people need initial training on any job. Through CETA or other funds, more positions could be given Hispanics in City agencies and government.

B. Specific Needs based on Statistics

We can report no progress or impact in this area. More publicity and visibility for Hispanics is needed, and we are requesting input from the Mayor and his Aides to help us in this respect. For if they do not, visibility will come anyway—since Hispanics will be the largest minority nationally in the next decade. As TIME Magazine has said, "Already the two groups (Chicanos and Blacks) are competing fiercely for jobs and government aid. Nearly 27% of Hispanic families in the U.S. earn under \$7000 a year; only 16.1% of non—Hispanic families fare as badly. Hispanics are the most under educated of Americans despite their own deep belief of the maxim, "Saber es Poder" (Knowledge is power). Only 40% have completed high school as compared with 46% of U.S. Blacks and 67% of Whites.

The Hispanics are also under-represented in nolitics, especially in Minnesota; and the future looks bleak since Scandinavian and Slavic names are needed for credibility. There are also a number of reasons for under-representation: The relatively recent emergence of Hispanics as an important minorty; their traditional preoccupation with family and community affairs rather than broad political issues, and outright discrimination."(Reader's Digest, Feb. Page 183).

C. Future Activity

We have made few gains and those are tenuous. Although we have a building at 1800 Olson Highway, we need support from City leaders and Alderpersons to (1). perpetuate the existence of our Chicano agencies in Minneapolis and (2) Give us knowledge about obtaining and lobbying for CDBG funds and (3) Recognition from the city to recognize us in terms of the total Hispanic, Minneapolis population; and not just as a group within a certain ward or planning district, since a Chicano "barrio" does not exist. This is a matter that we have to pursue through the City Council.

Learning the system has been a lesson in futility and frustration. The committee decided to end the interview with department heads because we were getting nowhere, since there was a general trend to "pass the buck" and to put the blame on us for not contacting them personally.

Many of our conclusions are not conclusive, but are only the beginning of future actions and resolutions.

from the mayor's office



From: Office of the Mayor

127 City Hall

Minneapolis, Mn. 55415

Further information: Contact

Donna Folstad

348-2100

FOR IMMEDIATE RELEASE - SEPTEMBER 6, 1978

Mayor Albert J. Hofstede has proclaimed September 10 - 17 as "Hispanic Heritage Week" in Minneapolis.

Hofstede said, "The Hispanic community of Minneapolis has made many contributions to our City. I believe we should give formal recognition to Hispanic heritage. This week's events will serve to both honor and celebrate Hispanic traditions and cultural achievements."

Hispanic Heritage Week will feature mini-fiestas each day at noon in Downtown Minneapolis and St. Paul. During September 15, 16, and 17 an Hispanic Fair offering music, dance, food and arts and crafts will be held in Minnehaha Falls Park.

Hofstede said, "I hope all our citizens will participate in Hispanic Heritage Week as this gives us the opportunity to enjoy and learn about another culture."

Further information concerning the events can be obtained by calling Centro Cultural Chicano, 871-1423.

Minnesota Latino/Chicano Political Convention

Powder How Park -

Friday, October 6, 1973		"Legislative Strategy Session"
	9:00 - 9:30	Welcome and Introduction: Past Legislative Accomplishments
	9:30 - 10:00	Presentation: Carry-over Bills, 1978 Minnesota Legislature
	10:30 - 11:30	Discussion Groups
	11:30 - 12:00	Reports from Discussion Groups
	12:00 - 1:30	Lunch
	1:33 - 2:00	New Legislative Proposals
	2:00 - 3:00	Discussion Groups
	3:33 - 4:00	Wrap-up: Resolutions, Recommendations, Prioritization Position Papies -
	outober 7 1979	"Candidate's Forum"
545	urday, October 7, 1978	
	9:00 - 9:30	Welcome and Introduction
	9:30 - 10:30	Governor's Race Governor Rudy Perpich Representative Albert Quie
	10:30 - 10:45	Break
	10:45 - 11:45	Senate Race: Representative Donald Fraser - C
	11:45 - 1:15	Lunch (entertainment)
	1:15 - 2:15	Senate Race Senator Wendell Anderson Rudy Boschwitz
	2:15 - 2:30	Break
	2:30 - 3:00	Presentation of 1979 legislative package and resolutions
	3:00 - 3:30	Wrap up
	3:35	Adjourn
	a:00	Baile

A PROFILE OF THE CHICANO AND HISPANIC PEOPLE OF MINNEAPOLIS

As a result of our involvement with the Archdlocesan Pastoral Team to the Spanish-speaking since February, 1978, we the Hispanic leader-ship who are members of various agencies, e.g., Centro Cultural Chicano, Centro's Services for Spanish-speaking Seniors, Migrants in Action, The Puerto Rican Social and Civic Committee and Latinos for Political Action, and organizations such as El Ballet Folklorico de Minnesota and the Advisory Board to Mayor Hofstede for Chicano/Latino Affairs, have participated and have experienced a new HOPE for a more meaningful involvement with the Catholic Church.

It has been our experience that when we deal through the auspices of our agencies with the issues and concerns of the Hispanic community a feeling of isolation and allenation from the Catholic Church has been brought to our attention, e.g., lack of Church services, people who have died without a priest, loss of respect for the Church and not knowing WHY the Church has lost contact with them, and WHY Protestant Churches have shown more interest in them.

Historically the Chicano population in Minneapolis has been considered to be resettled migrants. However, this is a misnomer because a multi-cultural Spanish-speaking population exists in this city, e.g., from Latin America, Cuba, Puerto Rico. Employment and educational opportunities in Minneapolis are an incentive for such a diversity of Hispanos and Chicanos who are involved in the aforementioned areas.

The Hispano and Chicano communities in Minneapolis are not situated in identifiable barrios or locations, but are spread out throughout the city and its suburbs. Consequently, many needs and concerns are multiplied or not addressed because of a lack of visibility.

As advocates for the Spanish-speaking in Minneapolis we do not claim to be the only alternative, but the fact remains that historically we have been involved more consistently with the social, economic, political, and clvic needs of our people, i.e., Report to the Mayor "The Minneapolis Hispanic Community: Needs, Concerns, and Recommendations," and most recently a bid to the HRA for a building that would house the above organizations and agencies and potential programs for the Hispanic Community of Minneapolis.

As a result of our involvement with the Pastoral Team we have become more aware that it is possible to develop a sense of identity with the Church. Consequently, the present challenge we have is to encourage a commitment by us and the people to organize and establish a visibility as a people of Faith and as Catholic Christians.

Through our interaction with Fr. Jose Romero, OMI, who is a member of the Pastoral Team, many hours have been spent discussing and planning possibilities in addressing the need for the Church's presence to the Spanish-speaking people of Minneapolis. Upon the request of the Spanish-speaking Seniors and others two monthly Masses were celebrated to encourage a sense of visibility and to create a greater awareness that the Hispanic community is not alone in their need to pray and worship God as a family.

The enthusiasm expressed by the people as a result of these Masses--approximately 700 people attended on June 18 at the Basilica of St. Mary at 6:30 p.m. and approximately 200 attended on July 16--was very evident. Such an experience reinforces the potential visibility and substantiates the need for education and catechesis in order to re-orientate WHY we are attending Mass and for a greater need to know and understand the Church today.

Recommendations

To continue our involvement with the Pastoral Team

- -- Meet once a month to plan and follow up on the monthly Liturgy--third Sunday of each month
- -- To encourage lay membership to the Pastoral Team from Minneapolls: Mary Kroll (774-4227)

Connie Devora (521-6210)

Fran Zamora (521-4576)

and the factor of the con-

-- To encourage the members of the Pastora! Team to communicate with the existing agencies and organizations in Minneapolis:

Sr. Audrey Arturo Esquive, of Catholic Charities as a possible job description

-- To encourage some representatives of the Hispanic-Chicano community of Minneapolis in the lay diaconate program; That Ange! Fernandez encourage the following people:

Alfredo Catiz 2917 Chown Ave. Sc. 926-1413

Ramon Devora 3334 Thomas 521-5210

Roman Gomez 9003 Minnehaha Circle So. 935-4206

Daniel Ojeda 449 So. Cedar Lake Rd. 374-5933

- --To encourage a commitment on the part of the Centro recoultural Chicano (CCC) staff in conjunction with interested persons to be responsible for public relations and publicizing Masses and other Church-related actions:

 Jose Galtan (522-6551)

 Rafael Esparza (871-1423)
- --To develop and plan Liturgy, music, entertainment: Irene Bethke (537-0469) Mary Kroll
- --To plan cafecitos and other social events: Spanish-speaking Seniors of Minneapolis Jose Gaitan, coordinator
- --To use the Basilica of St. Mary; On the first Sunday of each month the Pastoral Team and other leaders will encourage the formation of small groups divided by geographical areas from the larger group that meets at the Basilica. This will serve as a starting point to know the needs and possibilities of how these small groups can develop and organize. The third Sunday of each month will be used only to celebrate Liturgy and to have a social experience with the Cafecito and other cultural events.
- --To develop these small groups among the people in order to educate, evangelize, and socialize, e.g., seminars, renewals, Cursillo: Sr. Audrey
- This particular report or profile of the Hispanic-Chicano people of Minneapolis is only meant to be a starting point to futurable and concrete direction to the pastoral needs and the Church's presence that will encourage and bring about a new involvement on the part of the leadership and Hispanic population of Minneapolis as Catholic Christians.

'HISPANIC/ ADVISORY COMMITTEE Membership List

1	Irene M. Gomez De Bethke 4649 Decatur Avenue N. Minneapolis, Mn. 55428	537-0469 5 35-617 1		
2	Felino de la Pena 2117 2nd Avenue South Minneapolis, Mn. 55404	871-2078		
	Jose & Gaitan 11 John Manor Fall Highwa Minneapolis, Mn. 55405	522-8551		
	Alfredo M. Gonzalez 1941 Ewing Avenue South Minneapolis, Mn. 55416	925-3041		
	Fermina Hernandez 1622 Vincent Avenue North Minneapoiis, Mn. 55411	521-4121		
	Pola Mardesich 1313 44th Avenue North Minneapolis, Mn. 55412	588-8307		
,	200 PM 50454	808 E. Frank 339-1985	3-11-4886	
	Raymond A. Roybal 1412 W. 26th St., #9 Minneapolis, Mn. 55405	(Office)373-2047	Alicia E. Barrien 624 Jefferson N.E Minneapolis, Mn.	55415
	Peiro Roybal Research 19 Lidt Avenue South Minneapolis, Mn. 55423	861-1366	Rafael Esparza 1350 Nicollet Ave Minneapolis Ma.	
-3	Luis Santiago Luis Maria de Duc Morth La compañís, em 55411	521-94	Rojelio Blanco - 214 E. 19th St. Minneapolts Mn.	14AcTIVE 55/193
	Don Jay Vargas 1800 Olson Memorial Highway Minneapolis, Mn. 55411	(Office)374-2996	Maria de Jesus Ba 4325 Xerxes Avenu Minneapolis, Mn.	ie South
	. 15 Emerson Avenue North Minneapolis, Mn. 55411	522-0545		926-5974
1	Al Garcia 1717 5th Avenue North #1 Minneapolis, Mn. 55405 (check address)	377-2634 2744 (Office) 348-6727 2767	p : l - P	
	A = active	D= drupped	Resigned = R	

LATINO-CHICANO ADVISORY COMMITTEE

NEXT MEETING

DATE:

August 29, 1978

TIME:

6:30 p.m.

PLACE:

Mayor's Reception Room 127 City Hall

AGENDA:

1. News letter

2. Hispanic Week

3. H.R.A.

4. Credit Union

Please contact Donna Folstad if unable to attend (348-2100)

CHICANO/LATINO COMMITTEE

Date:

August 8, 1978

Time:

7:15 p.m.

Place:

Mayor's Office - Room 127

Present: Paul Gonzalez Marcela Trujillo Daniel Ojeda

Leo Montego Irene DeBethke Laura Garcia

The meeting began with a discussion on Hispanic Week.

The title of committee will be "The Minnesota National Heritage Hispanic Committee."

Jose Gaitan was unable to have the convention set in September. The next date to be set will be October 6 and 7.

The Hispanic Week will run from September 10 to September 16. Sunday, September 10, there will be a banquet and awards will be presented. Monday, September 11, there will be a Fashion Show somewhere in Minneapolis, and also at the University of Minnesota's Art Gallery there will be different art displays. Tuesday, September 12, there will be an exhibit and a film at the library. Wednesday, September 13, the Folklorico Dancers will be performing. Thursday, September 14, a Fashion Show somewhere in St. Paul. Friday, September 15, there will be Fesita Flamanco. For September 16 and 17 there will be a family picnic at Minnehaha Park with food to buy. There will also be booths for anyone that is interested in selling food at the park. There will be a Queen Contest September 16 and we plan to invite politicians from the D.F.L. Office, Jose Gaitan and Paul Gonzales, who are co-chairpersons for the Hispanic Week Committee, to reserve a booth. Call Paul Gonzalez at 729-1161 or Jose Gaitan at 522-6551.

The Planning Committee for Hispanic Week meet on Saturdays at 1:00 p.m. at Veterans Hospital, Highway 55 and Crosstown 52, 54 Educational Building. Help is needed.

The result of the Last H.R.A. meeting; the vote on the building was a tie, so when all seven commissioners are at the next meeting, there will be a decision made. The next meeting will be Thursday, August 17, 1978. Chicano/Latino Advisory Committee will write a letter to Mr. Early and Mr. Halen to thank them for their support of the building. They will also write a letter to Mr. Webster and ask if he would please attend the next meeting. His support is needed. We discussed doing an article on the past history of the Chicanos in Minneapolis.

Chicano/Latino Committee August 8, 1978 Page 2

The July 11, 1978, minutes were approved by body.

Proposal Discussion: Rafael Esparza will present a budget to the Mayor.

We will ask K.D.A.N. for support.

There will be Sunday Mass services at St. Marys every third Sunday of the month at 6:30 with the exception of September 17, 1978, which will be at Minnehaha Park with Father Mansor.

Old Business: Leo Montego presented some literature and statistics on Hispanic housing. He received statistics from his wife who works for the State. Irene and Marcela will write a letter to Mrs. Mondale and John Lindsay will send it for use.

Meeting was adjourned at 8:20 p.m.

Minutes submitted to Mayor's Office 8/16/78

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NOTICE OF MEETING

LATINO/CHICANO ADVISORY COMMITTEE

TIME:

Tuesday, August 8, 1978 - 6:30 p.m.

PLACE:

Mayor's Reception Room

Room 127 City Hall

AGENDA:

Plans for Hispanic Week

Results of the H.R.A. meeting

Proposals

Staff Contact: Donna Folstad

Administrative Aide to Mayor Hofstede

-aug, 17,

(348-2100)

CHICANO/LATINO COMMITTEE

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Minutes submitted to Mayor's Office 8/16/78

Continued from page 1A

lispanic on HRA unit von't be reappointed

Tom Davies f Writer

only Hispanic-American memof the Minneapolis Housing and levelopment Authority (HRA) rd of commissioners, Marcella illo, will not be reappointed. Ind, Mayor Al Hofstede has apited an old political friend of his.

Murzyn, a retired Minneapolis fighter and the owner of the King llubs bar, 957 Central Av. NE., been named to the five-year

illo and Arturo Perez of the Minpolis Urban Coalition said Thursthat Hofstede had reneged on a mise to reappoint Trujillo to the :n-member board.

were promised some things by mayor," Perez said yesterday. t we didn't get them in writing. didn't think we needed to."

ause of that, Trujillo and Perez to attend a city council commitmeeting today at which the appointment of Murzyn will be dis Hofstede, several aldermen and at cussed. They said they will be joined least one police chief, Elmer Nordby representatives of the mayor's lund. black and Indian advisory councils.

zvn's appointment.

"Erv Dauphin (Hofstede's chief stede get elected. aide) told me there was nothing personal involved" in the decision not to Murzyn also played an indirect role reappoint her, Trujillo said yester in the resignation of Nordland last day. "He said it was just politics."

or's outgoing act is to put his friends er gambling officer.

of complaints" about her perform- meeting they attend, with a \$1,500-aance on the HRA board. Rita Fass- year limit. binder, the mayor's aide, said that Trujillo missed several meetings and Trujillo said yesterday that the first policy.

HRA continued on page 6A

Fassbinder also defended the choice of Murzyn, though she admitted that he is "an old friend" of the mayor.

"But he's not a friend who can't han-dle the job," she said. "Would you prefer that we put in a strange minority, an unknown quantity again?"

She also said Murzyn brings to the post "a working understanding and knowledge of how things are done" in city politics.

Murzyn has been active in local DFL politics for years. He's been close to

It was at Murzyn's bar that Nordlund The full council must approve Mur- and several other top city policemen met during the 1977 mayoral campaign to plan strategy to help Hof-

August. In what proved to be an unfounded allegation, Nordlund was Trujillo added that the politics in said to have tipped Murzyn to a posvolved appeared to be that "the may, sible visit to the bar by an undercov-

Fassbinder said Murzyn was one of However, another Hofstede aide said 11 applicants for the HRA post, yesterday that the decision not to re- which carries no salary. HRA com-appoint Trujillo was based on "a lot missioners are paid \$25 for each

generally "did not do her home time she had any inkling that she work" to understand city housing wouldn't be reappointed was when she heard that the HRA was taking applications for people interested in her job. Her notification - or lack of it - is hotly disputed.

> Truillo said that the first time she was told directly that she would not be reappointed was Oct. 31. She and Perez said that she had scheduled three meetings with the mayor before then, but that each had been cancelled.

> Fassbinder remembers the meetings differently. She said there were two meetings scheduled for Trujillo and that Trujillo never showed up for the first one and came an hour late for the second. Trujillo said she did arrive late for one meeting.

> But the key element of the dispute is a promise Hofstede supposedly made to Trujillo and members of the mayor's Hispanic advisory council.

> Trujillo said yesterday that she hesitated to take the HRA post at first, since the appointment was to fill the last year and a half of the term of Mary Grace Flannery, who resigned from the HRA board in May 1978. Trujillo said she took the post because the mayor promised that she would be reappointed - and, if she weren't reappointed, another His-

panic would be.

"Minneapolis has its head in the sand as far as Hispanics are con-cerned," Trujillo said of the state's largest minority group. "We need a Hispanic there (on the HRA board) to prick their consciences. If we're not there, they'll forget us."

Fassbinder said that the mayor had hoped to appoint another Hispanic to the post, but that no qualified people applied. She said the mayor also sought to appoint a woman - Truji llo was the only woman on the board - but that Murzyn was more qualified than any of the female applicants.

The mayor's aide added that the city can no longer afford to appoint people to boards just because of their sex or ethnic backgrounds - "Is so and so any good? Nobody knows, but she is a woman," Fassbinder said.

She also said another minority group is underrepresented on the various boards and advisory commissions appointed by the mayor. She said most appointees tend to come from south and southwest Minneapolis Murzyn will be one of the few East Siders on any city boards, she said.

Trujillo and Perez are angry because the mayor did not warn them in ad vance of Trujillo not being re appointed. Fassbinder said they should have known and taken the time to find another candidate and seek the mayor's support for tha person.

Fassbinder also said she didn't wan to talk publicly about Trujillo's al leged shortcomings as an HRA com missioner. Fassbinder said she and Trufillo had agreed that Fassbinde would not talk about Trujillo's a leged shortcomings if Trujillo didn' make an issue of her nonappoint

However, Trujillo was working on press release yesterday to be dell' ered today when the council's com munity development committee meets to discuss Murzyn's appoin ment. The press release says Ho stede has "reneged on his promise t keep a Hispanic HRA commission

Fassbinder said Hofstede, who wa not available yesterday, expecte criticism from the Murzyn appoin ment and was ready to accept it i the best interests of the city. She als said Hofstede has done more bring minority members to the HR than any previous mayor. She sai Hofstede got the HRA board expand ed in 1977 and his first appointment went to a black, an Indian and woman. He later added Trujillo, th HRA's first and only Hispanic.

CHICANO/LATINO ADVISORY COMMITTEE TO THE MAYOR

Minutes of Meeting

DATE: September 24, 1979 PLACE: 127 City Hall TIME: 6:30 p.m.

I. Chairperson Irene Gomez-Bethke called the meeting to order. Committee members in attendance were: Irene Gomez-Bethke, Alfredo M. Gonzalez, Daniel Ojeda, Arturo Perez, Pablo S. Gonzalez, Al Martinez, Jose A. Gaitan, Felino de la Pena.

Guests: Santos Martinez, Gonzalo Mojica, Ramon Rocha.

- II. Chairperson Bethke presented a proposed Committee Charter and Work Program. Committee members were asked to read both documents so that some action could be taken on them at the next meeting. It was stressed that the documents were only drafts and that suggested revisions would be welcomed.
- III. Chairperson Bethke indicated that the Chicano who had been allegedly harrassed by members of the Ku Klux Klan would not be able to attend tonights meeting. He felt it would not be appropriate to comment on the case, given the fact that the FBI is currently investigating the matter.
- IV. Old Business: It was reported by Chairperson Bethke that Marcela Trujillo is still working on the draft of the Committee's report to Mayor Hofstede. She hopefully will have it completed in time for the next committee meeting.
 - V. Chairperson Bethke asked the Committee to suggest the names of Minneapolis Chicano/Latinos who might be interested in serving on the Committee. Openings on the Committee currently exist. The names suggested by the Committee were: Ronald Vargas, Sandra Vargas, Rosa Ruiz, Sal Valdovinos, Jack Bethke, Carlos Costas, Al Lopez, Ruben Soruco, Mr. and Mrs. Roberto Pinieda, Elena de la Rosa, John Pacheco, Rene Charles, Manuel Guzman, Penny Cervantes, Ramon Rocha. The Committee members who suggested the above names have agreed to contact their nominees to see if they are interested in serving. If they are, they will be asked to submit a letter to the Mayor c/o Margaret Jones indicating their interest.
- VI. Chairperson Bethke read a letter she had received from Alderperson Jackie Slater. Alderperson Slater has asked for information about the Chicano/Latino families living in her ward. Jose Gaitan and Felino de la Pena volunteered to gather the information and send it to Alderperson Slater.
- VII. The issue of Marcela Trujillo's appointment to the MHPA Board of Commissioners was discussed. Marcela has communicated to the Committee that she is interested in serving another term. Her current term expires in November. The Committee will send a letter to Mayor Hofstede indicating its support for Marcela's reappointment. Jose Gaitan will attempt to get a similar letter of support from Centro Cultural Chicano and urged Committee members to encourage other agencies in the community to do the same.

VIII. Al Martinez reported that he currently serves on the Selection
Committee of the Police Minority Recruitment and Training Program.
Recently the Selection Committee selected 15 minorities for the program.
Not one Chicano/Latino was selected, because there were no Chicano/Latino
applicants. He felt there were many factors contributing to this,
among them the rigid CETA regulations which have disqualified those
Chicano/Latino applicants. Jose Gaitan felt another reason for the
poor recruiting effort was his feeling that most Minneapolis Chicano/Latinos
were already employed. Chairperson Bethke felt that the negative image
of the police had a lot to do with it. More discussion of this issue
followed.

In a related item, Jose Gaitan invited Committee members to a meeting of concerned North Minneapolis residents who are dismayed with the transfer of North Side Precinct Captian Jack Jensen. They feel he has been fair and effective. The meeting will take place September 25, 1979, 7 p.m. North High School. Jose urged all committee members to attend this meeting.

IX. New Business:

- 1) Felino de la Pena gave a brief report of his Washington, D. C. Conference.
- 2) Jose Gaitan informed the Committee that on October 1, 1979, 7 p.m., Heritage Hall, Downtown Minneapolis Library there will be a meeting of all those persons interested in building a Coalition of Neighborhoods. This Coalition would seek to lobby for neighborhood issues.
- 3) Arturo Perez reported that he had sent the letter, requested by the Committee, to Mayor Hofstede urging him to hire a Chicano/Latino aide. Mayor Hofstede sent a reply to Arturo indicating that a) He had no money in his budget to hire an aide and b) he already had a Chicano working for him. Arturo reported that the person referred to by Mayor Hofstede was Cynthia Dela Santina who is in fact of Italian decent. Discussion followed.
- MOTION: The Committee moved that Arturo Perez be instructed to write the Mayor another letter indicating the Committee's displeasure with his reply to the Committee's original letter. The letter is again to urge that he hire a Chicano/Latino aide. Motion carried unanimously.
- 4) The issue of the Domed Stadium was discussed. There was particular committee concern about affirmative action in the construction and after-construction phase of the dome. Some committee members urged the committee as a whole to get involved in advocating for Chicano/Latino affirmative action in relation to the dome.
- MOTION: It was moved and seconded that the Minneapolis Chicano/Latino Advisory Committee send a letter to the Minneapolis Civil Rights Commission expressing its concerns about affirmative action and the domed stadium. Motion carried unanimously.

- 5) Alfredo Gonzalez brought up the recent Minneapolis Tribune Editorial about the apparent demise of the Mayor's Indian Advisory Committee. Discussion followed. Chairperson Bethke suggested that a meeting of the three Ethnic Advisory Committees be organized to discuss ways to make them more influential and politically important so that they can have an impact on city policy. Chairperson Bethke agreed to contact the Chairperson of the Indian and Black Advisory Committee to explore the possibility of organizing such a meeting.
- 6) Ramon Rocha indicated that he has received support for his effort to work for affirmative action in the food industry. He will be meeting with Victor Propes on the issue very soon.
- 7) Jose Gaitan announced the following coming events:
 - a) September 28, 11 a.m. to 7 p.m., Native American Center. Centro Seniors will be selling Mexican food.
 - b) September 29, 7 p.m., Coffman Union, University of Minnesota. There will be a welcome dance for Chicano/Latino students.
 - c) October 14, Las Palmas Ballroom, Inver Grove Heights, 7 p.m., there will be a benefit dance for the inmates at Stillwater and St. Cloud prisons. Sponsors are Centro Cultural Chicano, Minneapolis Native American Center, and the Chicano/Indian Coalition. Tickets can be purchased at Centro.
 - d) October 12-13, Des Moines, Towa, there will be a conference entitled "Hispanics-a missing link in Public Policy." Chairperson Bethke can be contacted for details.
 - e) December 16-19, San Antonio, Texas, there will be a National Hispanic Housing Conference. Chairperson Bethke can be contacted for details.

The next committee meeting will be Tuesday, October 16, 1979, 6:30 p.m. in the Mayor's Office.

MINNESOTA HIGHER EDUCATION COORDINATING BOARD

SUITE 400 CAPITOL SQUARE 550 CEDAR STREET SAINT PAUL 55101

(612) 296-9665

OFFICE OF THE EXECUTIVE DIRECTOR

MEMORANDUM

TO : MEMBERS OF HIGHER EDUCATION COORDINATING BOARD

FROM: CLYDE R. INGLE EXECUTIVE DIRECTOR

RE : PRELIMINARY REPORT ON LATINOS IN POST-SECONDARY EDUCATION

DATE: AUGUST 6, 1979

Attached you will find a status report on Latino students in postsecondary education.

This review was conducted to assess the level of participation, and the identification of problem areas relating to Latino students. Even though we are concerned about the participation of all minority and disadvantaged students, this particular effort has concentrated on Latinos only.

The report consists of three parts: an overview of the Latino population in Minnesota including the student population, a summary of concerns and problems raised during interviews, and a summary of issues that need to be addressed in followup activities. Some of the highlights of the report are:

- 1) The Latino population (49,500 in 1976) represents 1.3% of the Minnesota population, and is increasing at a rate two times faster than estimated by the 1970 Census.
 - 2) Majority of Latinos live in Minneapolis/St. Paul.
- 3) The elementary and secondary Latino student count has increased 34% between fall 1973 and fall 1977.
- 4) In the fall of 1978, there were 1,266 Latino students participating in post-secondary education of a total of 212,762, or .59%.
- 5) During the interviews, the most commonly mentioned problem associated with participation and retention of Latino students was the financing of post-secondary education.

The results of this review are far from being conclusive -- rather, it suggests areas that need to be further studied in order to enlarge the current data base on Latino students.

AN EQUAL OPPORTUNITY EMPLOYER

vario, 16

Memorandum Page 2 August 6, 1979

At approximately the same time that this preliminary study was completed, the 1979 Legislature directed the Coordinating Board to study conditions affecting participation of Latino-Chicano students and to conduct outreach efforts with the Latino community (Minn. Laws 1979, Chapter 335, Subd. 19)

This newly mandated project is to include but not be limited to

1) increasing the knowledge of opportunities for post-secondary education,

2) exploring ways to facilitate more effective recruitment and admissions,

3) improving the retention and success of the students and 4) expediting access to financial and other assistance.

At the present time, a work plan is being developed to address the legislative mandate and the areas that need to be studied as found in the preliminary report. The plan is expected to be completed after consultation with Latino community representatives and organizations.

This report is for information only. No further action is needed.

LAWS OF MINNESOTA 1979, Chapter 335

intreach

Subd. 19. The higher education coordinating board shall employ one staff member for the purpose of working with the Latino-Chicano Spanish communities in Minnesota in cooperation with the Spanish American Board with the aim of increasing and enhancing their participation in post-secondary education.

This shall include, but not be limited to (1) increasing the knowledge of opportunities for post-secondary education, (2) exploring ways to facilitate more effective recruitment and admissions, (3) improving the retention and success of the students and (4) expediting access to financial and other assistance.

study &

The coordinating board shall also study present conditions affecting the participation and retention of Latino-Chicano students in post-secondary education and make recommendations designed to more effectively meet their needs. A report of the findings shall be submitted to the legislature by January 5, 1981.

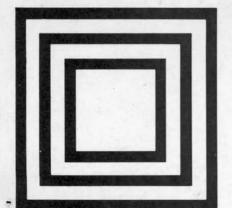
The appropriation in subdivision 2 includes \$30,000 each year for this purpose.

PRELIMINARY REPORT ON LATINOS IN POST-SECONDARY EDUCATION

Prepared by the Staff

of the

MINNESOTA HIGHER EDUCATION COORDINATING BOARD



CITIZENS LEAGUE REPORT

Linking a Commitment to Desegregation with Choices for Quality Schools



CITIZENS LEAGUE REPORT

LINKING A COMMITMENT TO DESEGREGATION WITH CHOICES FOR QUALITY SCHOOLS

Prepared by Committee on School Desegregation Gordon Stephenson, chairman

Approved by
CITIZENS LEAGUE BOARD OF DIRECTORS
December 12, 1979

CITIZENS LEAGUE 84 South Sixth Street Minneapolis, MN 55402 338-0791

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MAJOR IDEAS IN OUR REPORT

The effort in this country to do away with racially segregated schools had, from the beginning, a double objective: to realize the ideal of civil and human rights; and to provide a quality education.

Desegregation was, in other words, not only an end in itself, but also a means to an end.

For years the segregationist claim had been that the schools would be—while separate—equal. In *Brown vs. Board of Education* in 1954, the US Supreme Court struck down this argument. Manifestly, the segregated schools had been inferior schools.

The drive for desegregation was cast in terms of equality, but embedded in it was the clear assumption that equal schools would be quality schools.

Progress has been made, but the effort at desegregation must still be pursued.

Minority enrollment is relatively small and concentrated in the central cities. If all minorities (Blacks, Hispanics, American Indians and Asians) were distributed proportionately throughout the state, all but one desk in every classroom would be occupied by whites. Even in Saint Paul and Minneapolis, three out of four pupils are white.

- In the narrow sense of complying with existing legal requirements, Minneapolis and Saint Paul schools have been desegregated. Mechanisms are in place to guard against a return to segregation. However, this does not mean that all schools have a racial mix; some remain virtually all-white.
- Public actions will continue to be necessary to support desegregation and integration in the Twin Cities area.
 - School systems should make a more concerted effort to assure that integrated education takes place.

- More attention must be given to hiring minority teachers. State regulations should be revised. The Educational Cooperative Service Unit (ECSU), an organization of metropolitan school districts, should sponsor a cooperative recruiting program to help metropolitan area school districts find applicants from varied racial backgrounds.
- The use of seniority only as a basis for determining the order of teacher layoffs and in assignment to specific buildings has a discriminatory effect. All school districts in the state should be covered by a law which provides that teachers who otherwise would be laid off because of low seniority would be retained, as necessary, to maintain an affirmative action program.
- There is no compelling need to change present rules which don't exempt minorities from desegregation.
- Juggling school attendance boundaries each year produces too much uncertainty and instability. The State Board of Education should allow school districts to "grandfather" pupils in buildings, once these buildings are in compliance with allowable minority percentages.
- School district boundaries should not restrict artificially the most logical geographic areas for carrying out desegregation. The Legislature should remove, at least in the metropolitan area, a prohibition in state law that school districts may not compete with each other for students. The Legislature should permit tuition-free, inter-district transfers to the extent that the number of pupils entering a district is the same as the number from that district who choose to attend school in other districts.
- The achievement of numerical desegregation now makes it possible to focus on issues which are more fundamental: Have desegregated schools been ade-

quately integrated? Does layoff policy discriminate against minorities? Should minorities be required to be covered by the provisions of desegregation? Must desegregation imply the possibility of reassignment of pupils to different schools year by year? What are the appropriate geographic areas for carrying out desegregation? Are children receiving an improved quality of education as a result of desegregation?

Desegregation having accomplished only a part of its objective, there is now a growing effort to attack the issue of quality education directly.

Nothing was clearer in the testimony presented to this study committee than that quality education remains uppermost in the minds of parents today. A common complaint of minority parents is that their children have not been receiving an improved quality of education as a result of desegregation. By "quality" the parents continue to stress two things: genuine racial integration, and genuine excellence in learning. This is clear. The debate in the Twin Cities area at this point is how to achieve this double objective. The next stage is a difficult one. Whereas the first stage could be legally required and quantitatively measured, the second cannot, at least, not so easily. And, whereas the first was a challenge mainly for the people of the community, the second is a challenge relatively more for the system of education, and for the people who run it.

An additional approach to quality education now needs to be opened up: a 'choices' approach, that emphasizes the opportunity of families to define 'quality' in terms of their own needs.

There are several possible lines of approach to improving the quality of education.

One concentrates on resources: providing more money, or authority, or management help, to the schools.

A second involves the use of political or community pressure on educators to conduct the educational effort in

certain, and perhaps different, ways.

A third approach, now attracting growing interest and with its potential still largely unexplored, would concentrate on enlarging the scope for parents to select from among a variety of teachers or schools the educational environment they think is 'best' or best quality, for their children. Both in Minneapolis and in Saint Paul the school systems have begun to enlarge the range of alternatives available. This is sound, and should be extended. As the opportunity for family choice expands, the schools' incentive to be responsive, and to offer minorities and other families what they know they need, will grow.

There is a broad opportunity for the introduction of choices at different points in the educational system. Specifically: (a) whether to attend school at all; (b) whether to attend public school or private school; (c) which specific school system to attend; (d) which school building to attend; (e) which room/teacher to be assigned to within the building; (f) whether a pupil should pass or fail; (g) which courses a pupil should take.

We suggest these expansions in choices available, as ways of stimulating the improvement of quality, especially for minority children:

- To avoid social promotions, parents would make the final decision on whether a child should be promoted to another grade.
- Where pupils have elective courses, a parental agreement on pupils' choices would be required.
- Youths who have no desire to remain in school could take advantage of alternative enrironments in the world of work.
- A private foundation or the Legislature would provide a limited number of grants, allocated by lot, but available only to economically disadvantaged pupils, for tuition at whatever school they desire, public or private.

PREFACE

Desegregation and integration are not the same thing. Desegregation creates the opportunity for integration but does not guarantee that integration will occur. Desegregation has been the subject of a number of US Supreme Court decisions; integration is not a legal concept. This report cannot be understood unless the reader is aware that the two words refer to different concepts. The working definitions for the purpose of this report are as follows:

Desegregation of schools is a procedure to adjust the enrollment in certain buildings to bring the ethnic and racial mix of the student body closer to the ethnic and racial mix of the school population of the entire community. Desegregation was required by the US Supreme Court which ruled that racially-separate schools are inherently

unequal. Desegregation has been advocated by some persons in the belief that it gives greater equality of educational opportunity for minorities and by others for social reasons, that is, making integration possible.

Integration of schools is the fostering of an environment in which students of different ethnic and racial backgrounds learn to work with, understand and respect each other and in which each student is given an equal opportunity to affect the system. The purpose of integration is to foster an understanding of ethnic and racial differences so they will not act as artificial barriers to relationships among students as human beings, but the purpose is not to eradicate the differences.

BACKGROUND

1. MINNESOTA'S PUBLIC SCHOOL MINORITY ENROLLMENT IS RELATIVELY SMALL AND IS CONCENTRATED IN THE CENTRAL CITIES.

Statewide, about one in 21 pupils in Minnesota public schools was identified as a member of a minority group in 1978-79, according to the State Department of Education. In the same year about one in four pupils in Minneapolis and one in five in Saint Paul public school systems was minority. In the suburbs, the figure was about one in 38.

The percentage of minorities in Saint Paul public schools increased from 11.2% in 1971 to 19.9% in 1978. Meanwhile, total enrollment decreased from 47,750 to 34,547. In absolute numbers, minorities in Saint Paul public schools increased from 5,390 in 1971 to 6,867 in 1978. The total number of minorities in Saint Paul may be higher, because of a possible undercounting of American Indians. According to the Saint Paul public schools, a 1977 count of American Indians, based on parents' statements, including tribal affiliation, showed 891 American Indian students in Saint Paul public schools, although the sight count that year showed only 462 American Indian students.

The percentage of minorities in Minneapolis public schools increased from 14.4% in 1971 to 26.1% in 1978, while total enrollment declined from 63,761 to 45,610. Minorities increased in absolute numbers from 9,224 to 12,037 in 1977 and then declined in 1978 for the first time to 11,889.

The percentage of minorities in suburban public schools increased from 1.2% in 1971 to 2.6% in 1978, while total suburban enrollment decreased from 318,362 to 292,182. Minorities increased in absolute numbers from 3,726 in 1971 to 7,718 in 1978.

As a matter of fact, the schools with the highest minority percentage in the metropolitan area today are certain private schools, even though, in total, the minority percentage in private schools is below that of the public schools. One Catholic school in Saint Paul is 93.2% minority. Three Catholic schools in Minneapolis exceed 50% minority. Heart of the Earth Survival School, an American Indian

private school, is almost 100% minority.

A significantly higher percentage of minority pupils in area Catholic schools are non-Catholic than are their white counterparts. During the 1978-79 school year, 31% of minority pupils in Catholic schools were non-Catholic, compared with 3% of the white pupils, according to the Archdiocese of Saint Paul and Minneapolis.

THE MAKEUP OF THE MINORITY POPULA-TION DIFFERS WIDELY THROUGHOUT THE STATE.

Each fall in school districts throughout the state, school staffs count pupils by racial/ethnic category, using visual identification only. Pupils are not asked to identify themselves. The categories are prescribed by the federal government as follows:

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Philippine Islands, and Samoa.
- Black: A person having origins in any of the Black racial groups of Africa.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- White: A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

"Minority" encompasses much more in Minnesota than persons identified as Black. Statewide, only a plurality, not a majority, of minority pupils in public schools is Black. In the central cities, however, Blacks make up a majority of the minorities. In suburbs, Asians are the dominant minority.

MINORITY ENROLLMENT 1978-79 SCHOOL YEAR

	Statewide	St. Paul	Minne- apolis	Suburbs
Black	38.2%	56.7%	67.5%	24.6%
American Indian	31.7	9.0	21.6	19.2
Asian	15.5	8.0	5.7	36.9
Hispanic	14.6	26.3	5.2	19.2
TOTAL Minority	37,747	6,867	11,889	7,718

SOURCE: State Department of Education

3. ALTHOUGH THE NUMBERS ARE SMALL, SOME DISPERSAL TO SUBURBS IS OCCURRING.

The numerical increase in minority enrollment between 1971-72 (the year minority sight counts were first taken statewide) and 1978-79 in the seven-county metropolitan area was 8,134. Of that amount, 3,992, or just under one-half of the total increase in minority enrollment, took place in the suburbs.

The following table illustrates the distribution, by each minority group, of the increase in minority enrollment between 1971-72 and 1978-79:

INCREASE IN MINORITY ENROLLMENT 1971 to 1978

	Central Cities	Suburbs	Total Metro Area	
Black	2,610	1,301	3,911	
American Indian	438	157	595	
Asian	775	1,879	2,654	
Hispanic	319	655	974	
TOTAL				
Minority Increase	4,142	3,992	8,134	

SOURCE: State Department of Education

Suburban minority enrollment includes a few "disadvantaged" pupils. About 5.9%, or one in 17 minority pupils, was classified as Title I (that is, they were a year or more behind grade level in reading or math) in 1978, according to data collected by the State Department of Education. By contrast, among minority pupils in the central cities, about 32.7%, or one in three minority pupils, was classified as Title I. Title I is a federal program aimed at improving education of the disadvantaged.

THE PRESENCE OF MINORITIES ON PROFES-SIONAL STAFFS IS VERY LOW IN SUBURBS AND IS SIGNIFICANTLY HIGHER IN THE CENTRAL CITIES.

Only one in 143 certified staff persons in suburban school districts was identified as a member of a minority group in the 1978-79 school year, according to the State Department of Education. This is significantly less than the minority student enrollment in the suburbs, which was about one in 38. By contrast, in the central cities, about one in ten certified staff persons was a member of a minority group in 1978-79. Even in the central cities, however, the proportion of certified staff who are minority was below the minority student proportion, which was about one in four.

5. THE PUBLIC AGENCIES CHIEFLY RESPON-SIBLE FOR DESEGREGATION IN MINNESOTA EACH ADOPTED POLICY STATEMENTS SEVERAL YEARS AGO TO PROVIDE A CONTEXT FOR THEIR SPECIFIC ACTIONS.

In 1973 the State Board of Education adopted regulations guiding desegregation in Minnesota public schools. A portion of the preamble to the regulations states:

"The state board recognizes many causes for inequality in educational opportunity, among which is racial segregation. The state board agrees with the US Senate Report of the Select Committee on Equal Educational Opportunities that the evidence, taken as a whole, strongly supports the value of integrated education, sensitively conducted, in improving academic achievement of disadvantaged children, and in increasing mutual understanding among students from all backgrounds. The state board recognizes its duty to aid in the elimination of racial segregation in Minnesota public schools and therefore adopts these regulations..."

The Saint Paul School Board first adopted a statement on racial segregation in the public schools in 1964 and revised the statement in 1967. A portion of that statement reads as follows:

"The Board recognizes the evidence that concentration of racial groupings in schools from whatever causes is one of the factors which inhibits the educational development of the children involved, and that the existence of de facto segregation is inconsistent with the democratic principle of equality of educational opportunity. The Board of Education in accepting its share of responsibility will initiate, support and implement practical and feasible ways of eliminating de facto segregation in the schools of Saint Paul."

The Minneapolis School Board adopted a statement on human relations guidelines in 1970. A portion of that statement reads as follows:

"Lack of interracial contacts leads to fear, ignorance, prejudice, and racism. Students without interracial contacts will develop an inaccurate view of society and will be poorly prepared to participate effectively in a multi-racial community. To forego opportunities to educate students for a multi-racial society would be to fail them. Public schools have the moral and educational obligation to deal deliberately and directly with the issues and problems of race, for the quality of our human relations is a key ingredient of good education."

6. THE STATE BOARD OF EDUCATION RECENT-LY LOOSENED ITS REGULATIONS ON DESEGREGA-TION FOR THE FIRST TIME SINCE THE REGULA-TIONS WERE ADOPTED.

The new regulations, which are applying in the 1979-80 school year for the first time, define a school building as segregated if the minority racial composition in the building exceeds the district average for those grades by more than 15 percentage points. The Commissioner of Education is permitted to approve a variance from this standard for educational reasons provided that no school building may exceed 50% minority enrollment. The State Board regulations deal only in total minorities, without a maximum level for any type of minority group.

Previously the State Board regulations provided that no school building could contain more than a maximum of 30% minority, with a variance to a maximum of 40% permitted if school boards could justify an educational reason.

School districts are required to submit data on racial composition to the Commissioner of Education. If the Commissioner finds segregation in any school, a district is given 90 days to prepare a comprehensive plan for compliance with state regulations, but unless the district is formally cited by the Commissioner of Education to correct the situation, it wouldn't be required to change.

Public school districts in the state are subject to State Board regulations, including Minneapolis, which also is under court order to desegregate. Private schools are not subject to the regulations. While Minneapolis has questioned the authority of the State Board of Education to adopt such regulations, no formal challenge has been made.

The State Board of Education has had regulations concern-

ing school desegregation in effect since 1973. Regulations are binding on school districts. The regulations make no reference to socio-economic differences.

However, prior to 1973, the State Board's guidelines—which were advisory only, not mandatory—called for desegregation both by race and socio-economic category. The advisory guidelines on socio-economic desegregation still are in effect.

7. THE U.S. DISTRICT COURT RECENTLY LOOS-ENED ITS DESEGREGATION REQUIREMENTS IN MINNEAPOLIS.

Since 1972 Minneapolis has been under orders from the U.S. District Court to desegregate. The Court currently requires that no school in Minneapolis may have more than 46% total minority, nor more than 39% in any single minority. At first the Court ordered a maximum of 35% total minority in any one school. In 1975 the limitation was raised to 42% total minority, and 35% in any single minority. The current limits were set in May 1978.

The U.S District Court also requires desegregation of the teaching staff in Minneapolis. The Court requires (a) that there be at least one minority teacher in all elementary schools before there can be two minority teachers in any one school and (b) that the proportion of minority teachers in each secondary school shall be approximately 6% of the staff of the school. School officials could be subject to jail sentences or fines for failure to comply with the Court. Or, as in the case of another city, the Court could appoint someone to take over the schools to implement an order.

In the summer of 1979 the U.S Supreme Court rejected an appeal by the Minneapolis School Board that the seven-year-old Federal District Court case against the School Board be dismissed. The School Board had argued that the federal court no longer was needed to enforce desegregation in Minneapolis.

8. THE DEGREE OF SEGREGATION IS LESS TODAY THAN IT WAS SEVERAL YEARS AGO IN SAINT PAUL AND MINNEAPOLIS.

In 1973, seven schools in Minneapolis and five schools in Saint Paul exceeded 50% minority. One school in Saint Paul was at 99%; two schools in Minneapolis were at 87-88%. According to the latest count of minorities available—taken in the fall of 1978—the highest minority percentage in any one school was 46.7% in Saint Paul and 47.9% in Minneapolis.

The following chart illustrates changes over a recent fiveyear period in minority enrollment in elementary schools:

ELEMENTARY SCHOOL MINORITY ENROLLMENT TRENDS

	Saint Paul		Minneapolis	
	1973	1978	1973	1978
Elementary Schools	56	40	66	54
Schools under				
10% minority	64.3%	12.5%	48.5%	16.69
10-19.99% minority	23.2	37.5	21.2	11.1
20-29.99% minority	1.8	22.5	12.1	18.5
30-39.99% minority	1.8	15.0	4.5	22.2
40-49.99% minority	0	12.5	3.0	31.5
over 50% minority	8.9	0	10.6	0

SOURCE: Saint Paul and Minneapolis Public Schools

Within elementary schools in Saint Paul and Minneapolis the room-by-room desegregation percentages do not deviate very much from the building-wide averages.

In secondary schools the variance is considerable. Few students take the same group of courses, and a great deal of individual choice is available as to which courses to take. Inevitably, such choices produce variances in the room-by-room percentage of minorities.

9. WITH A FEW EXCEPTIONS, SAINT PAUL AND MINNEAPOLIS APPEAR TO SATISFY THE LATEST REGULATIONS OF THE STATE BOARD OF EDUCATION.

In the absence of an approved variance, no school should be more than 15 percentage points above the city-wide average of the grade levels in the school. In 1978, the overall elementary school minority percentage in Saint Paul was 22.4%, with four schools more than 15 percentage points above that level. The overall junior high percentage was 18.8%, with one school more than 15 percentage points above that level. The overall senior high percentage was 14%, with one school more than 15 percentage points above that level. Were the previous, stricter, State Board regulations still in effect, eight elementary schools, three junior highs and one senior high in Saint Paul would be in non-compliance. No school exceeded 50% minority enrollment, the ceiling for any variance granted by the State Commissioner of Education.

The Saint Paul School Board anticipated non-compliance

for the fall of 1979 and received permission from the Commissioner for a variance and approval of a plan for future compliance.

In Minneapolis the overall elementary school minority percentage in 1978 was 29.9%, with one elementary school more than 15 percentage points above that level. The overall secondary minority percentage was 22.2%. Seven schools were more than 15 percentage points above that level. Were the previous State Board regulations still in effect, 19 elementary schools and eight secondary schools would be in non-compliance, although there is some question, apparently, whether Minneapolis is subject to the State Board regulations while it is under court order.

Minneapolis was in compliance with the US District Court for the 1978-79 school year. The Court permits no more than 46% total minority in a building and no more than 39% of one minority. According to the 1978 sight count, one school, North High would have been in non-compliance, because it had 47.9% total minority, and 42.1% Black. However, that count does not consider the period-by-period desegregation statistics resulting from pupils in North, Edison and Henry High Schools taking some course in each others' buildings. As of March 30, 1979, the North Area office reported that the transfers for that week had produced an overall minority percentate at North High of 44.4%, with 39.9% Black.

Several mechanisms have been used by Saint Paul and Minneapolis to accomplish desegregation. "Pairing" elementary buildings has been popular in both cities. Under this approach, the lower elementary grades will be concentrated in one building and the upper grades in another building. In at least one situation, "tri-pairing," involving three different buildings, is utilized. Sometimes the school districts have constructed new buildings in different locations as part of desegregation plans.

Both districts have modified or enriched the curriculum in certain schools, in an effort to attract a desegregated population, voluntarily. They also have offered different types of learning environments, such as open schools and fundamental schools.

In both districts a pupil may transfer to any school building elsewhere in the district, provided that the transfer improves racial balance in both the sending and receiving schools.

Saint Paul has operated a comprehensive system of "learning centers" for eight years, under which pupils go to certain locations for part of a day for specialized training in different fields, such as art, science and world culture. These centers make it possible for every pupil in the

system to be in a desegregated environment at least for some time during each week. However, the State Board of Education has not accepted the learning center approach as a way to meet its desegregation regulations. The State Board requires desegregation in the "home" school.

10. IN COMING YEARS, MINORITY PERCENT-AGES IN THE CENTRAL CITIES ARE LIKELY TO INCREASE GRADUALLY.

Saint Paul public school enrollment may drop from 34,547 in 1978-79 to 26,893 in 1982-83, according to a projection prepared by the Saint Paul City Planning Department. A projection of minority enrollment was not made. But if total minority enrollment were to remain the same in absolute numbers, the percentage of minorities in Saint Paul public schools would increase from 19.9% in 1978-79 to 25.6% in 1982-83.

Minneapolis enrollment may drop from 45,610 in 1978-79 to 35,741 in 1982-83, according to the Information Services Center of the Minneapolis Public Schools. The Information Services Center also projects that minority enrollment may increase in absolute numbers from 11,889 in 1978-79 (26.1% in 1978-79) to 12,886 in 1982-83 (36.2% in 1982-83).

Assuming no changes in attendance areas and schools,

several schools would exceed 50% minority enrollment by 1982-83, according to the Information Services Center.

11. THE DEFINITION OF WHAT CONSTITUTES SEGREGATED SCHOOLS VARIES FROM PLACE TO PLACE.

Some metropolitan areas, such as Milwaukee, identify only two categories of persons for purposes of desegregation, Black and non-Black. Thus American Indians and Hispanics are lumped in with whites with no attention given there to the degree of segregation, if any, of those two groups.

Within Minnesota, of course, the rules of the State Board of Education, by definition, affect districts differently. The State Board rule states that a school is segregated if it exceeds a district-wide average by more than 15 percentage points. This means, for example, that a school with 30% minority enrollment could be in compliance in one city but not in another, depending on the overall minority percentage in each city. Conceivably, a school could be segregated, under State Board rules, if it had as few as 16% minorities. Or, at the other extreme a school conceivably could be 100% minority and still not be defined as segregated, if that also were the district-wide average. Of course, no multibuilding school district in Minnesota remotely approaches such a concentration of minorities.

FINDINGS

A. TODAY'S SCHOOL DESEGREGATION DEBATE IS PART OF A MAJOR CIVIL RIGHTS EFFORT SPANNING ALMOST FOUR DECADES.

In 1942, the Swedish social economist Gunnar Myrdal wrote his classic report on American race relations: An American Dilemma. The dilemma for white Americans was the conflict between their ideals of liberty and equality and the actual way in which Blacks were being treated. Myrdal said the "Negro problem" was essentially the white person's problem, with the fundamental need being one of changing the hearts and minds of white Americans. 1

In 1954, the US Supreme Court in the historic case of Brown versus the Board of Education said that separate schools for Blacks and whites were inherently unequal.² It is probable that many northern schools, such as Saint Paul and Minneapolis, felt that decision and its implications were not applicable here, since dual school systems were not in operation nor was there obvious evidence that Blacks had been deliberately isolated in drawing attendance boundaries. Blacks were heavily concentrated in a few schools, but those schools were part of the same school system which whites attended. Moreover, the percentages of minorities in Saint Paul and Minneapolis were significantly below what they are today.

Quality education was a central part of the *Brown* decision. "(Education) is the very foundation of good citizenship," the Court said. "Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms . . ."

In 1964, the time of passage of the Civil Rights Act in Congress, some changes were being made locally. For example, the Minneapolis School Board had embarked on a school rebuilding program which included the elimination of a school with almost 100% Black enrollment and dis-

persed the Black enrollment among four other elementary schools.

In 1968, the National Advisory Commission on Civil Disorders, the Kerner Commission, established by the President in the wake of racial riots in the summer of 1967, concluded much the same as Myrdal had some sixteen years earlier, that the racial problem was a problem of white Americans. "What white Americans have never fully understood—but what the Negro can never forget—is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it," the Commission said.³

In 1969, Minnesota, like other states, was beginning to respond in the wake of assassinations and riots. First came state human relations "guidelines." The new superintendent of the Saint Paul Public Schools, in 1971, started learning centers designed to integrate children voluntarily city-wide for portions of each week. In 1971, a Black school and a white school in Minneapolis were "paired," voluntarily, without outside requirements. That is, one building took all Black and white pupils in grades K-3 and the other school, 4-6. But there still remained schools in both cities which were predominantly minority.

In 1972, a federal court ruled that the Minneapolis Public Schools were segregated, and ordered the school system to implement its own previously-prepared desegregation plan.⁴ In 1973, the State Board of Education adopted binding regulations, requiring Saint Paul to desegregate its schools.

In the fall of 1974, both Minneapolis and Saint Paul put into effect several different programs which brought all their school buildings below 50% minority enrollment and within or very close to the limits prescribed by the federal court and the State Board of Education.

Over the last five years, the school systems have continued to attempt to be in compliance with the regulations. Meanwhile, total school enrollment has continued to decline. Minority enrollment, in total numbers, has remained quite stable, but its composition has been changing. American Indians in Minneapolis and Hispanics in Saint

Paul are making up larger proportions of the minority population.

There is mixed evidence today over the degree of progress in civil and human rights since Myrdal's book was written, since the Supreme Court decision, since the riots of the 60s or since mandatory desegregation was enforced. Some ominous signs: interest in Congress in a constitutional amendment to prohibit busing, the reputed re-emergence of the Ku Klux Klan, and, recently on the local scene, confrontation between Blacks and whites at a suburban high school. There is other evidence to indicate some change in attitudes. In 1978, according to the Gallup Poll, 38% of Northern white parents would object to sending their children to schools where more than one-half of the pupils were Black.⁵ Five years earlier, a Gallup Poll showed 63% would object. A similar decline during the same period was evident among southern white parents. The 1978 Gallup Poll revealed, however, that many more whites believed Blacks are being treated fairly than do the Blacks themselves. The poll showed that 71% of the whites but only 34% of the Blacks believed that Blacks are treated the same as whites.

While there is dispute about progress in integration, it seems ever more apparent that desegregated schools are being accepted as permanent fixtures in Saint Paul and Minneapolis. Some persons still oppose desegregation and others don't think it is very important, but we see no evidence of a broad desire to return to pre-1974 segregation. In the narrow sense of moving pupils to achieve a certain mathematical balance of races, the era of whether to desegregate is over for Saint Paul and Minneapolis.

B. NUMERICAL DESEGREGATION WAS ACCOMPLISHED HERE WITH RELATIVELY LITTLE ACTIVE OPPOSITION.

Although we don't underestimate the degree of effort which was required, and while we recognize that many persons were opposed, the fact remains that numerical desegregation, the movement of pupils to achieve certain standards of racial balance, has been accomplished here in a relatively peaceful fashion. Unlike the desegregation process in certain other parts of the nation, this area was spared racial protest, confrontations at picket lines and violence. Many parts of the nation still are segregated, particularly in the North. In the Northeast and Midwest states 59% of the Black pupils were in virtually all-Black schools in 1976, according to the US Department of Health, Education and Welfare. 6

While some households chose to move or to send their

children to private schools, there is no evidence of a massive exodus from Minneapolis and Saint Paul. An enrollment decline caused by a lower birth rate has been common to all school districts, with some suburban districts experiencing even larger percentage losses than the central cities. For example, between 1969-70 and 1978-79, Saint Louis Park dropped 40.5% in enrollment; Richfield, 39.6%; Minneapolis, 34.7%; Bloomington, 30.4%; Robbinsdale, 28%; Saint Paul, 26.9%, and Edina, 26%.

The Saint Paul and Minneapolis Public Schools had made careful plans to prepare pupils and parents (both majority and minority groups) for the elimination of segregated schools. In some cases the initiative on solutions was taken by parents themselves. Perhaps the relatively small number of minorities in this metropolitan area as compared to other metropolitan areas is a contributing factor to the peaceful transition. Perhaps, too, much of the opposition diminished during the two decades which elapsed between the US Supreme Court's decision outlawing deliberately-segregated schools and the accomplishment of numerical desegregation here. Nevertheless, many persons believe that a substantial amount of low-level resistance to desegregation remains in this area and that families have moved their residences to avoid desegregation.

C. NUMERICAL DESEGREGATION HAV-ING BEEN ACCOMPLISHED HAS HELPED THE COMMUNITY TO FOCUS ATTENTION ON MORE FUNDAMENTAL ISSUES.

Numerical desegregation, while an accomplished fact in the Twin Cities area, may have uncovered more issues than it settled. The second generation of issues may be more complex, harder to resolve, and more difficult to measure than desegregation. Desegregation, in the narrow sense of achieving a certain racial mix in each school, is accomplished in a straightforward manner by assigning pupils to specific schools and is measured mathematically against specific standards. Perhaps out of necessity desegregation first had to come to grips with assignment of pupils to school buildings. That, in turn, has produced the following additional issues:

1. HAVE DESEGREGATED SCHOOLS BEEN AD-EQUATELY INTEGRATED?

While progress has been made, integration is not an accomplished fact. There is no doubt that integration is much more widespread than it was when desegregation began in the Twin Cities. The Saint Paul and Minneapolis school systems have carried out several human relations training

programs for their staffs. Integration seems to be more successful with students who have attended desegregated schools since kindergarten than with older students. However, it is not universal. At some desegregated schools students from particular minority groups have little interaction with students and teachers from other groups. Some majority and minority students tend to take the same classes and participate in the same extra-curricular activities (or fail to participate in extracurricular activities) as other members of the same group. They are likely to refrain from social contact with students from other groups. At other schools classes and extracurricular activities are integrated and social relationships between students from different groups take place.

Paradoxically some minority students may not be able to do well in situations where a "critical mass" of students from their group is not present. American Indians and Hispanics have shown limited interest in integration.

Much of the school curriculum remains to be integrated. For example, some parents have urged that Black and Indian history should be integrated into American history rather than taught as separate one month subjects.

Some teachers may not have a sufficient understanding of the cultures of minority students in their classes. Also, teachers may "track" minority students and make them aware that less is expected from them than from majority students.

An issue raised by some persons is whether expectations of schools to achieve integration are too high, since society itself is not integrated.

2. SHOULD DESEGREGATION APPLY TO THE STAFF, TOO?

Officially, the answer has been mixed. The Federal District Court is requiring Minneapolis to distribute its minority teaching staff proportionately among school buildings. School districts are covered by the Civil Rights Act of 1964. Federal regulations under that act require school districts to hire and assign teachers and other staff in a nondiscriminatory manner. The Office for Civil Rights of the Department of Health, Education and Welfare may cut off federal aid to school districts which are not complying with its regulations.

The State Board of Education requires nothing of school districts in this regard. Neither the Federal District Court nor the State Board of Education has anything to say about

minority recruitment in all-white school districts. Minneapolis and Saint Paul are the only districts with significant number of minority teachers, and even there the proportions are about one-half the minority proportion in the student body.

3. DOES LAYOFF POLICY DISCRIMINATE A-GAINST MINORITIES?

The prevailing practice in suburban and central city school districts is that teachers are laid off in inverse order of seniority during periods of declining enrollment. Beginning in 1971 Minneapolis and Saint Paul recruited large numbers of minority teachers. These teachers, because they are among the most recently hired, and, therefore, have the least seniority, are more subject to layoffs than are white teachers. In Minneapolis, for example, about 20% of the teachers being laid off each year are minority teachers, which is twice the overall percentage of minority teachers in the entire system, according to the school superintendent.

State laws governing teacher layoffs are not the same in all districts. Duluth has a law of its own, which empowers the teachers and school board to determine layoff policy by collective bargaining. The current agreement in Duluth provides for layoff in inverse order of seniority, with no mention of affirmative action. Another law applies only to Minneapolis and Saint Paul. It requires layoff in inverse order of seniority, with no mention of affirmative action. A third law applies to all other school districts in the state. Ironically, that law makes it possible to over-ride the seniority provision if a school district has an affirmative action program in effect (that is, it is hiring minority teachers). But since Minneapolis, Saint Paul and Duluth are not covered by this law, the affirmative action over-ride applies only where there hardly are any minority teachers to take advantage of the provision.

A provision in the collective bargaining agreement between the Saint Paul teachers and school board gives the school board the right to utilize affirmative action in layoffs. No such provision exists in the Minneapolis teachers' contract.

The essential question is whether declining enrollment—which is having the effect of making the pupil enrollment "Blacker"—is, at the same time, having the effect of making the teaching staff "whiter."

Some school districts give their teachers preference in assignment to school buildings based on seniority. Teacher-assignment provisions are not covered in state law; they exist in selected teacher-school board bargaining contracts.

Sometimes the terms "seniority" and "tenure" are used interchangeably, as if they were the same, which they are not. Seniority concerns the application of a teacher's length of service in a school system as a basis for certain employment-related conditions. Tenure means a situation in which a teacher may not be dismissed except for cause and after certain due process procedures. A teacher reaches tenure after two years in suburban school systems and after three years in Saint Paul and Minneapolis. Until a teacher is placed on tenure, the teacher is on probation and may be dismissed for whatever reason the employer may choose.

Some persons claim that tenure should be retained because it protects teachers from arbitrary dismissal. Others say tenure should be modified or repealed because they believe it doesn't give teachers enough incentive to want to do a good job and because it makes it very difficult for school districts to dismiss teachers who are not performing satisfactorily.

4. SHOULD MINORITIES BE REQUIRED TO BE COVERED BY THE PROVISIONS OF DESEGREGATION?

Among American Indians and Hispanics, but also among Blacks, some parents are urging that they have the right to send their children to the same schools as other members of the same minority group, even though this would serve to further segregate the school systems. A plea by the Indian community to be governed by different percentages was rejected by the Federal District Court. Interestingly, another branch of the federal government, Congress, is providing funds for all-Indian private schools in Minneapolis and Saint Paul. Enrollment practices in Saint Paul and Minneapolis both have had the effect, on occasion, of denying minority group members the opportunity to send their children to schools they preferred because such choices would have produced unacceptable levels of segregation. Some minority members are outspoken in their desires to be exempt. This is true of some leaders of the Hispanic and American Indian communities. We made no attempt to obtain a full sample, and undoubtedly differences exist in all groups, but the message we received is that in some cases desegregation seems to be denying minorities access to the best schools, (b) desegregation is denying some minorities the desires they have to be educated in classrooms with other members of the same minority group. Some minority parents believe that removing their children from neighborhood schools is harmful to learning because children may be placed in unfamiliar settings or where their cultural identity is not

respected. One leader stated flatly that desegregation is detrimental to quality education for American Indian children. Others said that Indians are not a minority but a political entity. Historically and legally they have been treated differently, for example, entering into treaties with the US government. Therefore, they should be treated differently, irrespective of whether they are located on reservations or elsewhere, some persons say.

On the other hand a substantial, and perhaps still majority, view is that desegregation, by itself, is valuable for youth, in that they are given the chance to experience what it is like to life in a multi-racial world. According to this viewpoint, a desegregated education is an inseparable part of quality education.

Additionally, others in the minority community are deeply concerned about any retreat from a commitment to desegregation because they feel, as minorities, that the physical presence of a substantial number of majority group persons assures greater attention on the part of the majority group to the quality of education, thereby helping minorities too. They fear that a retreat from desegregation might also mean a retreat from such a commitment.

Few persons deny that quality education is possible in an all-minority school system. But there is lack of unanimity as to whether the quality there is better than in a desegregated system. Definitions of quality vary. Some of us visited an all-Indian private school. We were quite impressed with the enthusiasm and dedication of the staff. We also visited with parents. Both staff and parents believe education is better in the all-Indian environment. We also have seen a recently-completed study of Indian education in Minnesota prepared by Educational Management Services, Inc., which offers a different point of view. That study cites, among other things, higher rates of absenteeism for all-Indian schools than for Indians in public schools. The study found that "test scores" for Indian students in both public schools and all-Indian schools reveal "developmental delays lagging from one to two years behind the non-Indian population." These viewpoints illustrate that different yardsticks are being used by different groups, both seeking quality education.

On a national basis, education of Hispanics is becoming increasingly a major issue, because of the growing immigration to the United States from Mexico. This issue affects Minnesota because of the influx of migrant farm workers. There is a small, but growing, Hispanic community in the Twin Cities area, concentrated mainly on Saint Paul's west side. Many persons in the Hispanic community do not support desegregation. In addition, they are pushing hard for incorporating bilingual programs in the public schools.

Among Blacks we sense a much greater commitment to desegregated schools, but even there questions were raised. Some Blacks oppose desegregation. More often, however, the questions related to whether the effort to desegregate is as important as the effort to provide a quality education. Some persons, we found, are extremely reluctant to face these questions because they fear that whites will exploit Blacks' attitudes and use them as an excuse to avoid desegregation.

Some persons in the minority community simply object to being classified as "minority" automatically because of some categories established by the federal government. They are not given an opportunity to exempt themselves from being counted as minority for desegregation purposes.

For one minority group, Asians, we found virtually no issue in desegregation. Perhaps this is because the Asian population is distributed throughout the central cities and suburbs, with no residential concentration as is true for Blacks, American Indians and Hispanics.

5. MUST DESEGREGATION IMPLY THE POSSIBIL-ITY OF REASSIGNMENT OF PUPILS TO DIFFERENT SCHOOLS YEAR BY YEAR?

A repeated concern of parents is the uncertainty over which school their children will be attending from year to year. This perceived lack of stability in attendance areas seems to be of greater concern than the initial assignment to a desegregated school.

What concerns parents is the possibility that their children will have to be reassigned in order to keep the level of desegregation in line with approved percentages. Because of mobility of children and families, a given attendance area may be in compliance one year, but because people move, the area may not be in compliance the next year. Yet school officials feel they have no alternative but to redraw boundaries continually to keep schools in compliance.

This question becomes particularly controversial when other public policies apparently are inconsistent with the goals of school desegregation. For example, public-owned housing is not subject to desegregation requirements. In one publicly assisted townhouse project, 95% of the units were occupied by Black households. In another project 93% of the units were occupied by Indian households.

In the summer of 1979 the Federal District Court dismissed a suit brought by the Minneapolis School Board which asked that the Minneapolis Housing and Redevelopment Authority and the Federal Department of Housing and Urban Development be made third-party defendants in its desegregation case. The School Board made the request because it felt that public-assisted housing policies were contributing to the desegregation problem. The percentage of minority occupants in many housing projects is high and, in some cases, rising, according to documents filed with the Federal Court.

6. WHAT ARE THE APPROPRIATE GEOGRAPHIC AREAS FOR CARRYING OUT DESEGREGATION?

In a 5-4 decision the US Supreme Court declined to order cross-district transfers in the Detroit metropolitan area, despite the fact that the Detroit School District was 70% Black, while the overall metropolitan percentage was only 18%. "Before the boundaries of separate and autonomous school districts may be set aside by consolidating the separate units for remedial purposes or by imposing a cross-district remedy, it must first be shown that there has been a constitutional violation within one district that produces a significant segregative effect in another district," Justice Burger wrote for the majority of the court. "Thus an inter-district remedy might be in order where the racially discriminatory acts of one or more school districts caused racial segregation in an adjacent district or where district lines have been deliberately drawn on the basis of race. . . . Conversely, without an inter-district violation and interdistrict effect, there is no constitutional wrong calling for an inter-district remedy." In some cases the Court has required reorganization of district boundaries, particularly in the South, where it was deemed that the boundaries had served to deliberately segregate the school systems. In Minnesota, the State Board of Education and the Federal District Court have limited their regulations to the boundaries of the school districts.

The possibility of a central city school district being merged with a suburban district was raised a few years ago when the Golden Valley district began exploring its future. However, an effort to include Minneapolis in the merger discussions was rejected by the State Department of Education as being politically impractical. Recently the district agreed to merge with Hopkins, even though its pupils will be bused a much longer distance to high school than if they had merged with Minneapolis.

Perhaps surprisingly, a degree of "natural" desegregation seems to be occurring in Twin Cities area suburbs. As noted earlier, one-half of all the increase in minority enrollment in the metropolitan area public schools since 1972 has occurred in the suburbs.

a. Inter-district student movement, for reasons

other than desegregation, has occurred in the past.

The metropolitan area has a long history of students from one district attending school in another. For example, until their own high school districts built high schools, pupils from Maplewood attended Johnson High in Saint Paul; pupils from Roseville attended Washington High in Saint Paul; pupils from Circle Pines attended Marshall High in Minneapolis; from Richfield, Roosevelt and Washburn in Minneapolis; from Golden Valley, West High in Minneapolis; and from Edina, Southwest High in Minneapolis.

State law has allowed limited cross-district movement in agricultural areas.

Children from a farm household have been allowed to attend school tuition-free in an adjacent district provided the household owned at least 40 acres in the neighboring district, and provided the district boundary was less than two miles away. The Legislature has begun to phase out the effect of that law, by making all such transfers depend upon the pattern of land ownership as of January 1, 1978.

c. State law allows school districts to enroll pupils from other districts but prohibits school districts from competing with each other.

A school district may enroll a pupil in another district if it is impractical to keep the pupil in the home district, provided the two districts can agree on a payment for tuition, which is paid by the home district. This approach often is followed in connection with educating handicapped pupils. Parents are permitted to enroll a child in another district, provided they pay whatever tuition is set, irrespective of whether the home district approves. But, while permitting cross-district movement, the law explicitly prohibits school districts from competing with each other for enrollment.

A pupil is assigned to a public school district based on residence. Unless some other arrangement can be worked out, the pupil must attend in the home district. Conceivably, a pupil could move to another district, even though the parents did not move, and live with relatives or friends.

d. A voluntary inter-district transfer program for purposes of desegregation was tried briefly in the early 1970s.

In January 1973, with the help of a \$50,000 grant

from the state, seven suburban white students began attending a racially-mixed school in Minneapolis. Three came from Saint Louis Park, two from Edina, one from Eden Prairie and one from Maple Plain. The state funds were used to defray tuition and transportation expenses. The program was discontinued after a short time. Prior to the beginning of the voluntary program, the superintendent of schools in Minneapolis had proposed mandatory two-way transfers with suburban schools for desegregation.

e. Wisconsin and Massachusetts have laws that promote inter-district desegregation.

The Wisconsin law promotes inter-district transfers through incentives both to the sending district and the receiving district. The losing district is entitled to count the student for state aid purposes as if the student were enrolled in that district. In the 1978-79 school year approximately 800 Milwaukee pupils transferred to the suburbs and 150 suburban pupils transferred to Milwaukee. Massachusetts law promotes metropolitan remedies through an extensive system of magnet schools. About 3,700 students from Boston and the suburbs were involved in voluntary magnet programs in 1977-78. In addition an inter-district transfer program has been in operation in the Boston area for about ten years, according to the National Task Force on Desegregation Strategies. 10

Some metropolitan desegregation programs are in effect elsewhere in the nation.

In September 1978 the city school district of Wilmington, Delaware, merged with ten suburban school districts in a court-ordered plan that ended 22 years of litigation, according to a recent status report on desegregation prepared by the US Commission on Civil Rights. That same report said that ten of the fifty largest school systems in the nation were operating under court-ordered metropolitan desegregation plans: Charlotte, Las Vegas, Louisville, Nashville, Clearwater (Florida), Ft. Lauderdale, Jacksonville, Miami, Orlando, and Tampa. Most of these already were countywide school systems. Apparently, in all of these cases, school districts actually were consolidated. We are unaware of any mandatory metropolitan desegregation effort which is carried out without reorganization of the school districts involved.

g. Some programs are designed to affect the locations people pick for their residences in the first place.

Public hearings in Minneapolis were held in the summer

of 1979 on a comprehensive plan for the city that is designed explicitly to stabilize population of the city and to make more housing available for households with children present. Similar goals exist in Saint Paul. If these programs are successful, more majority group households would choose to live in these cities. In an effort to disperse low-income population throughout the region, the Metropolitan Council for the last several years has been giving priority attention to providing subsidies for low and moderate income households in the suburbs.

D. BUT QUALITY EDUCATION REMAINS UPPERMOST IN THE MINDS OF PARENTS.

1. A COMMON COMPLAINT OF MINORITY PAR-ENTS IS THAT THEIR CHILDREN HAVE NOT BEEN RECEIVING AN IMPROVED QUALITY OF EDUCATION.

Desegregation was ordered by the US Supreme Court to improve equality of educational opportunity for minorities. Although technically that is not the same as improving the quality of education, minorities justifiably saw desegregation as a route to a better quality of education. We were told repeatedly that minorities are deeply disappointed with the results. It may be that parental expectations were too high, that teachers' and administrators' expectations were not high enough, or that results have not been interpreted correctly. But the point is inescapable that a substantial portion of the minority community today is dissatisfied with the education their children are receiving.

Many minorities, particularly Blacks, have not been opposed to transporting their children out of their own neighborhood schools because they expected that the chances for quality education would be enhanced in schools with substantial numbers of white pupils.

The minorities also have recognized, and appreciated, the benefits to members of the white majority in learning inter-racial respect and understanding.

But for many of them, their patience is coming to an end. They no longer are accepting whatever educational environment to which they are assigned. The improvement they expected in quality of education doesn't seem to have happened. Some concerns are unique to minorities: a feeling that some teachers may not expect as much learning from minority pupils as from majority pupils, or a feeling that the curriculum fails to recognize the needs of minorities. Other concerned are common to majority and minority parents: a feeling by some that children aren't mastering

essential skills, or a feeling that too many children are automatically promoted from grade to grade.

The Urban Coalition of Minneapolis recently criticized the public schools for "not effectively educating poor and non-white students." The Urban Coalition called for (a) more attention to the basic skills of reading, writing and mathematics, (b) systematic evaluation of teachers, principals and administrators, and (c) a management-by-objective model of educational planning and evaluation to hold the school system accountable to the community for the provision of quality education to all students. ¹¹

In addition, members of the minority community believe that quality education includes a concern for developing and maintaining racial identity and ethnic pride. Because of a lack of role models due to the small numbers of minority staff, because of pupil reassignment practices, and because of some perceived indifference to curriculum modification, several minority groups feel schools fail to develop cultural pride in their children.

2. SOME STUDIES REVEAL EDUCATIONAL GAINS MADE BY BLACKS.

The number of Blacks age 18 to 24 who left high school without graduating fell from 35% in 1967 to 24% in 1977, according to a recent Census Bureau Survey reported by US News and World Report. In the same period, the survey showed, the dropout rate for whites went down from 18% to 15%. The number of Blacks in colleges is now about 11% of the nation's college enrollment, a proportion that nearly equals the proportion of Blacks in the total population, 12%. The Census Bureau found that in 1977, 10% of all Black students age 16 and 17 were at least two years behind the proper grade for their age. A decade earlier, 18% were behind the norm.

A 1978 Brookings Institution report mentioned the results of some studies which seem to indicate progress by Blacks. The author of the report, Gary Orfield, said the progress cannot now be linked directly to desegregation but eventually may be. 13 One study cited was by the National Assessment of Educational Progress, in 1978, which indicated young southern Blacks were making stronger relative progress in reading and science than either whites or Blacks in other regions. The study showed that the southern Blacks had a 2.8% gain in science achievement while northern Blacks declined 3.5%; whites also declined. Blacks performed best in schools with large white majorities, according to the report. The report on reading showed that almost all the national gains in primary school reading levels during 1971-75 took place in the South, where the scores

of young Black students rose four times as fast as those of whites, substantially shrinking the Black-white achievement gap. ¹⁴ The Brookings report also mentioned a 1977 report prepared for the National Review Panel on School Desegregation Research, which found consistent and substantial education gains when desegregation had existed since the first grade, a finding which, if confirmed, Orfield said, "could have major policy implications." ¹⁵

3. OTHER STUDIES CLAIM DESEGREGATION HAS NOT CONTRIBUTED TO AN IMPROVEMENT IN QUALITY OF EDUCATION.

No widespread gains in achievement, some slight gains, no gains, and some slight losses were reported by sociologist James S. Coleman in 1978 following a wide-ranging review of the effects of desegregation on Black achievement. ¹⁶ "No longer should we look solely, or even primarily, to racial balance in the schools as a solution to inequality of educational opportunity," Coleman said. A decade earlier Coleman had headed a group of scholars who produced a report for the US Office of Education which found that children from disadvantaged backgrounds perform better when they attend school with children from more affluent homes. Because of that study, Coleman had argued that desegregation would bring about achievement benefits.

Research on achievement levels after desegregation is inconclusive, according to Clifford P. Hooker, professor of educational administration, University of Minnesota, an author of several books and articles on desegregation and a witness in several court cases concerning desegregation.¹⁷

4. WHITES MAY NOT BE AFFECTED ACADEMI-CALLY BUT ATTITUDES ARE IMPROVED.

The desegregation process itself has little if any effect on the academic success of white students, as measured by achievement test scores, according to the 1978 Brookings report. 18 "Researchers operating from very different scholarly and ideological starting points support this general finding," said Gary Orfield, author of the report. "Unlike research on other vexing social policy questions, these data present almost a model of consensus." Orfield said that racial attitudes are improved when there is strong leadership by the principal and teachers in a school. He cited studies which illustrated that improvement in attitude was closely related to the number of years a student had attended an integrated school.

E. WHILE IT ISN'T DIFFICULT FOR PEO-PLE TO REACH GENERAL AGREEMENT ON THE NECESSARY INGREDIENTS OF QUAL-ITY EDUCATION, THERE IS LITTLE CON-SENSUS ON HOW TO REACH THAT GOAL.

A common list of prescriptions for quality education is likely to include one or more of the following:

- More teachers' meetings with parents.
- · More in-service training for teachers.
- Changes in curriculum, such as adding or deleting courses or changing texts or other teaching materials.
- More accountability by the teachers for the performance of their pupils.
- Changes in grading procedures.
- · More attention to individual needs of pupils.
- · More community involvement in decision-making.
- Better discipline.

Much of the debate centers on what is necessary to accomplish these changes or improvements.

1. ONE APPROACH INVOLVES THE USE OF POLI-TICAL OR COMMUNITY PRESSURE ON EDUCATORS TO CONDUCT THEIR BUSINESS IN CERTAIN WAYS.

Supporters of certain changes will try to convince the appropriate officials to take action. They may meet with teachers, administrators and school boards. They may form advisory committees. They make seek to pass laws. One result of such efforts is a law passed a few years ago which requires that each school district set up an educational planning, evaluation and reporting (PER) system. Under this approach the weight of public opinion ultimately will determine whether certain steps will be taken by the officials in charge. This approach is a logical part of a system in which the state or its designated administrative officials make most of the decisions about who should attend school and where.

2. A SECOND APPROACH IS CHARACTERIZED BY GIVING MORE MONEY AND AUTHORITY TO SCHOOL OFFICIALS.

This approach is quite popular with the persons directly involved in setting policy, managing and teaching. Their response to concerns about improved quality education may be that more money is needed, to hire staff so class size can be reduced or to increase salaries so more competent personnel can be hired. They also may say that they need to be protected from outside pressures so that they can be free to run the schools in the best professional manner.

3. A THIRD APPROACH INVOLVES SETTING UP A FRAMEWORK IN WHICH EDUCATORS ARE STIMULATED TO BE MORE RESPONSIVE, ON THEIR OWN INITIATIVE.

This approach seeks to establish a framework within which teachers and administrators have a greater incentive to take steps that will improve the quality of education. This approach recognizes that "quality" usually is defined by the person receiving the service. This type of approach stresses giving choices to parents/pupils on the educational environment for children. It assumes that school systems will seek to be more responsive to parents' desires for quality education in order to maintain and increase enrollment and revenues.

There are several areas where a parent or someone else makes a choice affecting the ultimate placement of a pupil in a specific classroom:

- Whether to attend. The state requires persons to attend school between the ages of seven and sixteen. Attendance is optional for other age levels.
- Whether to attend public school or private school. This choice supposedly is open to everyone, except that for most households a financial incentive is present to attend public school. Or, to put it another way, many households can't afford to send their children to private school. Some private schools make grants available to low income households.
- Which school system to attend. Assuming the public school system is selected, the state makes the decision, by requiring attendance in the school system where residence is maintained. A household could elect to attend school in another district, but it would pay tuition, just as if that school district were a private school, unless the district of residence made arrange-

ments to pay the household's tuition. If the household pays the tuition, no state aid is made available either to the sending or the receiving district. If the sending district pays the tuition, then that district can receive the full state aid allotment for that pupil.

- Which school building to attend. Each individual school district decides its own policy. The prevailing practice is that the school district assigns each pupil to a building, usually the one nearest home, unless there are other factors involved, such as desegregation or the need for special education. Each school district can decide how much, if any, freedom it gives to individual households in choosing which school buildings their children attend.
- Which room/teacher to be assigned within a building.
 This decision usually is made by the principal in each building. Each school district fully controls its own policy on how pupils should be assigned to a given room/ teacher.
- Whether a pupil should pass or fail. This decision traditionally has been thought to rest only with the teacher. Frequently, teachers have been criticized for so-called "social" promotions, that is, moving the pupil to the next grade irrespective of performance. A few school districts have taken the step of leaving the decision on promotion to the parents. The teacher makes a recommendation, along with informing the parent of all relevant data, but the final decision is given to the parent.
- Which classes a pupil should take. Generally, a high degree of choice seems to be available for high school pupils throughout the metropolitan area. This, more than any other educational decision, involves a great deal of choice by the pupil. Some persons wonder whether too much choice has been given here, and think that teachers and parents should have more influence.

F. THE IDEA OF MORE CHOICES FOR FAMILIES HAS BEEN BECOMING MORE POPULAR IN THE TWIN CITIES AREA IN RECENT YEARS.

Most of the quality-of-education effort still seems to be concentrated in (1) trying to persuade or mandate educators to undertake certain activities or methods and (2) more spending. The "choices approach" represents a supplement to, rather than a replacement of, the other approaches. Even though options are not too widespread,

there are some significant examples to indicate that the choices approach to quality of education is becoming more popular:

1. MINNEAPOLIS AND SAINT PAUL ALLOW THE MOST CHOICE OF BUILDING.

The Minneapolis and Saint Paul School Districts allow more choice for residents on which building to attend than do other districts in the metropolitan area. Both permit a pupil to attend anywhere in the city, so long as a choice of building doesn't contribute to racial segregation in either the building selected or the building to which the pupil would otherwise have been assigned. Minneapolis and Saint Paul provide elementary schools which offer different educational settings, depending upon preference of the parents/pupils. For example, a parent/pupil in Minneapolis may select one of the following: (a) fundamental, (b) contemporary[traditional], (c) continuous progress, (d) open, and (e) free. Saint Paul has an extensive system of learning centers available to pupils throughout the city.

2. SOME CHOICES ARE PRESENT IN SUBURBAN DISTRICTS TOO.

Several Twin Cities area suburban school districts allow some form of open enrollment among the buildings within their respective boundaries, according to a recent survey conducted by the Educational Cooperative Service Unit, an organization of Twin Cities area school districts. ¹⁹ In most cases a special program offered in one school building may be offered to pupils throughout a district. Few, if any, examples exist where a parent must make a conscious

decision on the building to which a child should be assigned.

3. A FEW SUBURBAN DISTRICTS ARE GOING FURTHER, ALLOWING PARENTS TO REQUEST SPECIFIC TEACHERS.

Most districts in the metropolitan area, including Minneapolis and Saint Paul, allow very little, if any, choice of teacher by the parent/pupil. In many cases parents may make requests because of special situations, but it is not widely recognized as being an option. We are aware of two exceptions to the rule. One suburban district in the eastern part of the metropolitan area makes it known, informally, that it welcomes parents' expressing a preference for a given teacher. That system reports that parents' requests are honored in about 80% of the cases. Another suburban district in the western part of the area allows parents/pupils to select teachers, to the extent that the total enrollment in a classroom does not exceed the district-wide average class size for that grade.

4. VOLUNTARY INTER-DISTRICT TRANSFERS ARE RECEIVING SOME CONSIDERATION.

The possibility of pupils from one school district taking some classes in another district or transferring to another district voluntarily was considered in a recent report to the State Commissioner of Education by a metropolitan-wide task force of school board members. The report listed voluntary inter-district transfer as one of several methods of inter-district cooperation.

CONCLUSIONS

1. WE CONCUR WITH THE ADOPTED POLICY STATEMENTS ON DESEGREGATION OF THE MINNEAPOLIS AND SAINT PAUL SCHOOL BOARDS AND THE STATE BOARD OF EDUCATION.

While words alone are only a partial test of commitment, these agencies adopted policy statements several years ago which stress that segregation is inconsistent with equality of educational opportunity. Thus, while we may have concerns about specific programs of implementation, we fully agree with the policy objectives. For us, desegregation is an inseparable part of a pupil's education because it gives the child an opportunity to gain experience in real-life situations with persons of other races, thereby promoting the process of integration.

2. PUBLIC ACTIONS WILL CONTINUE TO BE NECESSARY TO SUPPORT NUMERICAL DESEGREGATION IN THIS AREA.

While numerical desegregation has been accomplished, and while it is only part of a larger answer, we believe that it must continue to be supported. Many of us look forward to the day when it no longer will be necessary to take special steps to assure a certain mathematical mix of races in schools. While progress has been made, we believe that day still is some time away.

We know and accept that desegregation involves transportation (the pejorative term is "busing") and that strictly "neighborhood" schools are incompatible with desegregation as long as neighborhoods themselves are segregated. Almost one-half of all children in America ride a bus to school already. With decline in enrollments and shifts in population it is inevitable that the "luxury" of a neighborhood school will be available to fewer and fewer persons, irrespective of desegregation.

3. SCHOOL SYSTEMS MUST MAKE A MORE CON-CERTED EFFORT TO ASSURE THAT INTEGRATION TAKES PLACE IN DESEGREGATED SCHOOLS.

a. School principals and teachers should be held

responsible for the extent to which classes and extracurricular activities are integrated. Differences in integration between schools may be traceable to the attitude of the principal. Principals should inform their teachers that integration is an important part of their job and that they will be held accountable for what they do or fail to do to facilitate it.

- b. Curricula should be integrated.
- c. Teachers should receive continuing special human relations training concerning the cultures of the minority students in their classes. Without such training desegregation may hurt rather than help students.
- d. Teachers should have the same expectations and make the same demands of minority students that they do for majority students.
- e. Programs such as Saint Paul's learning centers and the distinct alternatives offered in Minneapolis should be encouraged.

4. MORE ATTENTION MUST BE GIVEN TO HIR-ING MINORITY TEACHERS.

In central city schools, where substantial numbers of minority pupils are present, a continued effort is needed to attract minority teachers, for the benefit of both minority and majority pupils. In suburban schools more minority teachers are needed to provide something of an inter-racial experience for white students.

5. THE USE OF ONLY SENIORITY AS A BASIS FOR DETERMINING THE ORDER OF TEACHER LAY-OFFS AND IN ASSIGNMENT TO SPECIFIC BUILDINGS HAS A DISCRIMINATORY EFFECT.

It is unfair to newly-hired minority teachers and is contrary to affirmative action policy to allow seniority to be the only basis for determining the order of teacher layoffs. It may discourage minority teachers from applying in the first place. We cannot accept a state law on use of seniority which is the most restrictive in the districts which have the largest minority enrollment and which is not the same for all districts.

Seniority in teacher assignment may leave more inexperienced teachers in schools with the most "problems," if more experienced teachers gravitate to other schools. Younger, more inexperienced teachers may be every bit as capable of dealing with problem youngsters as their more experienced counterparts. But school districts should steer from adopting practices which restrict their ability to assign teachers where they can do the most for pupils, irrespective of their seniority.

We considered the implication of the teacher-tenure law which, while not related to desegregation as such, is controversial in connection with quality of education. We believe administrators and school boards should pursue aggressively all rights they now have under the existing tenure law. If these steps are not satisfactory for removal of unqualified teachers, then it may be necessary to determine whether the tenure law should be changed.

6. THERE IS NO COMPELLING NEED TO CHANGE PRESENT RULES WHICH DON'T EXEMPT MINORITIES FROM DESEGREGATION.

This question is particularly sensitive to American Indians and Hispanics, some of whom object to being counted as minorities for purposes of desegregation. We accept the distinction made by the federal court for schools on Indian reservations, where 100% minority enrollment may be accepted because of the quasi-nation status of reservations. But we are unable to support a change at this time in the already-established system of desegregation, at least as it is applied to the public schools, according to widely accepted minority categories. The categories conform to those established by the Department of Health, Education and Welfare. We don't think nationally-consistent categories are necessarily perfect, but we see no compelling need to use some other basis for desegregation, for the following reasons:

- There continues to be a risk that, within the public system, a predominantly-minority school would not receive the same degree of attention, and resources, from a school district controlled by persons from the majority group.
- Allowing separate schools might delay, not hasten, the day when racial identification no longer would be needed. In the long run we look to doing away with

the necessity of pupil assignment based on race. If the public schools were to set aside certain buildings for minority group members, such action would likely harden racial distinctions.

- Desegregated schools benefit minority and majority pupils. It is important for the public schools to provide an educational environment for pupils which is consistent with the idea of a pluralistic society.
- A reason some minorities don't want to be subject to desegregation is their desire for improved quality of education. The issue of quality education is being faced in other ways in this report.

In addition, of course, it is questionable whether separate public schools for minorities are permitted under the constitution, in light of rulings by the federal court.

7. JUGGLING SCHOOL ATTENDANCE BOUND-ARIES EACH YEAR PRODUCES TOO MUCH UNCER-TAINTY AND INSTABILITY.

It would not be difficult, mathematically, for Minneapolis and Saint Paul to change their school attendance areas each year so that every school is in technical compliance with regulations of the State Board of Education or the federal court. It would satisfy a statistical measurement of desegregation, nothing more. We think such a degree of "perfection," or "purity," in this metropolitan area's approach to desegregation produces too much uncertainty and instability in school systems. They already are forced to redraw attendance areas regularly because of declining enrollment. If changes are made too frequently in boundaries, more households are likely to seek other locations to live or otherwise remove their children from public schools. The pupils, parents, teachers and administrators who remained would become increasingly disillusioned. It is doubly unfortunate when boundary changes are necessitated by growing segregation of residential housing, often financed with public funds.

8. SCHOOL DISTRICT BOUNDARIES SHOULD NOT RESTRICT ARTIFICIALLY THE MOST LOGICAL GEOGRAPHIC AREAS FOR CARRYING OUT DESEGREGATION.

The Twin Cities metropolitan area has many characteristics of being a single "city," in terms of where people live, work, shop and attend school. School district boundaries here are too restrictive. They deny pupils the opportunity

to take advantage of educational programs in neighboring districts. Furthermore, if a household moves, a pupil is required to attend school in the new district of residence, even though the child may prefer to continue in the other district. Even more disturbing, school districts now are prohibited by state law from encouraging non-residents to take advantage of their educational programs.

9. THE TWIN CITIES AREA COMMUNITY MUST ADDRESS THE ISSUE OF QUALITY EDUCATION, ELUSIVE AS THE TERM IS.

We were profoundly affected by the repeated comments to us that *the* issue today is quality of education. We weren't too eager to deal with the issue of quality because the term is so difficult to define. But the concern—in both minorities and majorities—runs very deep.

10. AT THIS TIME A "CHOICES APPROACH" TO THE QUALITY OF EDUCATION ISSUE NEEDS TO BE EMPHASIZED.

The approach recognizes that people's definitions of quality vary. By making choices, people's definitions of quality are made clear.

The various approaches to quality education—political accountability, financing and choices—are not mutually exclusive. All are needed. The choices approach has not received as much attention as the other two.

In education, as in many other fields, the final decisions need to be left to the consumers themselves. Some educators may feel that others do not always choose good quality. The educators should assist consumers in making informed choices through information and persuasion, but educators should not try to force on others their own definitions of quality. This requires a system of schools that offers alternatives and choices reflecting the diversity of family needs and desires. It would empower the disadvantaged to walk away from schools that are not performing and into schools that will offer them what they want, which would give all schools the inducement to deal with tough problems of curriculum change, pupil achievement and teacher evaluation.

Much more attention would be required to providing consumers with information to make informed choices, as well as to get them accustomed to thinking about making choices. Such an opportunity in education is not contemplated today by many consumers.

It is possible that a larger program of choices would produce greater concentrations of minorities than would be permitted by present rules. We can accept this risk with less discomfort than if our community had made no significant progress toward desegregation, generally. The gains likely from a movement toward quality education through choices are worth the risk today—particularly when it is likely that other steps can be taken to avoid abuses.

Some persons might argue that disadvantaged children would suffer under a choices approach, on the assumption that parents of other children are more highly-motivated. Thus, according to this line of thinking, the disadvantaged would receive only "left-overs" after others had made their choices. We reject this argument. If more of a choices approach already were in place, would anyone suggest that someone else make the choices for parents of disadvantaged children? Parents of all types of children will need to learn how to make choices, and errors in judgment probably will occur now and then.

11. A GOOD FOUNDATION ALREADY HAS BEEN LAID IN THE TWIN CITIES AREA FOR FURTHERING THE CHOICES APPROACH.

We are pleased and encouraged to find that the schools in the central cities of the metropolitan area are leaders, in the region and probably in the nation, in moving toward arrangements offering alternatives and choices. This fact often is overlooked in all of the discussion about problems facing these school systems. The work is far from finished. Much more could be done. But the movement is in the right direction: toward choices, and, therefore, toward greater pursuit of varied definitions of quality.

12. THE CHALLENGE, THEREFORE, IS TO DESIGN AN IMPROVED APPROACH STRESSING QUALITY OF EDUCATION AND INTEGRATION.

The initial steps weren't wrong. They were appropriate for the circumstances at the time. Thus, as first steps, they emphasized numerical compliance and compulsion, with educational quality and choice receiving less attention. They stressed desegregation of pupil enrollments as first priority over desegregation of teaching staffs. They covered only those portions of the central cities which were needed to accomplish numerical compliance, rather than an entire school district or the entire urban area. The improved broader approach should try to include:

· A continued commitment to desegregation, working

toward integration.

- · More parental choice for quality education.
- · More attention to multi-racial teaching staffs.
- More flexibility in geographic scope without being restricted artificially by school district boundaries nor necessarily by interfering with autonomy of local school districts.
- More stability in attendance areas from year to year.
- More flexibility in accommodating desires of minorities

but no exemption for anyone from desegregation.

It isn't possible to carry out desegregation "perfectly," with strict limits on enrollment of pupils of different races in each school, and, simultaneously, to allow families full freedom of choice where to attend. We recognize these conclusions are not fully consistent with each other, but we also believe they are not fundamentally incompatible. We see the necessity of blending these two objectives, with some compromise on either side. Thus we believe desegregation must be maintained, but there can be some flexibility in meeting standards. We also support parental choice, but with some limitations.

RECOMMENDATIONS

- 1. Except for Recommendation No. 4, to "grand-father" existing pupils in desegregated schools, the State Board of Education should stick with its present regulations and not loosen them further.
- 2. We recommend that the scope of desegregation in the Twin Cities metropolitan area be enlarged to encompass teaching staffs, through the following specific actions:
 - a. That the State Board of Education amend its desegregation regulations to require metropolitan area school districts to follow teacher recruiting procedures which will give maximum assurance that minority applicants will be considered.
 - b. That school districts in the metropolitan area be required to expand their minority sight counts to include the racial composition of all persons interviewed for jobs, in order to measure the extent to which school districts are seeking minority applicants.
 - c. That the Educational Cooperative Service Unit (ECSU), an organization of metropolitan school districts, sponsor a cooperative recruiting program to help metropolitan area school districts find applicants from varied racial backgrounds. Perhaps ESCU representatives could seek to interest possible applicants from other parts of the nation, bringing them to the Twin Cities area where individual school districts would do the actual interviewing and make their own hiring decisions, as they do now.
 - d. That the Legislature provide that Minneapolis, Saint Paul and Duluth be protected from having to lay off a disproportionate percentage of minority teachers during times of declining enrollment. This could be accomplished by applying the same law to these three cities which now applies to all other school districts in the state. That law provides that teachers who otherwise would be laid off because of low seniority would be retrained, as necessary, to maintain an affirmative action program.
 - e. That local school districts avoid giving teachers preference in assignment to school buildings based only

on seniority. Districts should include other factors, too, such as need to balance teaching staffs by age, sex, race, experience and competence.

- 3. We recommend the following steps to insure that integration takes place in desegregated schools:
 - a. Each school principal should be required to submit an annual report to the superintendent on what has been done to facilitate integration in the principal's school during the past year and what is planned for the coming year. The report should include the following:
 - Information on integration of classes and extracurricular activities.
 - Information on human relations training of individual teachers.
 - b. Each school system should review its curriculum and should integrate it as necessary.
 - c. Principals should urge that teachers do make equal demands of majority and minority students, rather than make any assumption that a student's potential has to do with race. Teachers should be required to submit whatever supporting evidence is available—for example, annual student-by-student grade level progress in reading—to assure that equal demands are being placed on all students.
- 4. To avoid a situation where school districts are required to reassign pupils year after year only to meet desegregation quotas, we recommend that regulations of the State Board of Education allow school districts to "grandfather" pupils in buildings, once these buildings are in compliance with allowable minority percentages. This means that once assigned to a desegregated building a pupil would not be reassigned to another building to meet desegregation quotas. As pupils progress from grade to grade the minority percentage for these grades might go higher than otherwise allowable. Limits would be enforced strictly at the entry level grade for that building each year,

except that brothers and sisters of grandfathered pupils would be grandfathered, too.

- 5. To give majority and minority households more opportunity to choose from *among* school systems and to help support desegregation through voluntary—not just compulsory—movement, we recommend:
 - a. That the Legislature remove, at least in the metropolitan area, the existing prohibition in state law that school districts may not compete with each other for students. This would make it possible for all school districts to encourage non-residents to take advantage of their programs, full-time or part of a day, week or year.
 - b. That the Legislature permit tuition-free, interdistrict transfers to the extent that the number of pupils entering a district are the same as the number from that district who choose to attend school in other districts. Such groups as the Educational Cooperative Service Unit (ECSU) might be assigned to handle details, including the establishment of deadlines for applications and the balancing of in and out movements for every district. Equal movement in both directions would not affect any district's financial situation and, therefore, would not necessarily require any change in payment of state aids. It would be essential that such movement enhance, or at a minimum maintain racial balance in the sending and receiving schools. Appropriate records should be kept of the number of pupils who seek such transfers but are turned down because of lack of transfers from other districts. This will provide the necessary data to evaluate whether a more extensive inter-district program would be desirable.
 - c. That a private foundation or the Legislature provide a limited number of grants, allocated by lot, but available only to economically disadvantaged pupils, for tuition at whatever school they desire,

- public or private. (A person may be required to pay tuition in a public school other than one of residence.) Institutions choosing to participate would be required to accept whomever applies under such a program. The grants might come exclusively from public or private sources or some combination thereof.
- d. That the Legislature make it possible for youths who have no desire to remain in school to take advantage of alternative environments. We challenge businesses and unions to devise alternatives that would attract these youths. The assumption is that after being in such environments for a time these young people would then have an interest in returning to the school system.
- 6. To enlarge the influence of majority and minority households in educational decisions affecting their children within a given school system and to help support desegregation through voluntary—not just compulsory—movement, we recommend:
 - a. That school districts guarantee the rights of parents to request placement of their children in specific school buildings and, if a request is denied, that school districts be required to explain why.
 - b. That individual school districts guarantee that parents have the right to request that their children be assigned to certain teachers in a school building and, if a request is denied, that school officials be required to explain why.
 - c. That to avoid so-called "social" promotions from grade to grade, teachers be required to advise parents of the reasons why a pupil should be promoted, but that parents be permitted to make the final decision.
 - d. That school districts require a parental agreement on choices by pupils of elective courses.

DISCUSSION OF RECOMMENDATIONS

The purpose of this section is to anticipate questions which might arise in readers' minds as they read the recommendations.

1. Were other possibilities for cross-district movement of pupils considered?

Yes. We ultimately decided to recommend a fairly limited approach to cross-district movement, that the number of pupils leaving a district equal the number coming in. We considered, but rejected, freedom for all pupils to select whatever public school district in the metropolitan area they want without regard to whether districts gain or lose enrollment. It seemed better to us to take some small steps at the outset, without jeopardizing staffing or financing of a given district. We don't yet know the extent of potential interest in cross-district movement. If many more pupils desire to change districts than can be accommodated by a provision which requires equal movement in and out, then it would be necessary to grapple with the more difficult questions of adjustments for districts which gain or lose enrollment.

Another possibility is reorganization of school district boundaries in the metropolitan area, perhaps combining some districts and splitting others. A variation of such an approach might be to leave boundaries alone but require that pupils be reassigned to certain schools. These kinds of solutions usually are suggested as ways to accomplish desegregation throughout the metropolitan area. But they are incompatible with the overall thrust of this report, which stresses more choices for parents/pupils instead of mandatory assignment. Moreover, they are more drastic solutions than seem to be warranted by the statistics on racial composition of pupils in the Twin Cities area.

2. Why are non-school options being suggested for some youths?

We are recommending that some youths who have no desire to remain in school be given opportunities in other settings in the world of work. Such persons might now be simply "serving time," doing neither themselves nor the school system any good.

We'd like to see labor unions and businesses challenged to provide environments which would make the youth more productive and, hopefully, be inclined to return to school and seek graduation later on.

Another benefit is that school districts might be stimulated to make extra efforts to provide a learning environment which is more attuned to the needs of potential dropouts. So long as students are "captives" of the system, the enrollment and financing of school districts are guaranteed. If attendance were less certain, this might set up incentives for school districts to make special efforts to provide programs that would entice pupils to remain, thereby benefitting the district and its pupils.

3. What is the nature of the "choices approach" recommended in this report?

Several recommendations are directed at the idea of broadening the rights of parents/pupils to select their own educational environments:

On whether to attend school, the report does not take the radical step of suggesting that compulsory attendance be repealed, but it does suggest a relaxation of the requirement for teenagers who might be better served in different environments.

On whether to attend private school or public school, we recommend a limited program, available only to some economically disadvantaged pupils, which would give them the economic power to select the schools of their choice.

On whether pupils should be assigned automatically to the public school district of residence, we are recommending that barriers be lowered, but not removed, between and among districts. We would allow districts in the metropolitan area to compete with each other for students. Students would be allowed to attend schools in other districts, tuition-free, provided that equal numbers of students moved in both directions and provided that such movements would not add to racial segregation.

On which school building to attend, we propose a relatively modest change—one which may be in effect already in many locations—that parents be informed that they have the right to request placement of their children in specific school buildings and be entitled to a reason if a request is denied. One other recommendation addresses a different dimension of this issue—whether pupils in desegregated schools should be reassigned from year to year for purposes of maintaining desegregation. We are recommending that school districts be allowed to "grandfather" pupils in buildings, once these buildings are in compliance with allowable percentages.

On which room/teacher a pupil should be assigned, we also propose a modest change which is in effect in at least one district. Individual school districts should let parents know that asking for a specific room/teacher is a normal and acceptable procedure.

On which grade level a pupil should be assigned, we would also enlarge the role of parents by requiring their approval for a child to be promoted from one grade to the next. This is designed to avoid so-called "social" promotions. We would not, however, give parents the right to overrule a teacher who decided to hold back a pupil.

On which elective courses a pupil in junior or senior high school should take, we would enlarge the role of parents by requiring a parental agreement on these courses. This would have the effect of limiting some of the choice now available to pupils.

4. If a 'choices' strategy would best stimulate movement toward the objective of quality education, why didn't the report recommend starting now toward a full-scale voucher system?

The committee was, of course, aware of this idea, and of the fact that it has been proposed in a number of states. We did consider, for the Twin Cities area, a plan which might have run along the following lines:

- Pupils would attend school where they choose. If applications exceed available space, selection would be made by lot.
- Public funds would follow the pupils, wherever the pupil chose to enroll in school.
- · A grant for each child would be set by the Legislature

and provided to children on an equal basis for equal circumstances. The amount of the grant would be higher for children with special needs, such as visually handicapped or economically disadvantaged. The grant would be paid to the public or private school system where the pupil is enrolled.

- Schools which choose to participate would not be permitted to charge tuition except in the form of a second voucher which parents could purchase from the state, with the price set according to a family's ability to pay. This would allow all families with high educational aspirations to do something more for their children.
- The expenses of transportation would be allowed within a reasonable distance.
- As deemed necessary, limits on minority enrollment in any school could be imposed.

The committee, in its report to the Board, proposed that the Citizens League undertake a full-scale study of a fairly comprehensive voucher program.

The Board has some sympathy for this idea. In the light of the changing situation in education, some fairly dramatic changes in the traditional format of schools might be appropriate, and certainly might appropriately be considered. For this, a study and recommendation by the Citizens League could be important.

The sense of the Board was, however, that the Citizens League is putting before the community, and before the educational profession, in this present report, a substantial agenda for action; and that the question of a study of the voucher idea ought to be held, while discussion proceeds on the immediate recommendations. It should be an item raised for consideration, as the CL regularly reviews items that might become a part of its annual study program.

5. In areas where the choices approach may conflict with desegregation, which objective will take precedence?

In the next few years, probably desegregation will take precedence, but out of necessity, not by design. In the long term, we would like to see the issue of color diminish in importance. A system of choices, fully operable, would bring pupils together in the same system, building and room for reasons other than color of skin. We believe a great deal

of natural desegregation will occur in that process. Moreover, in a system of choices, we also might expect that precise racial balancing isn't as important as it once was. But in the short run, we are limiting the choices approach and sticking with the desegregation regulations. Thus we were unable to support, now, a full-fledged freedom-of-choice approach, where it would conflict with the principle of desegregation.

6. How does "grandfathering" relate to "controlled enrollment?"

The concepts are closely related, but they are not the same.

We are recommending that once a school is in compliance with desegregation regulations that the pupils in that school would not be reassigned to another building to meet desegregation quotas. They would be "grandfathered" in their buildings, once desegregated.

"Controlled enrollment" is being used by the Minneapolis Public Schools in locations where minority percentages are very close to the limits allowed by the federal court. Pupils who were in a controlled enrollment school the previous year are allowed to remain or be "grandfathered." If new pupils in the attendance area would throw a controlled enrollment school out of balance, those pupils are diverted to other schools.

The difference between the two concepts is that under our proposal, pupils still would be grandfathered if school attendance area boundaries are changed, while the controlled enrollment approach does not protect pupils from being moved because of changes in boundaries. It would not be possible under either approach to protect pupils from being moved if their school is closed.

7. How does the report speak to economic segregation?

As a policy matter we feel it is important that pupils not be segregated by economic class. Segregation by income may have the effect of concentrating low achievers in a few schools. That, in turn, denies opportunity to the low achievers. Pupils performing at grade level or lower perform better when they are in a school with more high achievers, according to a study conducted by economists Anita Summers and Barbara Wolfe, summarized by the Institute for Research on Poverty, University of Wisconsin.

Our recommendations on widening the opportunities for

choice would further the goal of reducing economic segregation. One of our proposals, a limited voucher, would be available only to economically disadvantaged youth. We do not believe that a compulsory approach to correcting economic segregation is desirable.

8. How does the report address the issue of ability and performance of teaching staffs?

Our recommendations for change in seniority laws concern the issue of desegregation of teaching staffs, not the issues of ability and performance of teachers. We are recommending that school systems be protected from having to lay off a disproportionate number of minority teachers when enrollment declines. Our recommendation would modify, but not repeal, existing state laws which require teachers be laid off in inverse order of seniority. According to our proposal, school districts would follow the seniority provision except where such an action would reduce the proportion of minority teachers in the school system. On the issue of assignment to school buildings, we are urging that school districts use other factors besides seniority, such as the need to balance teaching staffs by age, sex, race, experience and competence.

Some persons believe other changes in seniority and tenure should be considered in light of the impact of such laws on ability and performance of teaching staffs, irrespective of race. In a sense, seniority and tenure are opposite sides of the same coin. Seniority laws affect a school board's freedom in deciding which teachers should be retained. Tenure laws affect a school board's freedom in deciding which teachers should be dismissed.

School districts should evaluate the relationship between these laws and the districts' efforts to attract and retain qualified teachers. They should make whatever changes are deemed necessary to make the system work better under the existing laws or seek additional authority if they feel their existing authority is not adequate. If all other efforts fail, a change in the laws may be needed.

9. Are the report's recommendations assumed to be carried out within the framework of the existing public school system?

Yes. A recommendation by the research committee which called for a separate demonstration school in quality integrated education was not adopted by the board of directors.

The committee in its report to the board, recommended a demonstration school to give pupils, parents, teachers and administrators the opportunity to be part of a school giving special attention to quality integrated education without the organizational or structural restrictions of existing school systems. The school, which was proposed to serve the entire seven-county metropolitan area, would have a wholly voluntary enrollment. It would be designed to develop and promote the best in integrated education, including curriculum materials, teaching techniques, interpersonal relationships and respect and understanding among persons of all races. It would be a demonstration about teacher/administrator relationships and teacher/parent relationships as well as student/student or teacher/student relationships. The school would be sponsored by some public entity: the study committee did not make a specific recommendation. It was expected that there would be the fullest possible consideration of non-traditional forms, including the possibility of a new kind of school in which teachers hire administrators. In serving the entire metropolitan area, the school would be the only one of its kind geographically. There are several examples of demonstration schools within existing school districts: for example, the Webster Elementary School in Saint Paul.

The Board deleted the recommendation. During the Board debate some members feared that such a school would draw resources away from the regular school classroom situation, attract children of highly-motivated parents and leave out underprivileged children. In effect, the school might benefit the children who need it the least, they argued. Parents of children who attend the demonstration school might show less interest in the regular public schools, thereby reducing pressure to maintain quality in those schools, some members said.

FOOTNOTES

- ¹Gunnar Myrdal, An American Dilemma, (Harper and Row, 1944, 1962), p. 1xxv.
- ²Brown v. Board of Education, 347 US 483 (1954).
- ³Report of the National Advisory Commission on Civil Disorders, (Bantam, 1968), p. vii.
- ⁴Booker v. Special School District No. 1, 351 F. Supp. 799 (D. Minn., 1972).
- ⁵ Minneapolis Tribune, August 28, 1978.
- ⁶US Department of Health, Education and Welfare, The Condition of Education, (1979), p. 56.
- ⁷ Milliken v. Bradley, 418 US 717 (1974).
- ⁸ Wisconsin Voluntary Inter-District Transfer Program. Milwaukee Public Schools, June 1978.
- ⁹US Commission on Civil Rights, Desegregation of the Nation's Public Schools: A Status Report, February 1979, p. 27.
 - ¹⁰National Task Force on Desegregation Strategies, Metropolitan School Desegregation, March 1979, p. 23-4.
- ¹¹Report of the Education Task Force of the Urban Coalition of Minneapolis, Quality Education for All, May 29, 1979.
 - ¹² US News and World Report, May 14, 1979, p. 51.
 - ¹³ Gary Orfield, Must We Bus? Segregated Schools and National Policy, (Brookings Institution, 1978), p. 126.
 - 14 Ibid.
 - 15 Ibid.
 - ¹⁶James S. Coleman, "Can we Integrate Our Public Schools Without Busing?" Chicago Tribune, September 17, 1978.
 - ¹⁷ Citizens League, minutes of School Desegregation Committee, January 2, 1979.
 - ¹⁸Orfield, Op. cit., p. 124.
 - ¹⁹Educational Cooperative Service Unit, letter to Citizens League, July 17, 1978.
 - ²⁰Region XI Educational Planning Task Force, The Areawide Plan of the Twin Cities Metropolitan Area, p. IV-31.

BACKGROUND ON PREPARATION OF CITIZENS LEAGUE REPORTS

Each year the Citizens League Board of Directors adopts a research program with about six study topics. The Board makes its selection following a recommendation from its Program Committee, a standing committee of the Board. The Program Committee spends about four months in trimming a list of possible projects, which may have as many as 200 possibilities at the outset.

Under the League process, the Board submits an assignment to a committee made up of members of the Citizens League who have been given the opportunity to participate through an announcement in the League's bi-weekly newsletter. The Board approves membership on all committees and appoints the chairman.

The committee then goes to work and, after a period of six months to a year, submits a report with background, findings, conclusions and recommendations to the Board of Directors.

A period of time after the committee has begun meeting, but before it has reached its conclusions and recommendations, the Board of Directors names a panel of about the Board. That panel meets with the study committee chairman and committee members to review how the committee is progressing and to raise questions which might subsequently be raised at the Board level. The Board panel may submit a list of questions for consideration by the Board when the committee's report is submitted.

Under the League's constitution and by-laws, the Board approves all League reports and position papers before they become official League policy and are released to the public. The Board may take whatever action on the report it deems desirable, including approval, modification or rejection. Once a report is approved by the Board, it becomes the full responsibility of the Board as official policy of the Citizens League.

The study committee officially disbands when the report is acted on by the Board. The chairman and others from the committee frequently are asked to help explain the report to the community.

CHARGE TO SCHOOL DESEGREGATION COMMITTEE

ASSIGNMENT

The committee shall have the broad general assignment of recommending a school desegregation policy for the Twin Cities area in coming years. As part of its assignment, it shall address the following issues:

- * Whether the goals of desegregation are or should be changing. The most frequently expressed goals are (a) improving the education of minority youth and (b) improving mutual understanding, respect and interaction between majority and minority groups. Which goal was predominant when desegregation was first undertaken? Which should be predominant today?
- * Whether the definition of a minority race is or should be changing. Is desegregation essentially a Blackwhite issue or does it apply to all racial groupings?
- * Whether desegregation should continue to apply only to racial groupings or whether it should be expanded to include socio-economic groupings, too.
- * Whether desegregation should be binding on affected majority and minority groups or whether some minority groups should have the right not to be included.
- * Whether desegregation should be confined to the boundaries of existing school districts or whether neighboring districts should be a part of any solution.
- * Whether unplanned consequences, such as deterioration of neighborhoods or the core cities, have occurred or are likely to occur in the future. If so, which value should take precedence, desegregation or community preservation?

PROCEDURES

The committee shall begin by reviewing the original purposes of desegregation of Twin Cities area schools, and

actions which were taken. In connection with this first step it is essential that the committee become familiar with relevant background information:

- (a) Actions by the Legislature, the State Board of Education, local school districts, the federal government, and the courts.
- (b) Similarities and differences between the desegregation programs in Saint Paul and Minneapolis.
- (c) Changes in the educational system which have been taking place separate from, but which may have impacted upon, desegregation, including the physical plant and modes of teaching, such as alternative schools and magnet schools.

Second, the committee shall review the data on the number of school-age persons by residential location in the Twin Cities area, by income, racial and ethnic groupings, including both past trends and projections for the next several years. It shall review school attendance patterns by income, racial and ethnic groupings, with particular emphasis on the mix of these groupings within entire school districts, within school buildings and within individual classrooms. It shall review changes in pupil achievement and the connection, if any with desegregation.

The committee shall review information concerning the degree of racial understanding, respect and interaction in the Twin Cities metropolitan area and the role of desegregation in these respects.

The committee shall review changes in housing patterns and the likely impact, if any, which desegregation may have had on these patterns.

The committee shall consult broadly with persons in the community about the impact, intended and otherwise, of desegregation policy. The committee shall try to determine general community attitudes towards the success of desegregation and whether the original objectives remain valid today.

COMMITTEE MEMBERSHIP

The original roster of the committee included 48 persons, of whom thirty actually attended meetings. Some dropped off during the year. In the end, seventeen members participated in the deliberations:

Gordon Stephenson, chairman

Elizabeth Archie Maxine Nathanson Wallys Conhaim Michael Peroz Br. Theodore R. Drahmann **Beverly Propes** Holly Frost William Quinn Jerome L. Getz Sandra Roe Linda Lee Jean Chester Sorensen Charles P. Lutz Dorothy Suomala Sam Myers Judith Weir

One member, Janis H. Sarles, was active early in the deliberations but moved out of town and was not present for the recommendations.

The committee was assisted by Paula Ballanger, Karen Peterson, Donna Keller, Margo Stark (resigned March 1979), Hertha Lutz and Paul A. Gilje of the Citizens League staff.

COMMITTEE PROCEDURES

The committee began its work January 2, 1979, and held its final meeting October 30, 1979, when the report was approved for submission to the Citizens League Board of Directors. A total of 39 meetings were held during this time. The committee rotated its meeting locations between Saint Paul and Minneapolis for the convenience of members and resource persons. A limited number of copies of minutes of meetings and background materials are available on request from the Citizens League office.

During the first several months of activity, the committee met with parents, teachers, administrators, school board members, students, community leaders and academicians. In late spring the committee began working on background papers which provided factual material plus a description of issues in controversy. Through the summer and into the fall the committee debated conclusions and recommendations and finally, the full report, which went through several drafts.

About seventy resource persons provided valuable assistance to the committee, either by meeting personally with the committee or in informal contacts outside the regular committee meetings. The committee is deeply grateful for their help. An asterisk (*) before a name indicates that the person did not meet with the committee but provided informal assistance outside the regular committee meetings. Titles of some persons may have changed since they met with the committee.

Ray Arveson, superintendent, Minneapolis Public Schools Emery Barrette, chairman, Saint Paul Board of Education Mel Bates, teacher, Edison High School

Jan Berg, teacher, North Star School

*Kenneth Berg, deputy superintendent, Saint Paul Public Schools

Charles W. Breese, president, Saint Paul NAACP

Robert D. Burke, director of research and planning, Catholic Education Center

Oliver Byrum, director, Minneapolis Planning Department Rosilyn Carroll, member, Saint Paul Board of Education

*Howard Casmey, commissioner, State Department of Education

Mabel Cason, assistant director of personnel, Saint Paul Public Schools

Norman Coleman, special assistant attorney general

John Coons, professor, University of California

Carrie Day, graduate, The City, Inc.

Gilbert DeLaO, youth worker, Neighborhood House

Ken Ford, Saint Paul Planning Department

Sister Pauline Fritz, principal, St. Matthew's Catholic School

Sister Giovanni, director, Guadalupe Area Project

Mary Lou and Carl Grahek, parents

Julie Grahek, student

Katrina Green, urban affairs department, Saint Paul Public Schools

*Richard Green, west area superintendent, Minneapolis Public Schools

Howard Guthmann, member, Saint Paul Board of Education, 1968-1976

George Hage, plaintiff, original Minneapolis desegregation lawsuit

*Archie Holmes, director, equal opportunities section, State Department of Education

Carl Holmstrom, director, elementary education, North Saint Paul-Maplewood School System

Cliff Hooker, professor, educational administration, University of Minnesota

*Vernon Indehar, deputy superintendent, Minneapolis Public Schools

*Randall Johnson, director, school district organization, State Department of Education

Michael Jones, co-chairman, Saint Paul Integration Review Committee

Duane Krohnke, legal counsel for Minneapolis Board of Education

Raymond Kroll, director, transportation services, Minneapolis Public Schools

*Ralph Lieber, superintendent, Edina Public Schools

Carol Lind, member, Minneapolis Board of Education

Roger Mahn, dropout prevention project, Minneapolis Public Schools

*Gerald Mansergh, executive director, Educational Cooperative Service Unit Elaine Martin, adult education director, Heart of the Earth Survival School

Jack Mason, member, Minneapolis Board of Education

Geoffrey M. Maruyama, assistant professor, University of

Minnesota

Charles McKissack, teacher, Webster Elementary School Katie McWatt, Saint Paul Urban League

Roberta Megard, co-chairman, Saint Paul Integration Review Committee

Brenda Monchamp, parent

Michael Munson, research program manager, Metropolitan Council

David Nasby, director, The City, Inc.

Ken Nelson, state representative

*Lloyd Nielsen, superintendent, Roseville Public Schools

James O'Brien, director, Heart of the Earth Survival School
 *Alan Ostendorf, superintendent, Columbia Heights Public Schools

John Poupart, activist

David Rampp, teacher, Jordan Junior High School

F. Thomas Randall, research coordinator, Minneapolis Public Schools

August Rivera, director, information services, Minneapolis

Public Schools

Antonio Salinis, elementary-secondary education director, Heart of the Earth Survival School

Belle Scott, parent

Peter and Russell Scott, students

Rev. Douglas Simpson, Saint Paul Ministerial Alliance

Robert Sloan, parent

Louis Smerling, member, State Board of Education

Kathy Tarnowski, education chair, Saint Paul League of Women Voters

*Von Valetta, deputy commissioner, State Department of Education

Karen Weaver, legal assistant

Eleanor Weber, member, Saint Paul Board of Education

Ken Webster, community activist

Rufus Webster, director, intergroup education, Minneapolis Public Schools

Van White, member, Willard-Homewood Organization

T. Williams, state ombudsman for corrections

William Wilson, commissioner, Minnesota Department of Human Rights

*George Young, superintendent, Saint Paul Public Schools

WHAT THE CITIZENS LEAGUE IS

Formed in 1952, The Citizens League is an independent, nonpartisan, nonprofit, educational corporation dedicated to undersanding and helping to solve complex public problems of our metropolitan area.

Volunteer research committees of the Citizens League develop recommendations for solutions after months of intensive work.

Over the years, the League's research reports have been among the most helpful and reliable sources of information for governmental and civic leaders, and others concerned with the problems of our area.

The League is supported by membership dues of individual members and membership contributions from businesses, foundations and other organizations throughout the metropolitan area.

You are invited to join the League, or, if already a member, invite a friend to join. An application blank is provided for your convenience on the reverse side.

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*Deceased

WHAT THE CITIZENS LEAGUE DOES

H PROGRAM

- · Four major studies are in progress regularly.
- Each consultee works 2½ hours per week, normally for 5.10 months.
- Annually over 250 resource persons made presentations to an average of 25 members per session.
- A fulltime professional staff of seven provides direct committee assistance.
- An average in excess of 100 persons follow committee hearings with summary minutes prepared by staff.
- Full reports (normally 40-75 pages) are distributed to 1,000-2,000 persons, in addition to 3,000 summaries provided through the CL NEWS.

CL NEWS

EMPLOYER'S ADDRESS

- Four pages; published every other week; mailed to all members.
- Reports activities of the Citizens League, meetings, publications, studies in progress, pending appointments.
- Analysis, data and general background information on public affairs issues in the Twin Cities metropolitan area.

PUBLIC AFFAIRS ACTION PROGRAM

- Members of League study committees have been called on frequently to pursue the work further with governmental or nongovernmental agencies.
- The League routinely follows up on its reports to transfer, out to the larger group of persons involved in public life, an understanding of current community problems and League solutions.

COMMUNITY LEADERSHIP BREAKFASTS

- Held from September through May at 7:30 8:30 a.m.
- Minneapolis breakfasts are held each Tuesday at the Grain Exchange Cafeteria.
- Saint Paul Breakfasts are held every other Thursday at the Pilot House Restaurant in the First National Bank Building.
- South Suburban breakfasts are held the last Friday of each month at the Northwestern Financial Center Cafeteria, Bloomington.
- An average of 35 persons attend each of the 64 breakfasts each year.
- The breakfast programs attract news coverage in the daily press, television and radio.

QUESTION-AND-ANSWER LUNCHEONS

- Feature national or local authorities, who respond to questions from a panel on key public policy issues.
- Each year several Q & A luncheons are held throughout the metropolitan area.

PUBLIC AFFAIRS DIRECTORY

 A directory is prepared following even-year general elections and distributed to the membership.

INFORMATION ASSISTANCE

EMPLOYER'S ADDRESS

 The League responds to many requests for information and provides speakers to community groups on topics studied.

Citizens League non-partisan public affairs research and education in the St. Paulinn depolis metropolitan area. 84 S. 6th St., Minneapolis, Mn. 55402 (612) 338-0791

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Irene Bethke Mayor's Chicano/Latino Advisory Committee 4649 Decatur Ave. N. New Hope, MN 55428 ...REFLECTION/LESSONS

We thought it would be valuable to reflect upon the lessons learned in working with the United Farm Workers. While we don't advise people to imitate what we did, it can be useful to examine some of the issues that were raised through this experience. We hope this will enable other groups to be more successful in planning this type of curriculum.

We learned many things from this experience. The following are six main points:

1. THE DEMOCRATIC PROCESS CANNOT SIMPLY BE TAUGHT IN CLASSROOMS; IT MUST BE PRACTICED.

The Free School is publicly committed to involving its community in the democratic process. (See "Statement of Purpose and Action Principles" in PART III.) For example, we discussed the First Amendment while we exercised our right to free speech. Students and staff had already tested their rights to assemble peacefully and protest grievances when they sat down to talk. Students were able to involve themselves actively and test their developing political value system. These students collectively decided upon every major strategy the Free School/United Farm Workers Support Committee undertook. It was a fifteen-year-old woman who shared the platform with Richard Chavez and explained the Free School's involvement. A group of students aged ten to fourteen took over leadership when older students went on their camping trip.

The entire school was able to participate in and learn from the experience. Using films, leaflets, and articles, students and staff studied together the background of the U.F.W. and the dimensions of the farmworkers' struggle. The issues were clarified through study and intensified as they became a matter of direct personal experience. Students of all ages worked together to make armbands and picket signs. Informed and moved by commitment, people emerged from the classroom into the streets.

Collective action proved a positive experience for even the most cynical. As restaurants gave way and signed the contracts, it was easy to feel good about what was happening. We all realized that with every contract signed, the life of a farmworker might be improved.

2. ON ISSUES OF HUMAN RIGHTS, TAKING A FIRM STAND IS BEING OBJECTIVE.

The Free School took a strong position of the question of "objectivity." When confronted with pressure from the administration of the experimental project, we called attention to our Action Principles. These specify "supporting groups engaged in a struggle against racist and class oppression;" a commitment to the United Farm Workers naturally follows this principle. More important, we said, the side of agribusiness and the large growers is presented to people every day through millions of dollars in advertising and in the media. When compared to the ability of the farmworkers to have their case heard, the disparities are staggering! The Free School was actually providing a valuable educational service in presenting a "side" most Americans do not see. This position is not unprecedented.

Many people have taken greater risks to expose the sham of "objective" information; the publication of the Pentagon Papers is one example. We feel that not to take a strong responsible stand is educational hypocrisy.

3. THE EDUCATIONAL ESTABLISHMENT IS THREATENED BY PUBLIC ACTION THAT EXPRESSES A POLITICAL POSITION.

It was disappointing to the Free School community to see the project administration threatened by this experience. While the project is dedicated to achieving "comprehensive educational change," this rather small attempt to comply with that goal was considered inappropriate. Visits were made to the school by the project director to advise staff about their teaching of controversial issues. A news story, solicited by the project newspaper editor, was initially rejected, because it only presented "one side" of the issues. (The article is included in PART III.) This type of response shows the definite limits that are placed on what can be a legitimate alternative in American education. Obviously, the people who work in this educational system are heavily influenced by the institutional forces that now define "appropriate" values, issues, and processes. One such value is that students, parents, and teachers are supposedly not qualified to define what is a good educational activity. Rather, we are expected to rely on the policy-makers (e.g. administrators, school boards, etc.) deemed wiser and more capable of making informed decisions. It is clear to them that this is an efficient method. However, the question that must be answered is, "Whose interests do these policies serve?" In this case, it certainly was not the interests of the U.F.W. or people wanting to support their struggle. In fact, taking no public action supported the large growers. (Restaurant owners would continue to buy non-U.F.W. lettuce.)

The kinds of institutional responses we received were based on very limited definitions of change and on preservation of the present system. These did not prevent us from acting. Only when people show the courage to act will these traditional positions, and hopefully our institutions, be forced to change.

4. PREDOMINATELY WHITE MIDDLE-CLASS GROUPS CAN WORK SUPPORTIVELY WITH OPPRESSED MINORITY GROUPS.

Throughout our work with the U.F.W., there was complete agreement about where overall leadership for this action originated. The Farmworkers set the policy, and the Free School acted in a supportive role. We never took an independent action without consulting the U.F.W. When questions arose that we were unable to answer, Tomas, Jose, or Luis were immediately called. Picketing, for example, only began after we had a clear understanding that it wouldn't interfere with the U.F.W.-Teamster negotiations going on in Washington.

This is an important point: members of white American society should place themselves primarily in a supportive role and not one of leadership in relation to minority groups. If there is any hope for real change in our system of power relationships, leadership can not come from members of a group that has historically oppressed minority people. Taking this position forces white people to build awareness of their historical position of privilege, as well as ways of working collectively with minority groups. This lesson will always be a part of any such Free School activity.

5. EDUCATIONAL ACTION PROVIDES INTENSE AND INTEGRATED LEARNING EXPERIENCES.

This experience was educationally exciting. The energy was high, and those involved were serious. It was the kind of activity that unified the school in a way never before experienced. People were supporting each other, and traditional student/teacher roles were minimized. We accepted the fact that people who had more experience in certain areas, i.e. picket training, student involvement, publicity, would share their knowledge with others in a collective way.

What began as a plan to ask local restaurants to buy Black Eagle lettuce, generated the following activities:

- -- Two sessions on propaganda and how to make effective posters.
- --Discussions on unions, strikes, economic boycotts, and the conditions of minority groups in this country.
- --Role playing sessions: "I'm a restaurant owner, and you're a student supporting the U.F.W. The student wants the owner to sign a contract saying that he/she would use only U.F.W. lettuce; " or "You're picketing a store, and someone comes up and insults you; what do you do?"
- -- Armbands, picket signs, and banners made by students of all ages.
- -- Students making silk-screened T-shirts to raise money.
- -- Students and staff writing some reactions to what happened.
- -- A brief course on how to effectively organize, develop strategies and tactics.
- --Reading materials used in the experience: newspaper articles and information included on handouts and leaflets.
- --Movies like Si, Se Puede, NBC's two hour special The Migrant, and Harvest of Shame. (PART III includes a good bibliography and other resource material.)

6. MISTAKES WILL BE MADE IN THESE KINDS OF ACTIVITIES; THEY SHOULD BECOME A PART OF THE LEARNING PROCESS.

One of the important lessons we learned was the need to develop self-criticism. After all of the local restaurants (nine in all) signed the contracts and pledges of support for the United Farm Workers, interest in follow-up (i.e. checking the restaurants every week) diminished. This happened because the drama and excitement of picketing and discussions were collective actions where large numbers could participate; the follow-up demanded more individual effort. If we could have better organized more collective action, the question of "What have I done for the farmworkers today?" could have been answered over a longer period of time.

At times, it was difficult for older and younger students to work together. Because of the day-to-day picketing schedule and the intervening camping trip, not enough work was done to expand this valuable cross-age activity.

Finally, not enough effort was given to including more of the Free School staff. While all were more than supportive and interested, not that many participated in the actual picketing.

We feel it is most important to share our failures as well as our successes. Only by realistically criticizing an experience, can we learn how to improve on future ones.

We realize that we failed to explore many curriculum possibilities. We certainly proved, however, that public action is a viable educational alternative.

These lessons were valuable for us, and we hope you might find them useful. If you have criticism, suggestions, or other experiences to share, please let us know.

Send to: Southeast Free School 1209 S.E. 4th Street

Minneapolis, Minnesota 55414



MINIMEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

SOUTHEAST FREE SCHOOL 1209 4th Street Southeast Minneapolis, Minnesota 55414 TELEPHONE 612/331.4318

Minneapolis, MN. 55414

This Curriculum Packet was a collective effort. Free School parents, students and staff did all of the photographic work, the layout, the block prints on the cover, the writing, editing and collating. The following people worked to put this book together: Sarah Porter, Jim Anderson, Don Brundage, Kathy Engdahl, Lisa Jamieson, Tony Morley, Ann Englehardt, Jean Peterson, Tim Hanson, Bob De Boer, Beth Wood, George Matsumoto, John Mestas, Tom Odendahl, Carol Sroufe, Cheryl Wilkens, Cari Yamry, Art Strauman, Elaine Kopischke, Judy Parkhill, Pam Besonen, Micki Fontaine, Matt Moore, Kim Scott, Anna Eilers, Mary Cat Evans, Ginny Veilleux, Ricky Truax, Linda Thain, Jim Gambone, Lars Stenberg, Mark Armstrong, Cheryl Williams, Skip Clemens, Wendy Brucker, Sean Flint, Mary Falk.

The Free School is planning a Spring trip to Delano at the invitation of the United Farm Workers. Proceeds from the first 300 original copies of Si, Se Puede will be used to finance that trip. We would appreciate any help you can give us to make the trip more successful.

Because of Federal funding regulation (which we are now challenging) we cannot sell this packet. We wish to make it clear that we are asking for donations.

the United Farm Workers, you can ord (1-10 copies-\$ 2.50, 10-50\$2.00-75% of all money received will go to	east Free School continue its work with der additional copies of Si, Se Puede50-100 \$ 1.50, SUGGESTED DONATION) the UFW. 25% will be placed in a Free kind of educational work. Please include
Name	
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Number of copies	1209 4th Street S.E.



INNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

SOUTHEAST FREE SCHOOL 1209 4th Street Southeast Minneapolis, Minnesota 55414 TELEPHONE 612/331-4318

STATEMENT OF SCHOOL PURPOSES AND ACTION/PRINCIPLES

Approved by the Free School Governing Board as a Working Draft for Future Policy-Making Decisions

The Free School is not neutral. It is engaging in a struggle for liberation: liberation from the small, white male-dominated power structure which controls and manipulates the economic forces in this country, policies which are deceptively rationalized in terms of our high standard of living, technological advances, and even alternatives in public education; liberation from the controls the ruling class exercises in defining personal "choices" or even collective action. In short, this is liberation from a society which oppresses according to class, race, age, national origin and sex.

We recognize the complicity of the educational establishment in preserving the economic, political and social relationships, i.e., ideology of the capitalist system. It is partly because of that complicity that the Free School is now engaging in the real struggle of defining what its collective liberation means.

The following represent a set of action/principles to which we will be accountable throughtout the year. These are certainly not final answers. The process of actualizing these objectives will never violate the commitment we are making to expanding our vision of the role of educators in the shaping of a new America.

ACTION/PRINCIPLES

OPPRESSION BY SEX

- 1. We will take active responsibility to solicit, obtain and use anti-sexist materials. These are as important in math and music as in social studies and history.
- 2. We will constantly re-inforce non-sexist models in ourselves and in others.
- 3. We are committed to confronting behavioral and institutional sexism and supporting each other in such confrontations.
- 4. We are committed to learning and teaching survival skills to overcome traditional sex-role dependencies. Such skills would include mechanics, sewing, electricity, nutrition, child-care, etc.
- 5. We will set aside time as a staff to have readings/seminars concerned with themes and issues related to the topic of sexism so that we can educate ourselves about
- 6. We will have periodic, but regular, caucuses of men and women.
- 7. Women students, staff and parents are committed to maintaining these principles. A group has been formed to serve as a necessary catalyst for the implementation of the above principles, and will learn about, establish and support relationships with other feminist groups.

OPPRESSION BY RACE

- 1. We will find, develop and use material and curriculum that is non-racist.
- 2. We will support struggles for liberation of non-white people, both nationally and internationally, as well as locally.
- 3. We will develop ways of increasing our own and each other's awareness of the many forms of racial oppression in our own attitudes and behaviors.
- 4. We will make a commitment to confront behavioral and institutional racism, and support each other in these confrontations.
- 5. We will set aside time as a staff to have readings/seminars concerned with themes and issues in racism so that we can educate ourselves about that oppression.

OPPRESSION BY CLASS

- 1. We oppose the existence of a small ruling class and actions (individual and institutional) which perpetuate it.
- 2. We intend to find, or develop, and use materials which expose this ruling class and develop strategies to cope with it.
- 3. We are committed to supporting local groups which are engaged in a struggle against class oppression.
- 4. We intend to counteract stereotypes by class -- a person's worth should not be judged solely on the basis of job status.
- 5. Through our curriculum, we intend to reflect an analysis of this class system and a commitment to develop alternative models to this capitalist system.
- 6. We are committed to using a collective, rather than a hierarchical, model of decision-making.
- 7. We will set aside time as a staff to have readings/seminars concerned with themes and issues in classism so that we can educate ourselves about that oppression.

HUMAN NEEDS

We recognize that in our collective struggle for liberation that there are many very personal struggles amongst us that often divide our energies, rather than uniting us against areas of general oppression. This personal struggle, which each of us has traditionally fought alone, is our need to be aware of our own humaness. But if we are a collective force, then we must assist each other in recognizing and discovering our humanity. We will do this by:

- 1. In our school, all people will be treated with human respect for their physical and non-physical natures. This will be done by recognizing the kinds of violence that permeate our American culture -- physical, mental, verbal and emotional violence.
- 2. We are committed to gentleness and compassion in our dealings with all people. Rather than negativism and attack, we will inform and instruct, so that persons already struggling with oppression of their humanity will not find us also oppressors. Compassion with ourselves and our children means more than being sad when others are sad. It means understanding a great deal about another's struggle, and assisting actively in that struggle.
- 3. Self-criticism: We are committed to providing ourselves and our community with the tools of self-criticism that will build and assist our growth, rather than shake our confidence, or allow us to stagnate in self-serving complacency. Among the tools of self-criticism are clear goals and common values, a variety of processes and methods that can be used to achieve these goals, rewards for correct behavior, attitudes and values, and a sense of community support in the struggles of growth.

4. Examination: We are committed to providing ourselves, our students and our community with the tools of examination/evaluation. This includes verbal and mathmatical skills, clear goals, and physical and non-physical awareness of our place in the world, and our progress in our struggle.

5. Discipline: We are committed to discipline which we would call regularity or consistency or even communication. We will implement this consistency by clear expectations, flexibility and openess. Our time is valuable, and we will organize our time to best use it. Improper use of time will be corrected constructively.

SURVIVAL SKILLS

If one leads even the most moderate life, food, clothing and shelter will be necessities. Consequently, knowing what constitutes a nutritious meal, knowing how to cook a nutritious meal, knowing how to make/mend clothing, and knowing how to build/repair things in the interior or exterior of one's shelter are valuable skills.

If one is to maintain her/his family tree, then reproduction and health are two factors which must be considered. Knowing what constitutes good health, knowing how to administer first aid when injury is sustained, and knowing how to seek out medical care are useful skills. Of equal importance is knowing when/when not to engage in sexual intercourse. Knowing when one is emotionally/mentally/morally/physically/financially ready to undertake the responsibility of choosing to have (or not to have) a child and knowing how to care for a child are important survival skills.

Since money is the means to goods and services, one should know how to utilize it effectively -- that is, not to get cheated out of one's money. Consequently, knowing basic math is a must. One should also know about income tax forms, principal and interest on loans, savings, interest, mortgage computations, etc.

Directly related to math survival skills and money is the ability to know how to read. One should know what s/he should/should not put his/her signature on. One must be able to fill out applications, read insurance policies, read charge account contracts, read deeds, legal documents, etc.

These survival skills will also include the ability to write, think critically, and communicate effectively. The survival skills listed here will be integrated with the overall direction of the school and constantly evaluated in terms of meeting student needs.

PAST AND FUTURE FREE SCHOOL INVOLVEMENT WITH THE UNITED FARM WORKERS

- I. Past Free School activities:
 - A. Free School invited UFW representatives to a potluck during which they showed the film Si Se Puede and asked for contributions.
 - B. Within classrooms (both middle and secondary) movies were shown, books read and discussed, and questions were discussed regarding the situation of farm workers in America.
 - C. Students and staff organized a boycott of restuarants from "Dinkytown" which refused to go along with the national boycott of grapes and non-UFW lettuce. The students made arm-bands and posters for the picketting. There were discussions of the First Amendment and non-violent picketting in preparation for the picketting of the restuarants. Nine of the thirteen "Dinkytown" restaurants agreed to cooperate with the boycott. In addition, the students distributed many flyer "factsheets" and received newspaper coverage for their efforts (egs. The Minneapolis Star, El Malcriado, and the SEA Newsletter).
 - D. In addition to the above activities, the Free School has attempted to be supportive of UFW requests in the following manner:
 - 1) Students and staff helped make banners for the Red Owl march.
 - 2) One student designed several linoleum blocks for printing posters.
 - 3) Students and staff participated in several picketting efforts-Red Owl on Saturdays, liquor stores, and the U of Minnesota regents meeting.
 - 4) Several middle students and staff participated in the St. Paul Winter Carnival ice sculpturing contest by carving an UFW eagle.
 - 5) A group of students, staff and parents created a curriculum unit describing what the Free School did to support the UFW and what was learned from such efforts.
 - 6) Some staff worked with La Huelga, a farm worker alternative school in Delano, California as a resource consultant to them.
- II. Purpose of tentative trip:
 - A. Primarily it is hoped that the students and staff who go will learn about the living and working conditions of the farm workers.
 - B. It is also hoped that those students and staff will become involved in the farm workers' struggle--ie. they will work at the UFW national headquarters for 2 weeks. Hopefully the students and staff will be able to trade their labor at the national headquarters for room and board.

On their way down and back, the group will share with other schools and organizations how the Free School supported the United Farm Workers. One unconfirmed stop will be Denver. 2) In Albuquerque we have at least three confirmed speaking engagements. We also will be meeting in more depth and detail with the La Huelga group in Delano. Stops at other towns will be arranged in relation to our mileage and needed stopa. Hopefully the trip will improve students' and staffs' ability at being a cooperating, supporting community. This would involve individually and collectively increasing our ability to be interdependent-sharing tasks equally, cooperating. This also would demand involving everyone in decisions affecting the group. Hopefully the trip will improve the group's ability to be disciplined towards work -- students and staff will be working 8 hours a day, six days a week while staying at La Paz, the national headquarters for the UFW. Also working cooperatively will encouraged through putting on productions by the Teatro Campesino both in Minneapolis and on the trip. When the group returns, it will produce a slide show or video tape which we would put on for other schools or organizations. It is hoped that from this trip there will be a core of students and staff who can take these experiences and direct them into reshaping or improving the secondary program, i.e., to include serious work in the community. III. Preparation for trip: Students and staff will be asked to take Spanish. also will be an attempt to include in such a course the kind of Spanish that will be most useful on the trip. Students and staff will take courses (movies, books, discussions etc.) about Chicano and farm worker history and culture. People who go on the trip will have to demonstrate a minimal mastery of this information. Specifically such a course will describe the history and current issues facing the United Farm Workers. The group will decide on collective tasks to be initiated before, during, and after the trip. Role-playing presenting to a group the Free School's involvement with the UFW. 2) Pulling together one or two productions of the Teatro Campesino. The group will decide what criteria will be used to decide who goes on the trip. The group will decide how to make community decisions, and will implement this decision.

The group will have to raise money for the trip for gas and any students who don't have enough During and after the trip, the group will take pictures, write and tape perceptions and feelings to situations, and will pull these together to make presentations when we are back. 7) The group probably will have a retreat-workshop before the trip during which the group will undertake a collective task (eg. one or two Teatro Campesino productions) in order to determine who is serious about being cooperative and disciplined. Tentative itinerary for the trip: The group will leave Minneapolis April 22. There will be 3 staff and about 22 students. We will be taking a school bus. We would travel to Denver first. Hopefully we would have a speaking engagement or a Teatro Campesino production -- 1 or 2 days there. We will travel to Albuquerque next -- lday on the road. We will stay in Albuquerque for 2 or 3 days. We already have 3 confirmed speaking engagements in there. We will then travel to California--probably will take 1 E. or two days.

We will spend 2 to 3 days in Coachella valley to learn

We will spend 2 weeks in La Paz working in the various

departments of the national headquarters and listening

We will take 3 to 4 days returning to Minneapolis, May 22nd.

We will spend 2 days in Delano, California to visit the union buildings and to work with the La Huelga

about grape growing and picking, and the strikes.

to lectures and films at night.

school group.

F.

G.

Feminist groups

University Feminist Women would like to respond to Bryan Nelson's letter "No men allowed" (Wednesday's Daily). Although we have received a private apology from him, because of the serious nature of his allegations we feel the need to clarify this issue for the public. There are several groups on campus, both instructional and political, that deal with feminist concerns. A sincerely interested man has a multitude of options should he want to learn about feminism. He, however, must take the initiative; he must expend the energy to seek them out.

University Feminist Women is just one of these feminist organizations on campus that is both political and involved in consciousness-raising. In our constitution it is clearly stated that our group is open to all peoplemen and women. However, because of the delicate nature of some of our discussions, and because we seek to provide women with an environment that promotes leadership skills among women, we try to remain an allwomen's group. The atmosphere that is produced by an all-women's group is one that is non-threatening and conducive to discussion for all women. Interspersed with the political, University Feminist Women tries to support and listen to women who have a variety of concerns, ranging from asserting themselves in a maledominated world to rape. Because there are other groups that address feminist issues on campus, and they are composed of both men and women, we have not had trouble explaining our desire-indeed, our need-to remain an all-women's group. Men who have been serious about feminism have understood our position in the past.

Bryan Nelson's apparent interest in feminism should be encouraged. However, not once has he shown up at any of our functions geared toward the public, nor has he been concerned enough to come to one of our meetings to even inquire about feminism—much less our organization.

We would appreciate a more individual, caring approach next time. Remember, all you have to lose is a closed mind.

Zizi Keefe, Nancy Carlson, and the women of University Feminist Women

'Girls' vs. women

To the men of Phi Sig:

I was greatly offended by your use of the word "girls" in your personal to recruit little sisters (Wednesday's Daily). First of all, the way "girls" is printed, it appears as though you are advertising for strippers. Secondly, the term "little sisters" is derogatory enough without being compounded by referring to your peers and your equals as girls! No one would ever call you boys, and the female pop-tilation would appreciate the same respect.

Peggy Schulte CLA woman

Chicano charges

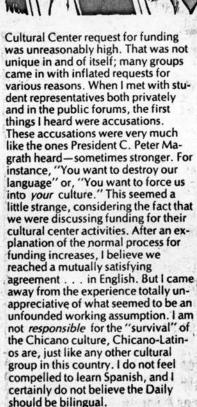
I usually experience feelings of ambivalence when I read Daily stories covering complaints from the Chicano students ("Students, faculty protest Chicano studies cuts.' Wednesday). There is an ever-present theme in each article that perplexes me. It seems that some Chicano students charge the University community with the maintenance and support of their culture. The "survival" of cultural pride appears to be synonymous with Chicano studies. I understand the connection between being knowledgeable about the Chicano culture and a Chicano studies department. However, the Chicano

When I was chair of the Student Fees Committee (1979-80), the Chicano

students, as they have been quoted,

always leave me feeling charged with

a responsibility that I will not accept.



I cannot, in good faith, comment on the Chicano studies department. I can say, however, that I am not impressed with the prevailing attitudes and accusations. I know there is a viable basis for claims of discrimination. Yet I wonder if this claim has become a crutch that will inevitably become a permanent barrier between you and me.

Kimberly Reynolds CLA philosophy senior

'Fact' defined

Fact (fakt) n. 1. Something having real demonstrable existence.
2. Something that has been objectively verified. 3. Something known as certain.

Re: The letter of Edgar Stesniak ("The facts on the Mideast," Daily letters, Tuesday). I offer you these Webster definitions of the word "fact," which you used no less than five times in your nine-sentence letter to the editor. (This, Ed, is an example of a fact.) Not one of your "facts" fit any of the above descriptions. For instance, your statement "It's also a fact that Israeli forces routinely shoot and kill Palestinian schoolchildren in the streets for the 'crime' of throwing rocks" is such an astounding distortion of reality that it doesn't merit refuting. That Yasser Arafat is a murderer of schoolchildren is a fact, not a "blatantly biased accusation. Moreover, judging by your arguments, there is no logic prerequisite

for entrance into IT grad school. If you feel insulted, Ed, by the Daily, consider the public's intelligence before insulting it again with another such letter.

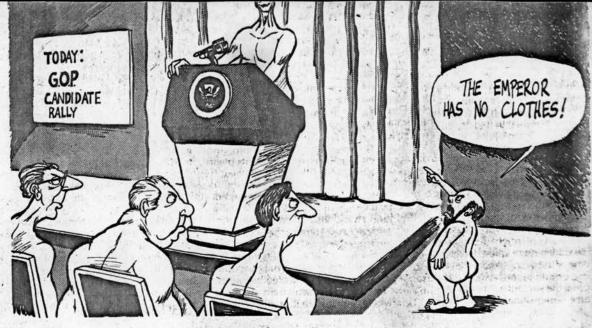
Tom Dikel

Dry up

What was the point? Your cartoon in the Tuesday edition was an unnecessary sideswipe at the very serious communitywide problem of chemical dependency. Students, faculty, staff, administrators, and their families, are all affected, directly or indirectly. More to the point, why the unfair and rather ungenerous attack on Wheelock Whitney?

Mr. Whitney is well-known for his leading role in bringing this problem to the community's attention and deserves a great deal of credit for establishing and supporting several treatment programs. Mr. Whitney has made his personal commitment to these programs and other forms of preventive health care part of his gubernatorial campaign—and it's about time! Your cartoon says very little about the maturity of the cartoonist of your cartoon selection process.

Steven Shapiro CLA student



language.")

Our unfortunate students are very much at the mercy of others, attending classes, perhaps even reading books, all run by or produced by others. It would seem that the information produced by a computer, if you know how to tap the right keys, is not produced by others. Some of us thought that there is no knowledge inherent in a computer, and that information is fed into it by so-called software, which is produced by others, presumably after studying books or attending classes. But we may be wrong.

In any case, since the Minneapolis schools are to have a computer in every classroom, which will presumably raise the educational standards of all children, even with far fewer teachers, why not solve the crisis in our College of Liberal Arts by dismissing the faculty and buying a computer for every classroom, first making sure that the cassettes used for "information" are not produced by others? If they were, this would not be what a liberal education is about. There would, however, have to be one technician employed by the college, to demonstrate how the keys of the computers should be struck. but except for the considerable initial expense (Hamline is reported to have spent about \$350,000), think of the money that would be saved. .

Dan Pedoe Professor emeritus, School of Mathematics

The same newspaper?

Along with the arrival of the new babe, the "Minnesota Meeting" ("New arrival;" Daily editorial, Oct. incoming speakers were Walter Mondale, Frank Church, a member of Mitterand's cabinet, the Honorable Miles Lord, and a nuclear power protester, would you be equally aghast? There is no doubt that the Humphrey Institute should have speakers from all political perspectives. Yet with your own record of narrow-minded editorials, I do believe the pot has recognized the kettle as being black.

Don Drewry Senior, College of Education

Clarifying Commoner

First, I want to thank the Daily for covering both Kathryn Anderson's candidacy for Congress ("Citizens Party candidate buoyed by commitment, hope") and Barry Commoner's recent visit to the Twin Cities ("Commoner blasts weapons cost," Oct. 6 Daily), but I also want to point out some shortcomings in the Commoner article.

While it is true that Dr. Commoner is advocating that the Citizens Party concentrate on winning Vermont in the 1984 elections, it was clear to most of the audience at Grace University Church that his suggestion of delivering Vermont's electoral votes to the Democrats in return for a cabinet post was made facetiously. Dr. Commoner's point was about the media's and the major parties' superficial treatment of the issues and inadequate coverage of the Citizens Party alternative. Dr. Commoner pointed out that three electoral votes are unlikely to swing the election and that what he hopes to accomplish is a psychological breakthrough.

Secondly, I object to the use of the pejorative term "scheme" to describe







the opposition to Reagan's civil defense program. It would more usefully be applied to Reagan's obsession with being able "to win" a nuclear war. The Daily might also have reported Commoner's statement that the Reagan administration considers civil evacuation a crucial part of its belligerent policy. As you did report, several large cities have already refused to participate in this program.

Jim Leavenworth CLA senior

Clouding the issue

Kimberly Reynolds' "opinion" article "Chicano charges" (Letters, Oct. 8 Daily) clouds the real issues of the Chicano staff and students at the University of Minnesota. If Kimberly is "ambivalent" and "perplexed" at the concerns of the Chicano students, it is not due to the Chicano students, but rather to ignorance on her part. No one asked Kimberly to personally weigh on her shoulders the task of ensuring the survival of the Chicano culture. What Kimberly so blatantly fails to realize is that it is the survival of Chicano studies as a department that is one of the main concerns of the Chicano students. I wonder how Kimberly would react if the University administration tried to dismantle the philosophy department (her

major)?

It is not the concerns of the Chicano students that are ensured by federal laws that is the barrier between her and Chicanos. It is the lack of knowledge on her part as well as her "quick-to-the-gun" attitude regarding the Chicano-Latino situation at the University. I hope her ambivalence will lessen upon reading ... in English . . . this letter.

Jesse Bethke CLA senior

Student employment

Need a job? Well, skip Morrill Hall, unless you want to wait in line a minimum of four hours in order to receive two job referrals. Of course, you can sit on the floor while you wait, but you must stay in the vicinity to watch for your number to be called. Don't feel bad if you miss a class or two; things could be worse, like two out of the four jobs you reviewed could already be closed, which is not uncommon. You see, it is part of regulations to post jobs, even though the position is filled.

Why bother to have this system of referrals? Forget it, It would be much better to post the job description along with a contact person's name and telephone number. This would save time for the student, who sets up the interview. Eliminating the middleman would also help cut costs for the University, and the rule that requires jobs to be posted even if the position is filled should be chucked.

I am very annoyed and upset, along with many other students, at this outrageous system. Right now I am looking for ways to eliminate some of these problems and hope anyone interested will do the same.

Judy Diyanni University junior

Bag it

I am always stunned when hearing misleading comments regarding California, especially the Los Angeles area. It is obvious by Tom Johnson's article of Oct. 5 ("L.A. is like-heytotally, for sure") that he is unacquainted with the area and ignorant of the "real tradition" that lies within the City of Angels. In specifically looking at Venice Beach, he depicts Los Angeles in a bad light and ignores all the fascinating attractions the city has to offer. I agree-California is diverse, but let's not be humdrum. So like really. Tom-get with it and let's be totally fer sure or-like-bag it.

Sarah Hernandez CLA senior

Minnesota Dally

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MARCH ON BEHALF OF CHICANO/LATINO STUDENTS AND THE CHICANO STUDIES DEPARTMENT

October 5, 1982 from 3:30 - 4:15 at President Mcgrath's Masion 176 North Mississippi River Boulevard St. Paul

The University Administration again is trying to undermine Chicano Studies programs and to reduce the number of Chicano/Latino students at the University of Minnesota.

WE MUST PREVENT THIS FROM CONTINUING.

MAJOR ISSUES OF CONCERN:

- I) ATTACKS ON STUDENTS AND STUDENT SUPPORT.
 - a. Cutbacks in financial aid money. Students are being drastically underfunded, and these actions are driving Chicano/Latino students out of the University.
 - b. Failure to provide academic support for undergraduate students, and in medical and law schools. The University refuses to hire Chicano/Latino counselors or instructors in the professional schools, and has cut back money for recruitment.
 - c. Failure to engage in affirmative action hiring throughout the University to ensure that courses relevant to Chicano/Latinos in undergraduate programs, medical school and law school must be provided.
- II) ATTEMPTS TO DISMANTLE THE CHICANO STUDIES DEPARTMENT.

In spite of a dramatic upswing in enrollments in the past two years, administration is again arguing that Chicano Studies courses are not important that there is no interest in Chicano Studies. It is attempting to reduce the department and its course offerings. The Chicano Studies budget is half of what it was in 1977: THIS IS THE BIGGEST REDUCTION IN THE ENTIRE UNIVERSITY. IS THIS FAIR?

- a. The University is trying to cut out two literature courses taught last year.

 These courses are among the few that are taught by the department.
- b. The University has cut off the department's right to teach bilingual education courses. Bilingual education is crucial to all Chicano/Latino Students.
- c. REFUSAL TO HIRE A DEPARTMENT CHAIR. The Department has not had a Chair for three years. A search planned for this coming year reveals the administration is interested only in a person with "administrative experience." If it does not seek a chair, it will not find a chair. It does not want a chair, because it does not want a department.

THERE WILL BE A MEETING TO PROTEST CUTBACKS AND THE ATTACK OF THE ADMINISTRATION ON CHICANO/LATINO STUDENTS AND THE DEPARTMENT OF CHICANO STUDIES IN FRONT OF PRESIDENT MCGRATH'S MANSION (EASTCLIFF), FROM 3:30 to 4:15 P.M. ON TUESDAY OCTOBER 5. PLEASE COME BRING FRIENDS AND RELATIVES. FREE REFRESHMENTS WILL BE PROVIDED.

FOR MORE INFORMATION CALL 376-1233 THE CHICANO/LATINO STUDENT CULTURAL CENTER

Year after year, the Chicano/Latino students at the University of Minnesota face attempts by the University to undermine their educational needs and aspirations. During the past year, systematic cutbacks have taken place with Latino programs and individual students being harassed. This demonstrates not only insensitivity, but outright hostility toward the Chicano/Latino community.

These discriminatory practices are the most recent of the University's on-going history of calculated attempts to rid itself of their "Chicano problem." In recent years, the University has repeatedly refused to act upon the justifiable concerns of students and the community, reports by various University committees, and the advice of the Hispanic Advisory Council. This bad faith in the University's dealings with the Chicano/Latino community, if left unchecked, will result in the virtual disappearance of Chicano/Latino students at the University of Minnesota and the destruction of the Chicano Studies Department.

Our grievances are as follows:

I. Attacks on student and support services

- a) The University has reduced funding to Chicano/Latino supportive services. In addition, Chicano/Latino students are being drastically underfunded. These actions are driving students out of the University and denying an educational opportunity to prospective students.
- b) The University has reneged on its stated commitment to provide sufficient academic support for undergraduate students, as well as those in the medical and law schools. The University also refuses to hire Chicano/Latino counselors or faculty in the professional schools and has cut back money for recruitment.
- c) The University has failed to engage in earnest affirmative action which would ensure hiring throughout the University that courses relevant to Chicanos/Latinos in undergraduate programs, medical school and law school be provided.
- d) Graduate and professional programs have refused to make serious efforts toward actively recruiting Chicano/Latino students and to provide the necessary supportive services for them. They have also failed to aggressively search for qualified Chicano/Latino faculty. Furthermore, the Dean's Office of the School of Medicine has engaged in insensitive practices that discriminate against and harass Chicano/Latino medical students.

II. Attempts to dismantle the Chicano Studies Department

The Administration continues to argue that Chicano Studies courses are unimportant and that students are not interested in them. In effect they are saying that Chicano knowledge is inferior and therefore not a legitimate part of the University's course offerings.

- a) They have demonstrated this by trying to cancel two of the three Chicano Literature courses which have been offered for several years and have already been scheduled and publicized in the Bulletin.
- b) They also plan to remove three bilingual education courses from the Department despite protests from the faculty. These courses were developed and taught within the Department for many years.
- c) They have shown disregard for the Department's legitimacy by refusing to hire a department Chair for the third year in a row. In doing so, they have unfairly and cynically burdened Professors Cisneros and Valdes with the responsibilities of the Chair in violation of their contracts. The University has done this to create the illusion that a Chair in unnecessary. Although a search for a senior faculty member is planned, the nature of the search shows their true motive: they refuse to advertise for a Chair or to allow community participation in the search. The University does not want a Chicano Studies Chair because it does not want a Chicano Studies Department.
- d) The students at the University of Minnesota do not agree with the Administration. Student interest and support for the Department is evident in the past two years' enrollment figures. Last year, enrollments more than doubled over previous years. This fall, enrollments have increased dramatically over last year's record high. The problem is not with the Department or the students. It lies on the lap of the University Administration for refusing to provide the necessary budgetary and personnel resources to offer a viable program.

III. Our demands are as follows:

- a) Recruitment and retention of students. We demand that the University revise its discriminatory policies on recruitment and retention of undergraduate and graduate Chicano/Latino students and establish procedures to ensure that affirmative action goals be realized. We also demand that financial aid and academic support services be strengthened and increased to ensure their retention.
- b) Hiring practices. We demand that the University revise its descriminatory hiring practices and create a monitored affirmative action policy which will bring qualified Chicano/Latino faculty throughout the University, and that these faculty work in shared appointments with the Chicano Studies department that are spelled out clearly in contractual agreements.

In the case of the senior faculty member to be hired next year, we demand that the search specify that a Chair is being sought. In thecase of the junior faculty arrangement being worked out with General College, we demand that the principal home be in Chicano Studies.

- Autonomy of the Chicano Studies department and the Chicano/Latino

 Learning Resource Center. We demand the immediate restoration of the
 Chicano literature and bilingual education courses taught by Chicano
 Studies faculty. We demand the immediate appointment of an administrator
 to take care of the daily operations of the department. We also demand
 a restoration of the secretarial position to full time and the return
 of the two work-study positions retrenched last year. We insist that
 further attempts to undermine the mission of both the Chicano/Latino
 Student Resource Center and the Chicano Studies Department be discontinued.
- d) We demand that the University of Minnesota Medical School demonstrate a positive commitment to affirmative action programs by reviewing and acting upon the following:
 - 1) Immediately conduct a thorough investigation of unjust and immoral treatment of Chicano Medical Students by the Student Affairs Office. Unwarranted harassment of Chicano Students and racial remarks by Medical School administrators must be halted. Individuals and administrators responsible for this type of mistreatment must be removed from their positions.
 - 2) Hire a Chicano/Latino Dean to provide the necessary advocacy within the administrative office.
 - Recruit and hire Chicano/Latino faculty within the various departments of the Medical School.
 - 4) Develop and implement a consistently effective and verifiable Retention Program with is subject to evaluation by minority students and faculty.
 - 5) Provide minority students with active participation within the Main Admissions Committee.
 - 6) Honor the University's commitment to providing full financial assistance to minority medical students. Currently minority medical students are paying 275% more tuition than non-minority students (\$12,596 vs. \$4,580).
- e) We demand a formal written response be submitted to the University of Minnesota Hispanic Advisory Council by October 15, 1982.

IV. Conclusion

It is clear to us that the Administration does not want us at the Univ-University. We are a people who, for the past 150 years, have suffered brutal discrimination, neglect and denial of our civil rights. The current discriminatory behavior of the University is not only affecting the quality of our eductaion, but is also discouraging potential applicants(both student and faculty). We shall continue to struggle for our rightful place in this society. We insist on our right to pursue and obtain higher education free of discrimination and harassment.

"Es mejor morir de pie, que sequir viviendo en rodillas."
- ENILIANO ZAPATA

Chicano Latino adirsony Committee Drene m. Derney de Bethke 4649 Décatur ave. no. - 535-6171 X2 Felins de la Peña 2117 2nd ave. So. 871-2078 X3 Jose a. Laitan 1315 Olson mem. Hury. 377-3749 523 6551 A alfredo m. Honzalez 1941 Ewing ave. So. 925-3041 Fermina Hernandery 1622 Vincent ave. 200. 521-4121 - Pola Mardesich 1313 44 th ave. n. 588-8307 - arturo Perez 223 Ridgewood av. So. #9 -870-7986 * N Manuel Guyman 1600 S. 64 St. B-504 339-1985 N Raymond a. Roybal. 1412 W. 26 " St. #9 Office - 373-2047 N Pedro Rozbal : 6609 Humboldt So. 861-1366 N Luis Santingo 1655 Hashburn ave. no. -521-9474

Don Jay Vargas 2119 Errerson ave. No. (office) 374-2996 1800 Olson Mem. Hegy, 55411 N 1 David Garcia 2115 Emerson ave. no. 522-0545 ? N I al Farcia 377-2634 1717 5th ave. No. 2767 N Suggested additions to Committee: N Maria Baltimo N Rogelio Blanco N Lee Bowman James Duarte April 19- Centro 11:00 Community Video-Cable 1:00 P.M Broud of Dies

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You are invited to attend an Hispanic Conference in Iowa

THE HISPANICS: A MISSING LINK IN PUBLIC POLICY

October 12 & 13 HYATT HOUSE HOTEL

> 6215 Fleur Drive Des Moines, Iowa

Sponsored by:

Spanish Speaking Peoples Commission

and

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A STATE BASED PROGRAM OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES



CONFERENCE OBJECTIVES

The Hispanic Conference is the first of its kind in the State of Iowa. It will examine the current status of the Hispanics in our Society and extent of their participation in Public Policy formulation. Specifically it will attempt to:

- Examine the philosophical, psychological, cultural, historical, economic, linguistic and political factors that should impact on decision making and policy formulation.
- 2) Examine those applicable governmental regulations that lead to public policy formulation and the extent to which Hispanic influence is conveyed.

COMMISSION STAFF

Miguel A. Terán Executive Director Dawn Peterson Conference Coordinator

Paula C. Cortez Executive Secretary Margarita Muñoz-Sloan Conference Secretary

COMMISSIONERS

Juan Cadena Ernesto Rodriguez Irene Muñoz John Tucker Dr. Virginia Correa-Jones Ila Plasencia Angel Gigeroa Dr. Alfredo Benavidez

CONFERENCE PLANNING COMMITTEE

Miguel A. Terán Director

Ila Plasencia Des Moines, Iowa Dr. Nancy Barceló Iowa City, Iowa

Dr. George F. Garcia Des Moines, Iowa Dr. Virginia c. Jones Ames, Iowa

John Tucker Muscatine, Iowa Dr. Alfredo Benavidez Iowa City, Iowa

Dr. Rosendo Diaz-Peterson Des Moines, Iowa

CONFERENCE ORGANIZING CONSULTANTS

Fidel Alvarez Ft. Madison, Iowa Juan Cadena Muscatine, Iowa

Nick Aguilera Mason City, Iowa Irene Muñoz Muscatine, Iowa

Juanita P. Wright Cedar Falls, Iowa Herbert Becerra Council Bluffs, Iowa

Angel Cardona Cedar Rapids, Iowa Angel Gigeroa Sioux City, Iowa

Moses Paloma Des Moines, Iowa

CONFERENCE SPEAKERS

Dr. Samuel Betances

Dr. Rosendo Diaz-Peterson

Pascual Marquez
Juan Castillo

Dr. Joseph Estrada Dr. Leobardo Estrada

Rachel Estrada Dr. Carlos Cortes Dr. Philip Ortego

Raul Yzaguirre

Al Perez

Dr. Roman De La Campa

Nancy Barceló Arturo Ramirez

Dr. Alfredo Benavidez Dr. Virginia Correa-Jones Dr. George F. Garcia

Dr. Joseph Speilberg-Benitez

Maria Martinez

CONFERENCE EVALUATOR

Hilda Prieto

HISPANICS IN IOWA: A MISSING LINK IN PUBLIC POLICY

Hyatt House, Des Moines, Iowa October 12-13, 1979

AGENDA

Friday - October 12

	Friday - October 12
11:00 - 1:00	REGISTRATION and COFFEE
1:00 - 1:15	OVERVIEW and ORIENTATION Miguel A. Terán - Executive Director, Spanish Speaking People's Commission of Iowa
1:15 - 1:30	GOVERNOR'S MESSAGE Governor Robert D. Ray (Tentative)
1:30 - 2:30	"The Missing Link in Public Policy, The Hispanics - A Historical Sociological Perspective" Dr. Samuel Betances - Professor of Sociology, Northern Illinois University
2:30 - 2:45	BREAK
2:45 - 4:15	"Reactions to American Public Policy and Hispanics" Moderator: Dr. Rosendo Diaz-Peterson - Drake University Panelists: "Justice & the Hispanics" - Pascual Marquez - U.S. Dept. of Justice "Employment & the Hispanics" - Juan Castillo - U.S. Dept. of Labor "Education & the Hispanics" - Dr. Joseph Estrada - U.S. Dept. of H.E.W.
4:15 - 5:00	"The Growth of Hispanics and its Effects on Public Policy - A Humanist Assessment" Presiding: Dr. Nancy Barceló - University of Iowa Keynote: Dr. Leo Estrada - University of California Rachel Estrada - U.S. Bureau of the Census - An Agency Assessment
5:00 - 6:00	BREAK
7:00 - 9:30	BANQUET - Honoring our Commissions from Neighboring States, Hispanic Artists and Hispanic Organizations Presiding: Dr. George F. Garcia
	Guests from Neighboring States Pete Urdiales - Director, Mexican American Commission of Nebraska Ruben Corona - Director, Kansas-Advisory Committee on Mexican American Affairs -Missouri-Advisory Committee on Hispanic Affairs
	Hispanic Artists: Paul Herrera, Ada Medina, Irene Terronez
	Banquet Event: "400 Years of Hispanic History" - Artistically portrayed by Jesus Negrete.

Saturday - October 13

	Saturday - October 13
8:00 - 9:00	REGISTRATION and COFFEE
9:00 - 10:30	"The Hispanic in the Media and its Effect in Public Policy - A Humanist Assessment" Presiding: Angel Gigeroa, Commissioner Keynote: Dr. Carlos Cortez - University of California
10:30 - 10:45	BREAK
10:45 - 11:45	"The Hispanic in American Literature and its Effect in Public Policy - A Humanist Assessment" Presiding: Herbert Becerra, Commissioner Keynote: Dr. Phillip Ortego - Our Lady of the Lake University
11:45 - 1:15	LUNCHEON "Hispanic Public Policy Issues and Strategies: Projections for the 80's" Presiding: Ila Plasencia - Commissioner Keynote: Raul Yzaguirre, Director-National Council De La Raza
1:30 - 4:00	"Public Policy Issues and Strategies for Systemic Change" (small groups)
	Justice: Presiding - Juan Cadena, Commissioner Humanist Presentor: Dr. Rosendo Diaz-Peterson - Drake University Legal Presentor: Al Perez (MALDEF) Mex. Am. Legal Defense Fund Agency Presentor: Pascual Marquez - Dept. of Justice Humanist Reactor: Roman De La Campa - Briar Cliff College
Ulimalin William	Employment: Presiding - Ernesto Rodriguez, Commissioner Humanist Presentor: Dr. Nancy Barceló - University of Iowa Presentor Nat. S.E.R.: Arturo Ramirez Agency Presentor: Juan Castillo - Dept. of Labor
ailin	Education: Presiding - John Tucker, Commissioner Presentor: Dr. Alfredo Benavidez - University of Iowa Presentor: Dr. Virginia Correa-Jones - Iowa State University Agency Presentor: Dan Chavez
	Health: Presiding - Sr. Irene Muñoz, Commissioner Presentor: Dr. Joseph Speilberg Benitez - Michigan State University Agency Presentor: Dr. Joseph Estrada - Dept. of H.E.W. Presentor: Maria Martinez - University of Iowa Hospital
4:00 - 4:15	BREAK
4:15 - 5:00	PRESENTATION OF RESOLUTION TO GENERAL ASSEMBLY Presiding: Dr. George F. Garcia
7:00 - 9:00	RECEPTION -(Regency Room) Honoring Graciela Olivarez, National Director of Community Service Administration Sponsored by I.M.A.G.E. of Iowa

Sunday - October 14

Honoring LULAC'S (League of United Latin Am. Citizens) 50th Anniversary 1929-1979 Music by Spanish Candy of Des Moines, Iowa

MEETING OF HISPANIC ALUMNI ASSOCIATION OF IOWA (Regency Room) 10:00 a.m.

COMMEMORATIVE DANCE

9:00 - 1:00

John Townsterly Doll

CONFERENCE PARTICIPANTS

Nancy Barceló. Educational Administrator. Program Associate for the Office of Academic Affairs at the University of Iowa. Received B.A. degree in Social Work and Corrections from Chico State College in 1969, M.A. in Recreational Education from the University of Iowa in 1972, and is currently writing her dissertation in higher education relative to the topic: needs analysis of Chicano students at the University of Iowa in the last ten years. Former positions: director of Educational Opportunity Programs at the University of Oregon, associate director of Special Support Services at the University of Iowa, and assistant director for Chicano and Native American Programs at the University of Iowa.

Herbert Becerra. U.S. Postal Employee. Appointed to the Governor's Spanish Speaking Task Force and later reappointed to the Iowa Spanish Speaking People's Commission.

Alfredo Benavides. University Assistant Professor. Assistant Professor and Coordinator of Multicultural and Bilingual Teacher Training at the University of Iowa. Received B.A. degree in Spanish and History from Texas A&I in 1970, M.A. in Secondary Education and Curriculum from Michigan State in 1972, and Ph.D. in Administration and Higher Education from Michigan State in 1976. Former positions: outreach coordinator for EI Centro Latino, Inc. in Muskegon, Michigan; graduate teaching assistant at Michigan State; research associate at Central Michigan University and Michigan State; counselor at Eastern High in Lansing, Michigan; and co-director of a small migrant children's day care center in Lansing, Michigan.

Samuel Betances. University Professor. Professor, Department of Sociology, Northeastern Illinois University. Received B.A. degree in History-Theology from Columbia Union College in 1965, M.A. in Education from Harvard in 1969, Certificate of Advanced Study in Education from Harvard in 1970, and Ph.D. in Education from Harvard in 1972. Former positions: education program specialist, Experimental Schools Task Force, National Institute of Education; instructor, Chicago YMCA Community College for ASPIRA of Illinois; lecturer, Black and Puerto Rican Lecture Series for Boston University; staff consultant and trainer in group dynamics for Ebony Management Associates; director of Division Street Urban Progress Center Unit in Chicago's Puerto Rican Community; faculty assistant at Northeastern Illinois University; Training technician and supervisor of trainers for Chicago Committee on Urban Opportunity; and resource consultant for Hull House Headstart Program.

Juan Cadena. Director, Muscatine Migrant Committee. Original promoter of programming for Hispanics in Iowa; active in Muscatine community affairs; served on various advisory boards and committees; and appointed to the Governor's Spanish Speaking Task Force and later reappointed to the Iowa Spanish Speaking People's commission as a commissioner.

Juan Castille. Federal Government Employee. Supervisor of Program Development and Evaluation (CETA Coordinator), Department of Labor, Kansas City. Received B.A. degree in Inter-American Affairs from the University of New Mexico in 1954 and an M.A. degree in International Relations and Organization from the American University in 1958. Former positions: teacher and director of elementary school in Nicaro, Oriente, Cuba; teacher of Spanish, University of New Mexico; compliance worker, Farm Labor Service; on loan to the U.S. Senate Subcommittee on Refugees and Escapees-looking into the Cuban refugee problem in Miami; detailed to the Cuban Refugee Center in Miami to find employment and resettle Cuban refugees all over the U.S.; processed requests for alien workers for the Immigration Board of the U.S. Employment Service; supervisor of field coordination, WIN program; program developer, coordinator of migrant programs, and worked in equal employment and compliance for the Kansas City regional office of the Department of Labor

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Ruben G. Corona. Executive Director Kansas Advisory Committee on Mexican American Affairs. Received B.A. in Education from Washburn University, licensed in social work from the State of Kansas, and graduate work in Education and Administration at the University of Kansas and with the Boston Symphony, the Roger Wagner Music Program, and various minority programs. Former positions: lobbyist for Mexican American affairs in Kansas, consultant to Kansas State University on Mexican American leadership programs in the state of Kansas, director of instrumental music and conductor of liturgical music at St. Mary's of the Plains College, chairman of the music department at Hayden High School, supervisor of music for Topeka parochial school system, administrative assistant for El Centro de Servicios para Mejicanos in Northeast Kansas, co-chair of Topeka U.S.D. 501 Bilingual Multicultural committee, and the 1978 National Director of the Asociación Nacional de Grupos Folklóricos.

Virginia Correa-Jones. University Assistant Professor. Assistant Professor, Department of Secondary Education, Iowa State University. Received B.S. degree in Spanish and English from Emporia (Kansas) State University in 1963, graduate work at University of Kansas (Lawrence) in 1964, M.A. in Secondary Education from University of Nebraska (Omaha) in 1971, and Ph.D. in Curriculum and Instruction from the University of Nebraska (Lincoln) in 1977. Former positions: assistant professor, instructor, graduate assistant, and part-time instructor at the University of Nebraska (Omaha); substitute teacher in Indiana, Connecticut, and Omaha; and teacher in Kansas City Public Schools.

Carlos Cortés. University Professor. Associate Professor of History and Chairman, Mexican-American Studies Program, University of California, Riverside. A Phi Beta Kappa at the University of California, Berkeley, Dr. Cortés received his B.A. in Communications and Public Policy from that institution. He has subsequently earned a M.S. in Journalism from Columbia University, a B.F.T. in Foreign Trade from the American Institute for Foreign Trade, a M.A. in Portuguese from the University of New Mexico, and a Ph.D. from the University of New Mexico in History. The recipient of many fellowship and research grants, Dr. Cortés has served on many committees and councils dealing with curricular development, intergroup relations, civil rights, and improvement of education and educational opportunities. He has many publications to his credit, books, articles, and teacher training materials, and he has many publications in progress. For his book, Gaucho Politics in Brazil, The Politics of Rio Grande do Sul 1930-1964, Albuquerque; University of New Mexico Press, 1974, he was the recipient of the 1974 Hubert Herring Memorial Award of the Pacific Coast Council on Latin American Studies.

Roman De La Campa. College Professor and Attorney. Professor of Spanish and Law at Briar Cliff College in Sioux City, Iowa; and Attorney at Law. Received Ph.D. from University of Havana and J.D. from the University of Florida. Licensed attorney in Cuba up to 1961; licensed attorney in Iowa and Nebraska since 1972; U.S. Supreme Court Attorney since 1975; licensed professor of real estate; and state director of Albricias.

Rosendo Diaz-Peterson. University Professor. Associate Professor of Spanish at Drake University. Received S.T.L. in Theology at the Catholic University of America in 1963, M.A. in Experimental Psychology at the University of Louvain, Belgium in 1968, M.A. in Spanish Literature at the Catholic University of America in 1971, Ph.D. in Theology at the Catholic University of America in 1964, and Ph.D. in Spanish Literature at the University of Illinois at Champaign-Urbana in 1974. Former positions: teacher of Spanish at St. Vincent College; professor at Universidad Católica de Chile; assistant professor, Graduate School of Theology, Catholic University of America; T.A. and coordinator of T.A.'s in Spanish at the University of Illinois; assistant professor of Spanish at Drake University; chairman of the Educational Committee of the Spanish-speaking Center of Des Moines; member of the Advisory Council of the Iowa Board for Public Programs in the Humanities; vice-president of the Spanish-speaking Center of Des Moines; and bilingual reader and consultant for H.E.W., Office of Education.

IDAM Qt. 12, 1979

Joseph L. Estrada. Medical Doctor. Acting Regional Director Equal Opportunity Office, Department of Health, Education, and Welfare, Office of the Secretary, Office of the Principal Regional Official. Baccalaureate Unitarius (B.A. and B.S.) from the Universidad de Guadalajara: specialized in mathematical logic, School of Philosophy and Literature, Universidad de Guadalajara; medical surgeon and obstetrician (M.D.), Facultad de Medicina, Centro Medico, Universidad de Guadalajara. University and college professor, Universidad de Guadalajara; scientific investigator, Department of Embryology, Centro Medico, Universidad de Guadalajara; co-author-investigator "spalteholtz technique: points of ossification and bone growth in embrions and fetus" presented at world anatomy conference in Leningrad, Russia in 1970; specialized in public health administration organization, establishment, and administration of hospitals and clinics in rural and urban areas: instructor, Department of Embryology, Department of Histology, Centro Medico, Universidad de Guadalajara; organizer and charter member Kansas City, Kansas LULAC Council; organized and established, member of the Board of Directors and Chair of the Board, Kansas City SER, Jobs for Progress, Inc.; regional representative, Public Health regional coordinator for Hispanic programs for H.E.W.; advisor to agency heads on needs and services for Hispanics in four state area; and member of the Federal Executive Board and the Federal Regional Council.

Leobardo F. Estrada. Social demographer. Associate professor, School of Architecture and Urban Planning, University of California at Los Angeles. Received B.A. degree from Baylor University in 1966 and M.S. and Ph.D. in Sociology from Florida State University in 1968 and 1970, respectively. Former positions: Associate professor, Department of Sociology, North Texas State University (1970-1975); Population Division, U.S. Bureau of the Census, Washington, D.C. (1975-1977). Presently, Dr. Estrada is on leave of absence from UCLA and is serving as Staff Assistant to the Deputy Director at the U.S. Bureau of the

Rachel Estrada. Community Service Specialist, U.S. Bureau of the Census, Department of Commerce. Ms. Estrada is a native of Kansas City.

George García. Educational Administrator. Chief, Urban Education Section, Iowa Department of Public Instruction. Received B.S. degree in Secondary Education from Northwest Missouri State University in 1965; M.A. in History from the University of Iowa in 1972; graduate work in Mexican American Studies, California State University in 1972; and Ed. D. in Educational Administration from Drake University in 1979. Former positions: secondary teacher, Waco High School, Olds, Iowa; and City High School, Iowa City, Iowa; and postsecondary teacher, Southeast Community Action Programs in Henry, Lee, and Des Moines counties in Iowa; Southeastern Community College, Burlington, Iowa; Iowa State Penitentiary; Urban Campus, Des Moines Area Community College; and American Civilization Department, University of Iowa. Dr. García has also served as a commissioner for the Iowa Civil Rights Commission; as the second vice-president for the International Association of Official Human Rights Agencies; as a member of the Iowa Board for Public Programs in the Humanities; as a member of the Iowa Children's and Family Services Board; as a commissioner for the Iowa Advisory Commission to the United States Civil Rights Commission; and as an Urban Fellow for CEMREL, Inc.

Angel Gigeroa. Former Director Sioux City Migrant Action Program. Mr. Gigeroa serves on the Sioux City Civil Rights Commission and the Woodbury Community Action Program Board of Directors. Mr. Gigeroa was appointed to serve as a commissioner for the Iowa Spanish Speaking People's Commission July 1, 1979.

Paul P. Herrera. Artist — Davenport, Iowa. Work to be shown: water color, stone inscription (slate). Exhibits: Commissions in stone for Wichita State University, Pennsylvania State University and Kroc Foundation, California. Experience: Has taught watercolor and Calligraphic Handwriting at Davenport Municipal Art Gallery. Teaching art at St. Ambrose College, Davenport on part-time basis. Supplement: supplied illustrations and displays for Hispanic Heritage Week. Helped originate Annual Arsenal Island Art Exhibition.

Al Perez. Attorney. Director-Associate Council, Mexican American Legal Defense and Educational Fund (MALDEF). Received B.A. degree from University of Houston in 1968; graduate studies, University of Houston in 1969; and J.D. from National Law Center, George Washington University in 1972. Former positions: law clerk for two private firms; law clerk, U.S. Commission on Civil Rights; and staff attorney, Small Business Administration (SBA), San Francisco, California. Mr. Perez has done much work in the area of voting rights and immigration and naturalization and is a member of the Federal Advisory Committee to the Immigration and Naturalization Service and of the Federal Advisory Committee to the Federal Elections Commission.

Ila Plasencia. Compliance Officer, Wage and Hour Division, Department of Labor. High School graduate and some college with Ankeny Community College-primary emphasis in business. Ms. Plasencia has had more than twenty years experience in government positions, including work as an accounting assistant with the U.S. Marshall's Service in Des Moines. Ms. Plasencia is active in LULAC, being chosen LULAC woman of the year; the West Des Moines Girls Softball Organization; and work with the parish of Sacred Heart in West Des Moines. Ms. Plasencia sits on the West Des Moines Human Services Board, the West Des Moines Child Care Board, and the church board for Sacred Heart. Ms. Plasencia helped organize and sat on the Board for El Centro and the Spanish Speaking Center in Des Moines. Ms. Plasencia served as commissioner for the lowa Civil Rights Commission, was appointed to the Governor's Spanish Speaking Task Force, and later to the lowa Spanish Speaking Commission as a commissioner.

Hilda Prieto. University Instructor, Drake University. Received B.A. in law, Universidad Técnica de Oruro, Bolivia; and M.A. in Foreign Languages-Spanish with minor in Portuguese, University of Kansas (Lawrence). Former positions: assistant instructor of Spanish, University of Kansas; Peace Corps instructor, University of Missouri; instructor, Luther College, Decorah, Iowa; and instructor, Bethany College.

Arturo V. Ramírez. Attorney. Planner II, Planning and Program Development Department, SER Jobs for Progress, Inc. Los Angeles. Received B.A. in Sociology from Knox College in 1971, M.A. in Anthropology from University of Iowa in 1973, and J.D. from the University of Iowa in 1976. Former positions: staff attorney, Gulf Coast Legal Foundation; director, On-the-Job Training Program, SER-Jobs for Progress, Houston; instructor, Mexican American Studies Program, University of Houston; director, José Vasconcelos Pre-School, SER-Jobs for Progress, Houston; acting director, Muscatine Legal Services; teaching assistant, Department of Anthropology, University of Iowa; and director, Ilinois.

Ernesto Rodríguez. Equal Employment Opportunity Compliance Director, Rock Island Arsenal, Graduated from high school from Davenport Community Schools. Former positions: served in the U.S. Army; construction worker; foundry worker, bartender, assembly line worker; cab driver; packing house worker; employed by Oscar Meyer's for eleven years; engaged by the Amalgamated Meatcutters Union to head an organizing campaign to unionize a turkey plant in West Liberty where more than a third of the workers were Mexican; former coordinator, Area Board for Migrants (Davenport); and has served on the Iowa Advisory Committee of the U.S. Civil Rights Commission, the Davenport Human Relations Commission, the Catholic International Council of Davenport, the Mid-West Council of La Raza Board of Directors, and the chair of the Chicano Educational Productions. Currently, Sr. Rodríguez serves as a charter member of LULAC Council Nº 10 of Davenport; is a member of the state governing board of Illinois Migrant Council; serves on the Muscatine Migrant Committee, Health Project; is vice-president of the Quad-Cities Merit Employment Council; and serves on the Planning and Programming Committee of the Quad-Cities United Way. Sr. Rodríquez was instrumental in the formation of the Governor's Spanish Speaking Task Force, was appointed to the Governor's Spanish Speaking Task Force: and currently serves as commissioner for the Spanish Speaking Commission of lowa for which he is the chair of the employment committee

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Pascual Marquez. Regional Conciliator, Community Relations Service, U.S. Department of Justice. Received B.A. degree in Spanish from the University of Nebraska (Omaha) in 1966. Former positions: served U.S. Marine Corps (honorably discharged); benefits analyst, Mutual of Omaha Insurance Company; deputy executive director, Nebraska Equal Opportunity Commission; and community relations specialist, Community Relations Service, U.S. Department of Justice, Chicago Regional Office. Mr. Marquez is a member of LULAC, the American GI Forum, the NAACP, and the Urban League.

María Martínez. Interpreter. Spanish interpreter, University of Iowa Hospitals and Clinics. Brown's Commercial College diploma and certificates from the University of Iowa for training course series for experienced secretaries. Assistant medical records librarian, Mercy Hospital, Iowa City; secretary, D.J. Gatens and Sons: secretary, Mutual Fire and Auto Insurance; medical secretary, Dr. Arthur Steindler; secretary, Dr. C.H. McCloy; secretary, Director of Nursing Service, Mercy Hospital; Spanish translator, Department of Sociology, University of Iowa; medical secretary, Dr. M. Armaly, University Hospitals; medical secretary, Dr. Elmer DeGowin and W. Fowler, University of Iowa; secretary, National Adjuvant Breast Project and later for the Department of Pharmacology, University of Iowa; university of Iowa.

Sister Irene Muñoz. Registered Nurse. Currently employed by the Muscatine Migrant Committee. Member of the Davenport Diocese Spanish-speaking Commission; Muscatine County Rape/Assault Advisory Committee; Muscatine Health Association; LACLL-Labor Council for Latin American Advancement; and the American Indian-Chicano Center-Ft. Madison Penitentiary. Commissioner of the Iowa Spanish Speaking People's Commission.

Jesús Negrete. National Performer and Mexican American Folklorist. Sr. Negrete has been performing Mexican American folk music for the last seven years. He has performed throughout the United States, Mexico, and Europe and was invited along with other American performers to the Eleventh World Festival of Youth and Students in Havana in 1978, where he was awarded *El Premio Nacional Sobre La Canción Política*. Sr. Negrete is the author of an *Anthology of Mexican American Folksongs*, which is published in part from a grant from the National Endowment for the Arts. Born in San Luis Potosí, México in 1948, the son of migrant farm workers who came to the valley of southern Texas in the early part of the 1950's, Sr. Negrete now makes his home in Chicago and is presently doing graduate work in educational anthropology at the University of Illinois (Champaign-Urbana).

Philip D. Ortego y Gasca. Educator and Writer. Director of the Institute for Intercultural Studies and Research at Our Lady of the Lake University, San Antonio. The life and career of Dr. Philip D. Ortego reflect an extraordinary triumph over a lack of childhood opportunity. Born into a family of few means - his father was successively a migrant, steel, and railroad worker - young Philip grew up in Pittsburgh, Pennsylvania where he experienced the frustrations and disappointments so common to his people in that kind of environment. He dropped out of school in 10th grade and took a variety of jobs. His life turned around, however, after he returned from service in the U.S. Marines during World War II. With the aid of the G.I. Bill, Dr. Ortego studied language and literature at the University of Pittsburgh, where he also won a commission in the U.S. Air Force. He served nearly nine years in the Air Force and along with his regular duties managed to complete the work for his B.A. in English and Spanish at Texas Western College. Dr. Ortego returned to civilian life in order to follow a career in education. He taught and studied at various institutions, finally winning the Ph.D. degree from the University of New Mexico. At present he is Director of the Institute for Intercultural Studies and Research at Our Lady of the Lake University of San Antonio, but he also pursues numerous other activities. He is, for example, senior editor and literary director for La Luz, the first national magazine for Hispanic Americans. Dr. Ortego is widely known as writer, critic, and champion of Chicano causes.

JosephSpielberg-Benitez. University Professor. Professor, Department of Anthropology, Michigan State University. Received B.A. degree in Sociology from the University of Texas in 1958, M.A. in Sociology from the University of Texas in 1959, and Ph.D. in Anthropology from Michigan State in 1965. Former positions: visiting professor of Anthropology and Chicano Studies at University of California at Santa Barbara; director of Migrant Education Center at Central Michigan University; Fulbright Research/lecturer in Peru and Costa Rica; writer/consultant for Foreign Language Innovative Curriculum Studies Project; co-director University of Pittsburgh Field Training Station at Tezuitlán, Puebla (México); research associate, teaching assistant, assistant instructor, research technician, and teaching assistant at Michigan State; and research associate at University of Texas.

Miguel A. Terán. Executive Director, Iowa Spanish Speaking People's Commission. Received B.A. degree in Business administration and Political Science from the University of Texas, M.A. from Drake University, and has studied gerontology at North Texas State University. While serving as Director for the Governor's Spanish Speaking Task Force, conducted a state-wide study of Hispanics in Iowa. Has a long history of involvement in civic organizations.

Irene B. Terronez. Artist — lowa City, lowa. Work to be shown: oil paintings. Exhibits: California State University at Long Beach; University of lowa; Marycrest College, Davenport; Blackhawk College, Moline, Illinois; Long Beach Museum of Art and 201 Frankfort Gallery, Huntington Beach, California. Paintings and drawings in private collections - California, New Mexico, Illinois, and Iowa. Experience: taught (part-time) California State University for a year and a half - Life Drawing Course. Coordinated "1979 Woman's Art Celebration," Iowa City, Iowa - a multi-media exhibit including drawings, paintings, music, poetry, and films in which over 60 artists participated. Supplement: Videotaped interview with "Mosaico Chicano," WQAD-TV station, Moline, Illinois. Newspaper feature articles in Quad-Cities newspapers.

John Tucker. Bilingual Programs Supervisor/Instructor of Spanish, Muscatine Community College. Received B.A. in Spanish from Texas Tech University in 1966; special Peace Corps training in Spanish and Latin American area studies from University of Missouri; Administrative and Human Development Training and Foreign Service Institute Spanish Teaching Methodology Training, San Diego State College; and intensive Spanish preparation from private tutor, Toluca, México. Former positions: bilingual programs coordinator/instructor, Muscatine Community College; Peruvian field director, Princess Development Corporation; outreach worker/instructor, Muscatine Community College; translator and contract representative, Magna Shipping and Brokerage Corporation; education coordinator, Mason City Migrant Action Program, Inc.; public health interviewer, Inter-state Research Associates; assistant trainee, Des Moines Fund Raisers; contract laborer; and carpenter. Appointed to the Iowa Spanish Speaking People's Commission in 1976 and has served as a commissioner since.

Peter Urdiales. Executive Director, State of Nebraska Mexican American Commission. Three and a half years of higher education at Nebraska Western, Chadron, and the University of Nebraska - major area of study - clinical psychology. President and founder, National Association of Governors' State Offices for Hispanic Affairs and current board member of the Family Social Services Agency in Lincoln. Former positions: field representative, State of Nebraska Mexican American Commission; job developer, SER, Jobs for Progress, Inc., Scottsbluff; radio operator Flight Service Station, Scottsbluff; fingerprint specialist, Scottsbluff Police Department; past chair of the GI Forum in Scottsbluff; board member Carres Colendes: board member of GI Forum Board of Education; and founder of MATA program for penal institution in Nebraska.

Raúl Yzaguirre. National Director for the National Council of La Raza. Received B.S. degree in General Studies with major emphasis in Management and Social Sciences from George Washington University and did graduate work in Public Administration and Economics from the same university. Present positions: one of the organizers and Secretariat of the Forum of National Hispanic Organizations; Editor-in-Chief, Agenda, A Journal of Hispanic Issues; chair of the Board of Associated Southwest Investment Corporation; chair of the Immigration and Naturalization Services Hispanic Advisory Committee; co-chair, National Committee for Responsible Philanthropy, member, Executive and Finance Committees, Board of Directors, Center for Community Change; board member, American Immigration and Naturalization Conference; board member, Grantsmanship Center, Los Angeles; board member, National Urban Coalition, Steering and Executive Committees; member, Board of Directors, Nuestro, magazine; and member, Judicial Selection Process, Washington, D.C. Former positions: medical laboratory specialist and later Chief of Viral Isolation and Identification Section, Medical Corps of the U.S. Air Force; provided assistance in mass blood typing and quality control techniques. American Red Cross Blood Program; chief technologist, Washington, D.C. laboratory; organizer, National Organization for Mexican American Services; initiator of the Huelga Committee in support of César Chávez; chair, American GI Forum, Washington Chapter; member, National Leadership Conference on Civil Rights; served on Steering Committee for the Conference on Poverty in the Southwest; consultant to the Office of Economic Opportunity; program analyst, Migrant Division of OEO; member of the Advisory Committee for Mexican American Affairs to Sargent Shriver; executive director, Interstate Research Associates; consultant to the Office of the Secretary of the U.S. Department of Health, Education and Welfare; part-time vice-president for the Center for Community Change; chair of the Ad Hoc Coalition on Immigration; and Chair of the Hispanic Bicentennial Commission.

ation Administration was trying to determine today why a tail cone from a Republic Airlines DC-9 fell off during takeoff from Memphis International Airport. The 10-foot-long cone fell off as Atlanta-bound Flight 148 was leaving the airport. There were no injuries to the 22 passengers and four crew members.



Dave Treen

had attended a high school basketball tournament in Huron in which their daughter had participated.

Five teen-agers from the Letcher area and a husband and wife from Sioux Falls were the victims.

The victims included: Daniel D. Lucid, 17, Letcher, who was driving the car with

Worth Noting

Security guards watched over Louisiana's 6,400 voting machines today as Dave Treen, apparently the first Republican to win the governor's chair in a century, cautiously accepted victory. His margin over Democrat Louis Lambert is dwindling, however, because of tabulating errors.

"It is a close election, and until the official results are promulgated I don't want to be boastful or sound that way," Treen said Sunday as his slim margin shrank by 6,000 votes. "I think we won, but with a large vote, we should wait and see."

A Treen aide said private guards were posted to "protect the integrity" of voting machines used in the Saturday election.

Lambert would not concede defeat but acknowledged that Treen, a congressman, appeared to be the winner.

Former South Vietnamese President Nguyen Van Thieu has attacked Henry Kissinger as a vainglorious man who negotiated "the peace of the grave" for South Vietnam. Thieu was bitterly critical of the former secretary of state in an interview published Sunday in the West German news magazine Der Spiegel. Thieu accused Kissinger and other U.S. officials of pressuring Saigon into signing the 1973 treaty that ended the Vietnam war.

Thieu denounced the Paris peace treaty negotiated by Kissinger, saying, "The starvation, the torture, the many thousand boat people who have died in the Pacific Ocean" since the Paris treaty confirmed children, Mike, 13, and Candy, 9. Both were thrown from their parents' car.

Mike was listed in critical condition at a Sioux Falls hospital; Candy was in good condition at a Mitchell hospital. The only survivor of the other vehicle was Jim Rubendall, 15, of Letcher, who was also in critical condition at a Sioux Falls hospital.

its flaws. "Kissinger cannot be proud of the peace he has negotiated. It is the peace of the grave."

President Carter's support has doubled since the Iranian crisis began, Newsweek magazine says.

The Newsweek poll, released Sunday, showed that 61 percent of the 525 Americans surveyed by the Gallup Organization for Newsweek Wednesday and Thursday evenings approved of the president's performance. Carter had only a 30 percent approval rating before Moslem students took over the embassy Nov. 4.

Newsweek said Carter's surge in its poll was greater than that achieved by Franklin Roosevelt after Pearl Harbor, Harry Truman after the invasion of South Korea, John F. Kennedy after the Bay of Pigs invasion and Lyndon Johnson after the initial bombing of Hanoi.

New U.S. Middle East envoy Sol Linowitz met in Jerusalem today with Israel's head delegate to negotiations on Palestinian self-rule for a briefing on the progress made at the halfway mark of the slow-moving talks.

Interior Minister Josef Burg, the head of Israel's delegation to the talks, expressed confidence the negotiations can be concluded by their May deadline. Linowitz, on his first trip to the region as the new U.S. envoy, said on arrival from Egypt Sunday he did not think the deadline can be met.

NEW YORK—Long Island kan koad commuters scurried today to find another way to their jobs in the city. Today was the third day—but the first weekday—of a walkout by 6,200 workers over wage demands. City officials extended bus and subway service, established car-pool staging areas and set up extra parking.

Dollar plunges in Tokyo

The U.S. dollar fell nearly 10 yen on the Tokyo foreign exchange market today, closing at 231.25. Dealers said it was the biggest drop in one day in the history of the market.

the marijuana in the car's trunk and arrested the driver, a 28-year-old man.

U.S. patrol fired upon

SAN JUAN, Puerto Rico—Two men fired on a U.S. Navy patrol inside the Roosevelt Rhodes Naval Base Sunday night, but no one was injured. The gunmen got away. It was the second attack in six days on Navy personnel based on this Caribbean island. The attack came despite stepped-up security after terrorists ambushed a Navy bus last Monday, killing two Navy men.

Compiled by Forrest Powers



Kennedy; Carter meet

A \$1,000-a-place testimonial dinner for House Speaker Thomas P. "Tip" O'Neill Jr. brought Sen. Edward Kennedy, D-Mass., and President Carter together Sunday night in Washington. The two rivals for the 1980 Democratic presidential nomina-

United Press International

tion shook hands briefly before making their speeches. Kennedy kept his speech light and got more laughs, but Carter drew the most applause when he expressed his belief that the United States would prevail in the crisis in Iran.

Hofstede HRA appointment was an act of hypocrisy

By BETTIE GIBSON Of the Opinion Staff

The word "hypocrisy" has been in the press a lot lately.

Before putting it back into the dictionary for a rest, I would like to apply it to the case of Marcella Trujillo vs. Mayor Al Hofstede, et al.

What happened to Trujillo not only is a classic example of hypocrisy plain and simple;, it smacks of politics-as-usual.

Trujillo, who says her "character has been assassinated," came to my office the other day, flanked by several women from the organization called Women of Color, because they wanted to get the mud cleaned up and have the "misstatements and lies made by the mayor's office" corrected.

On Oct. 1, Trujillo submitted her application for reappointment to the Minneapolis Housing and Redevelopment Authority.

She did so, she said, for two reasons: (1) She felt she is intelligent and had been a capable member of the HRA and wanted to continue representing the city's Hispanic community; and (2) Hofstede had told her, in front of witnesses from the Hispanic community (which supported her reappointment), that, no sweat, it's in the bag, don't worry, he would definitely reappoint her or another Hispanic.

She said that on Oct. 31 she got a telephone call from Erv Dauphin, the mayor's chief aide, who told her: Sorry lady, but the mayor has changed his mind; he's going to appoint somebody else. The some-

body else was not Hispanic.

"Stunned." she said. "I was absolutely stunned - it was like somebody had just thrown me against a brick wall. When I told him I thought it was a slap in the face not only to me, but to all Hispanics in the city, he told me not to take it personally. Can you believe it? The mayor had reneged on his promise, his word, and I wasn't supposed to take it personally. 'Was it politics?' I asked him. 'Politics are always involved,' he told me."

Hispanics furious

The members of the Hispanic community were furious when they found out what was going on. They wanted to stage a sitin at the mayor's office in Trujillo's defense. Trujillo told them not to bother, that she didn't have the energy or the knowhow to fight politics. "I don't know how to sling mud like they do in the mayor's office," she told me. "I'm not a mud-slinger, I'm a professional, a teacher. All I'm interested in is doing a good job."

However, she cleared the chairs from the barroom floor, so to speak, and rolled up her sleeves, when Rita Fassbinder, an aide to the mayor, and others "told lies about me that were picked up by the press."

Let's take those alleged "lies," one by

(1) Alderman Judy Corrao told a friend of Trujillo's that one of the reasons why she wasn't considered for reappointment was that she never applied. (Yet I have a Xerox copy of the application Trujillo submitted on Oct. 1, nine days before deadline

(2) The mayor's office said Trujillo had the worst attendance record of any of the seven HRA board members, and that her attendance record was a reason for her not getting reappointed. Trujillo said "Not true." (I went to the HRA offices Wednesday to check the records for regular and special board meetings held this year. Truiillo's attendance record isn't the worst. Records (through Nov. 19, when Trujillo's term ended) show that out of 29 meetings Trujillo missed 10; Donald Early missed 11. And two of the remaining five have nothing to write home about, either. Kenneth Webster missed nine, Richard Jefferson missed seven. Only Tony Scallon had a perfect attendance record.)

(3) Fassbinder, in defending the mayor's

THE MINNEAPOLIS

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Harold Chucker Associate Editor Rodgers Adams Assistant to the Editor the mayor's) over Trujillo, was quoted Nov. 16 as saying, "Would you prefer that we put in some strange minority, an unknown quantity again?" (Such a racist, bigoted statement from the mayor's office? Hofstede should have publicly chastised her; because he didn't, one must conclude that he agreed with her definition of Hispanics. Fassbinder, when asked to define what she meant by "strange minority," said she was referring to individuals as "known and unknown commodities" in a general sense and wasn't implying that any minority group was strange. Commodities, Rita? Do you mean like cows and pigs and so on?)

When he took office in 1978, Hofstede established a 19-member Minneapolis Hispanic Advisory Committee. He had concerns that Hispanics were being treated unfairly or were being ignored in the city. The committee undertook a study that showed he was right - that affirmative action programs for Chicanos in the city have been "a great failure" and that Hispanic representation on city boards and commissioners was non-existent.

Words vs. actions

Hofstede changed that. He named Trujillo, a University of Minnesota professor of Chicano Studies, to the HRA. He got praise upon praise from Hispanics. He was the fair and the caring mayor.

appointing Trujillo or some other Hispanic

choice of Stan Murzyn (an old friend of to the HRA, as promised, shows him to be a hypocrite - his words say he cares; his actions say he doesn't.

> Because of Tony Scallon's resignation from the HRA last month, another vacancy has opened on the HRA - to be filled by Hofstede. While several black women have applied for the post, Avis Foley of the Minnesota Women of Color (herself a black) hopes they will take their applications back and refuse appointment if offered. "Hispanics should have that seat on the HRA," Foley said. "Better, the appointment should be a Hispanic woman, otherwise the HRA will have an all-male complexion again."

> Truillo thinks Fassbinder was the cause of her not getting reappointed. "Rita and I didn't get along," Trujillo said. "She likes people who do what she tells them to do, who don't stand up to her or argue back, who will be her 'puppy dogs,' as she calls them. I wasn't her type of person. I can only conclude that her dislike for me was the reason I didn't get reappointed. She does, after all, carry a lot of weight with the mayor."

> Would Trujillo accept appointment to fill the Scallon vacancy if offered? "I don't think so," she said. "All that politics, well, it stinks."

> Hofstede, who, by the way, refuses to comment on any of this, has a couple of weeks to go before turning the key to the mayor's office over to Don Fraser.

It's too bad he has to leave office under such a cloud of hypocrisy. I had previously What Hofstede has done by not re- always thought him above all that non-

READER OPINION

Nuclear power exceeds others

To the Editor: I take exception to the criticism of the Minnesota Public Interest Research Group against Northern States Power Co. This fine utility, ranking among the top utilities in the country, has really done an outstanding job and is providing our people with electric power at rates generally far more reasonable than elsewhere. This has been made possible because of the broad use of nuclear energy.

The criticism against the company does not recognize the actual facts. Nuclear power has been in use for many years and to date no record of harm to anyone has been documented. In fact it is a clean fuel and far less polluting than either coal or

For several years we have been more aware of acid rain. This has already done most serious damage to much of our beautiful countryside and lakes. This is strictly the result of pollutants from fossil fuels.

If our economy is to progress and the necessities of life be provided, where are we going to seek the future power needed? Surely it will not come from oil now under the domination of hostile and greedy Mideast countries. Not even our vast coal resources have the means of providing our future energy requirement adequately.

-Bernard M. Rose.

Minneapolis.

Edina.

Conspiracy against Chrysler?

To the Editor: The frequency with which the media are publishing negative articles about Chrysler Corp. at the very time when it is fighting for its corporate life indicates to me that there is an organized conspiracy on the part of the big money (which controls the country) to do away with Chrysler and thereby preserve a bigger share of the market for General Motors and Ford in the battle with im-

Otherwise, wouldn't your writers occasionally write something positive about Chrysler such as the many satisfied owners who drive nothing but Chrysler prod-

-E.G. Taylor Jr.

Marcela Trujillo: let's take a look at the record To the Editor: As chairperson of the Mayor and City Council's Hispanic Adviso-y Committee, I find it very important to Hofstede's. He also admitted at the council sioners. Ms. Trujillo's attendance record in these were the figures the mayor elected her year and a half term was 80.1 percent. to use to make his case.

Mayor and City Council's Hispanic Advisory Committee, I find it very important to set the record straight regarding the HMRA record of Marcela Trujillo. Ms. Trujillo did not have the opportunity to publicly answer the charges made against her by Rita Fassbinder (Mayor Hofstede's

Ms. Trujillo was not reappointed by Mayor Hofstede in one of the most blatant political moves on record. In order to ease in his controversial appointee and ease Ms. Trujillo out, the mayor turned loose his aide, Rita Fassbinder, and what resulted

confirmation meeting that he had no experience in the housing area.) The attendance record of Ms. Trujillo on the MHRA board was questioned; her intelligence and commitment were also questioned (it was reported by Fassbinder that she did "not do her homework"), and finally, she was accused of making a deal with Ms. Fassbinder to keep her mouth shut so that her poor record would not be made public.

First of all, Ms. Trujillo does not have the worst record of the MHRA Commis-

Reporters were given reports from the mayor's office counting board meetings and special meetings together — meetings which were held at separate times. Her attendance at special meetings in 1979 was 100 percent. Production and grievance committee meetings, which are held on the same day and constitute one meeting, were separated into different columns. Thus, if she was absent for a production committee meeting, she was usually absent for a grievance committee meeting, since they are held on the same day. Yet

lame-duck councilmen and a retiring may-

or won't be called upon to make a hit-and-

run decision that the councils of the future

A new council and mayor have less vest-

ed interest, are unencumbered by past

promises and will probably be cooler and more disinterested than the present admin-

istration. A fresher and less pressured at-

mosphere would likely lead to a fairer and

If this fails to appeal to the council, as it

has appealed to dozens of people to whom I've spoken, our mayor could reduce the

heat and controversy surrounding the ca-

ble TV question by vetoing any choice made under the incredible pressure created

by the rush to grab the \$100 million cable

-A.R. Porte.

less partisan discussion and vote.

may have to undo.

Minneapolis.

The Minneapolis Star Thursday, Dec. 13, 1979

Second, the mayor, through Ms. Fassbinder, has never been able to document or to specify the charge that Ms. Trujillo did not "do her homework." Ms. Fassbinder further made the charge that Ms. Trujillo voted against subsidized housing and also voted against issues supported by the mayor. We have researched the minutes of MHRA meetings and can find no proof of Ms. Trujillo's voting against subsidized housing. As for the charge of voting against the mayor's pet projects, she must be congratulated for voting for what she thought was correct and in the best interest of the city, instead of being the mayor's political puppet. A mayor cannot expect an appointee to damage his/her integrity in the interest of loyalty.

Finally, the charge made by Ms. Fassbinder that she and Ms. Trujillo made a 'deal" to keep her quiet about Murzyn's appointment is an unsubstantiated statement and has been denied vehemently by Ms. Trujillo. In fact, Ms. Trujillo remembers speaking to Ms. Fassbinder only in the course of setting up three meetings with Mayor Hofstede in an effort to find out what the mayor was doing about her expected reappointment. The mayor canceled two of the three meetings.

I was outraged to see Ms. Trujillo's named soiled by the mayor's barroom attempt to appoint Stan Murzyn. I can only hope that the personal damage done to Ms. Trujillo by the mayor will not frighten other citizens of Minneapolis from partici-

pating in government.

-Irene Gomez-Bethke, Chair, Hispanic Advisory Committee to the Mayor and City Council. Minneapolis.

To the Editor: Bettie Gibson's Dec. 10 article on the mayor's HRA appointment set female journalists back 20 years. It read like a letter to the editor from a one-issue ax-grinder. To paraphrase Gibson, I had always thought her above emotional reporting for the sake of vindictiveness. If that is all it takes to be an editorial writer, I hereby apply for appointment to her po-

-Mary Ellen Grika. Minneapolis.

Present council should skip cable TV decision

To the Editor: Minneapolis's cable television selection process has taken on the character of a gold rush. Claim jumping, political skulduggery and litigation have cast a dark cloud over our present City Council's deliberations. Its fairness too has been called into question.

It's downright embarrassing to see our city with a smudge on its nose. But there is something that can be done to reclaim our title as "the city that works." Let the council call a screeching halt to the awarding of a cable franchise.

or against Denis Wadley's views (Nov. 29),

he seems to have touched some raw

There are few teachers of our century

who haven't searing memories of students of promise who died too soon. Woodrow

Wilson could not change our deadly path.

The young died again in World War II, Ko-

rea and Vietnam. To look out at a class of

young faces unprepared for the reality of

war, but schooled to keep up a macho im-

society; but we ask them to solve our hardest problems of sex, race, drugs; and

we expect them to fight wars that some-

times seem to be stumbled into because of

The military has an unpleasant job to do.

bumbling and incompetence.

We speak of America as a child-oriented

age, is traumatic.

If we marry a cable TV provider in haste is only two weeks away. In this way two we'll have 15 years in which to repent at leisure. And what's the rush? We have six only modest demand for it.

The City Council would be acting in our best interests if it tabled the vote (Friday)

channels of easy-to-receive over-the-air television, dozens of movie theaters, sporting events and concerts. Some of our suburbs even enjoy cableless subscription TV through Twin Cities Home Theater. And where this service is available there's been

and laid it over to the new council, which

How we waste our children To the Editor: Whatever may be said for Teachers have a job to search for truth and to teach the tools of reasoning. This is fine,

> nished truth. It is a nightmare for loving parents to fear what our society does to the young. Teachers see a multitude of young, vulnerable faces. Sometimes, outside of peer support, the only advisers some have are

until we get a little too close to the unvar-

I doubt if Wadley's article will cut our wastefulness of our greatest resources children; but he has expressed deep feelings shared by many teachers who have seen the young made dead too soon.

There is order in the universe. Why do humans run amok? Perhaps honesty may be a start.

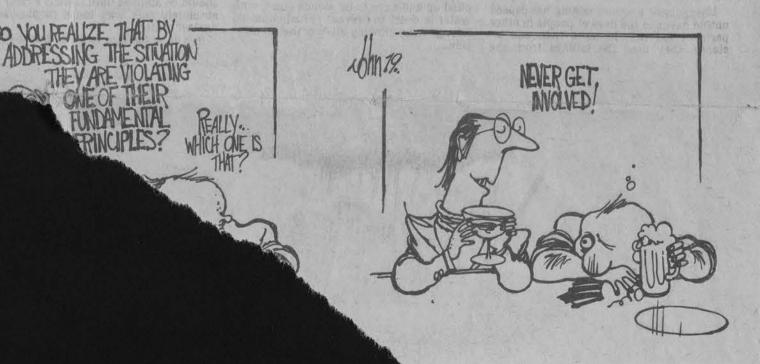
Minneapolis. -Grace M. Ennen. Article on God resented

To the Editor: I have never liked Jim Klobuchar and very seldom read his uninteresting articles. This morning (Dec. 1) the article, "Next complaint will be God's," aroused my curiosity. After reading the article, I am surprised that The Star would let such an article appear.

To my way of thinking the article is vulgar, anti-religious and anti-God. Who does Klobuchar think he is?

Minneapolis. -Henry J.G. Radde.

SALE UNIED NATIONS



ture through the mails. This month, a new urvey by the Washington Post asked votout a much more public transaction egality of selling pornography at nds. The new survey found ost down the middle -

as OK and 51 per-

U.S. ousts 183 Iranian diplomats

From The Star's News Services

The Carter administration, in its latest turn of the screws against Iran, is telling most of the Iranian diplomats—183 of them, leaving only 35—in the United States to

In Iran, Ayatollah Ruhollah Khomeini today ordered his government to convene an international commission "as soon as possible" to condemn U.S. crimes. The Islamic leader also gave permission for a neutral delegation to visit 50

Americans being held inside the U.S. Embassy for a 40th day.

The hostages' militant captors immediately responded: "We are prepared to take Ayatollah Khomeini's orders. It is up to the for-eign ministry to make arrangements for this international meeting. Observers can come and see the hostages as the imam has or-

The students previously had re-buffed similar efforts by the foreign minister, refusing to take any

directives except from Khomeini personally.

In a strong move to dramatize its anger at Iran's holding of 50 Americans in violation of international law, the State Department Wednesday ordered the departure of all but 35 of the revolutionary government's 218 diplomats accredited in the United States.

Affected by the order are the Iranian Embassy in Washington and the Iranian consulates general in New York, Chicago, San Francisco and Houston.

There was no immediate public reaction from Tehran to the U.S. ouster of the diplomats.

Diplomatic sources said the U.S. action was likely to anger the militants but would have little influence on the ayatollah's policies.

Khomeini's instructions to his foreign minister, Sadegh Ghotbza-deh, were intended to hurry up earlier promises of an investigation of U.S. involvement with the shah by an international commission of anti-zionists and anti-imperial- farms could be executed.

"It is essential that you form as soon as possible an international commission in consultation with the (Islamic) Revolutionary Council to study the aggressive policy of America in Iran," Khomeini in-structed Ghotbzadeh.

In other developments:

• In Tehran, the Iranian government warned today that anyone unlawfully occupying government

At the same time, Finance Minister Abolhassan Bani-Sadr was quoted by the Tehran Times as saying "nowhere in the world" are differences of opinion resolved by occupying government buildings. But he was not referring to the government-backed occupation of the U.S. Embassy in Tehran.

Bani-Sadr made his comment in the northwest city of Tabriz, where he has been trying to persuade Turkish-speaking Iranian dissidents to stop the takeover of government buildings.

And official Tehran Radio today introduced a new song between its news broadcasts—"Death to

• In St. Paul, Minnesota Gov. Al Quie today made public a telegram he received from one of the hostages, Bruce Laingen, a Minnesotan who is charge d'affaires at the Embassy in Tehran, expressing appreciation for support from Quie and the American people "during this time of trial."

In the telegram dated Dec. 9, Laingen said, "My colleagues and I are proud of the way the American people are standing squarely with their government in defense of the fundamental principles that are at

stake in this crisis."

• In Brussels, the 15 members of NATO today described the "grave situation" in Iran as a "flagrant violation of international law and human rights.'

The foreign ministers of the North Atlantic Treaty Organiza-tion issued a declaration after a closed session in which Secretary of State Cyrus Vance reviewed the situation of the American hostages in Tehran.

The foreign ministers condemned the occupation of the American Embassy and the taking of hostages, but they added that the NATO countries "have no desire to intervene in Iran's internal

However, the strongly worded declaration appears to clear the way for further sanctions by the Western alliance if the crisis con-

• The United States has warned the Soviet Union that editorial statements in its controlled press that are damaging to the U.S. position in the Iranian crisis could harm relations between the two superpowers.

A strongly worded State Department criticism-the latest and harshest since the Tehran crisis began Now - was issued Wednes-

Iran says CIA set up, aided SAVAK

By ALEXANDER G. HIGGINS

TEHRAN-The Central Intelligence Agency was the architect of SAVAK, trained its agents in the United States and gave them guidelines on "physical and psychological" methods of interrogation, according to a former official of the shah of Iran's secret police.

Former SAVAK adviser Hassan Sana made the allegations during a day-long tour Wednesday of the police agency's former prisons for foreign reporters. Iran's Ministry of National Guidance conducted the tour to publicize the revolutionary regime's charges that the United States was a partner in the torture and murder of thousands of Shah Mohammad Reza Pahlavi's

"It wasn't just cooperation with the CIA and Mossad (the Israeli secret service), it was joint activities," said Sana, who told reporters he had advised the SAVAK commander on security and economic affairs for 11 years. "The CIA de-

vised our entire system."

He said the Americans did not give SAVAK agents direct training in torture methods. But he said they provided general guidelines on interrogation techniques, such as attaching electrodes to sensitive parts of the body, and taught agents how to carry out surveillance of dissidents.

SAVAK also worked to a lesser degree with the intelligence services of Britain, West German, France, Pakistan, Iraq and Egypt, Sana said. He said Britain and West Germany provided information on Iranian students abroad. In exchange, he said, the British received information about various Arab countries and the West Germans got information about the West German Baader-Meinhof terrorist group.

The tour included emotional accounts by people who said they had survived SAVAK torture and statements by former officials of the shah's regime who denounced the exiled monarch and said they welcomed the revolution.

"I think he has committed many, many crimes," said former Health Minister Sheikholesam Zadeh, now serving a life sentence. "I will be very happy in any court to say whatever I (can) against him."

Former prisoners of SAVAK said conditions in the prisons improved markedly in 1977 after President Carter began pressuring the shah to end violations of human rights.

Zadeh said he initiated a study of torture practices in 1977 and torture was halted "within a month" after he presented the findings to the shah's prime minister. Zadeh said he was the only member of the shah's regime tried by a revolutionary court and allowed to live.

The first stop on the tour was the central "committee" prison, a yellow-brick compound which a guide said was built by the Nazis during World War II and was laid out in the shape of a swastika.

The Guidance Ministry's foreign press chief, Abdolghassem Sadegh, said political prisoners were taken to that prison immediately after their arrest.

Reza Deghati, a former inmate, said he was hanged by his wrists for 21 minutes from a balcony in the prison courtyard "until I

"apollo helmets" to amplify a prisoner's own screams and send them reverberating unbearably in his ears. He claimed the helmet, which went over the victim's mouth and ears, was designed by an Iranian when he was in the United States.

He also said prisoners were bound to wire mesh cots and the cots were heated with blow torch-

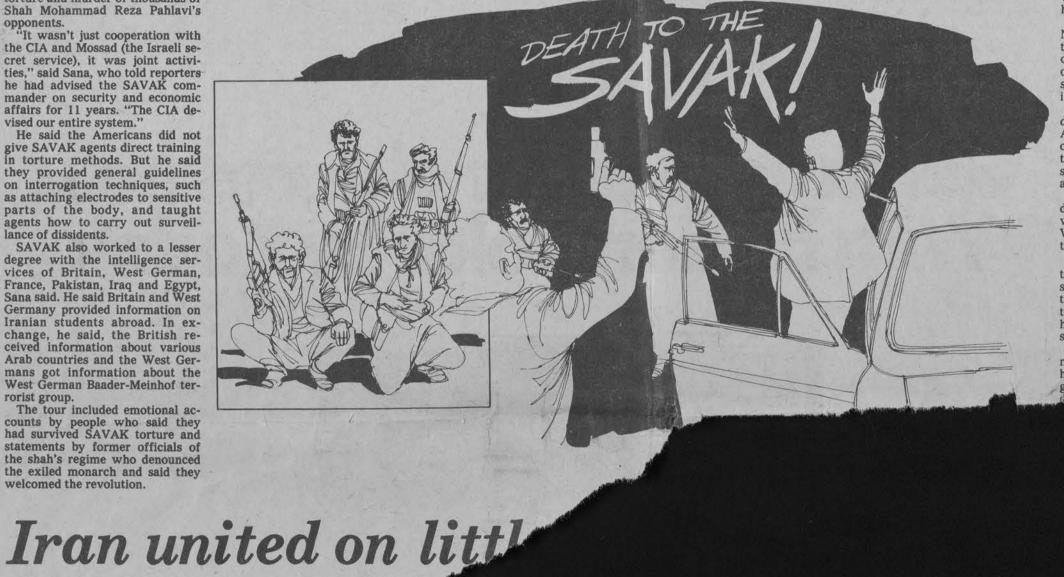
Cells at the central prison were empty and the only evidence of the alleged torture was a single mesh

thought my arms were going to be pulled out."

Cot. Sadegh said the torture equipment was removed before a 1977 inspection by the International Red

The tour ended at Evin Prison, once SAVAK's headquarters in Tehran and now a prison for the revolutionary regime.

On a wall were photographs of revolutionary "martyrs" and photocopies of a dozen death certificates signed by SAVAK doctors. In each case, torture was listed as the cause of death. Above most of the certificates someone had written that the victim's name was "unknown."



(Ali, from Page 1A)

countryside, they could hire or persuade nomads and tribesmen to attack the cities.

Soon after the new government was formed, the owning of weapons was declared unlawful. Only guns registered with the Islamic Council were legal.

The patrol, usually six men and women, stood in the street and motioned for every auto to stop; if the driver ran the roadblock, a whistle was blown to alert the next patrol down the street, which would by prepared to shoot if necessary

Not all patrols had most, one gun v group.

ing the collapse of the regime, many of the chief SAVAK agents had been arrested. Interviews with some of them were broadcast national television. Knowing were sentenced to die days, they frankly re previous activities.

One agent had h and had gone to my older br school, in th tended



The state of the s



CENTRO CULTURAL

NEWSLETTER





Volume 2 Number 19 January 1979



Photo by Phil Hernandez

EDITOR RESIGNS

I would like to take this opportunity to acknowledge and thank Patricia Trujillo Garcia, for giving of herself; time, energy, and personal involvement, to our newsletter.

As of October, 1978, Patricia resigned as one of the original editors of Centro's Newsletter, with our first edition originating January 1977.

Presently, she is attending the University of Minnesota Majoring in Chicano Studies. Her plans for this coming spring quarter, are to apply for admission to the College of Education, whereas, she'll study for her Master of Arts degree in Elementary Special Education. Patricia will graduate in the summer of 1979 with a degree in Social Science.

We, the members of Centro's Newsletter staff, wish her well; and hope to see her rejoin the team when time permits.

by Ricardo Nevilles

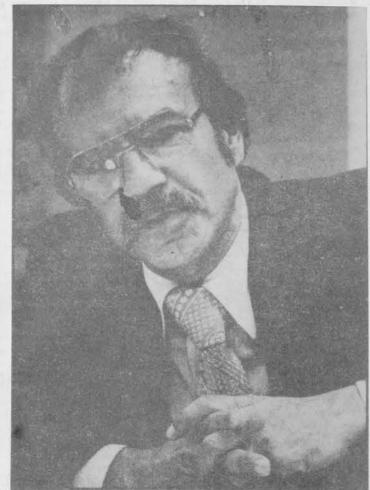
HERNANDEZ MAKES CLASS PRESIDENT

by Theresa Garcia

West Sider, Juan Hernandez, son of Jose and Stella Hernandez, was recently elected President of the Freshman class in Medical School at the University of Minnesota. He is the first chicano from Minnesota to be elected to this position. Hernandez was elected for the president by unanimous vote after giving a speech for the position of class representative.

Juan encourages other chicanos and latinos to persue a career in medicine stating that it is possible.

Hernandez has a B.A. degree in Chicano Studies with a minor in Chinese Language and plans to go into family practice on the West Side.



Arthur Rivera

Photo by Ned Ahrens

Chicanos fear IRs may limit minority programs

By LYNNETTE McINTIRE

Chicano community leaders fear that the Independent-Republican (IR) sweep in November's election may mean fewer minority programs in the state.

Specifically, a bill to provide grants and scholarships for needy Hispanic students may never reach the state legislature unless a new sponsor is found. Last year's sponsor of the bill, Rep. William Kelly (DFL-East Grand Forks), was defeated in last month's election.

Members of the Minnesota Council of Spanish-Speaking Affairs are seeking a sponsor for the measure which would have provided \$750,000 for the 1978-79 school year. The bill died in a house appropriations subcommittee during the last session.

(The council is appointed by the governor to advise him and the legislature on Hispanic concerns. The council held its first meeting in July.)

Council member Jose Cortez expressed fear that under "conservative" IR leadership, special minority programs and affirmative action may "go out the window."

The council will be lobbying for continued legislative support of special academic minority programs in schools. Other priorities include increasing bilingual staff within staff agencies and bills to aid migrant workers.

Besides scholarships and grants, the council also will promote legislation to continue and expand supportive services for Chicano students, Arthur Rivera, council chairman, said. Currently, the only academic support unit in the state—the Juarez-Humphrey Chicano Latino Supportive Services Center—is at the University. The center provides tutoring, financial aid and peer counseling.

The council also supports increased funding of vocational and technical education.

Continue on page 3

Gov.-elect Al Quie can be expected to advocate academic programs for minorities, according to Vicki Reid, research assistant to Quie. Quie has a "long record in Congress" of supporting educational issues, she said.

The council also wants more bilingual professionals in the Minnesota Department of Human Rights, Rivera said.

"The Department of Human Rights has a basic responsibility to practice affirmative action. By not having any visible Chicano field investigators, non-clericals and professionals, they are not conforming with the Minnesota state Human Rights Act (Chap. 363)," Rivera said.

A spokeswoman for the Department of Human Rights denied Rivera's charge. According to public information officer Diane Johnson, six employees of the Department speak Spanish; three of those are of Chicano extraction, she said. Two of the bilingual employees are clerical, two are field investigators and one is a lawyer in the Attorney General's office, she said.

Legislation to protect the migrant worker also will be promoted by the council, Rivera said.

"Basic minimum wage and job guarantees are just nonexistent for the migrant worker," he said. For example, sugar beet pickers are not guaranteed minimum wage and some asparagus workers received no wages this summer. "Because of weather they had to sit for weeks receining only room and board," Rivera said.

Acontract bill for migrant workers will be a primary goal of the council this year, Rivera said. Currently no written agreement is required between the farmer and the migrant worker.



SEZ Magazine is seeking poetry, songs, short fiction, folk tales, photography, illustrations, interviews, articles and reviews for the publication of a special Chicano-Latino issue.

SEZ is dedicated to the support and publication of writing which reflects ethnic, community and midwestern experiences and themes; and writing which speaks to social and political issues.

Address all contributions and inquiries to the editor: SEZ, P.O. Box 8803, Mpls., MN 55408. Please enclose a self-addressed-stamped-envelope. Deadline is January 30, 1979.



Photo by Phil Hernandez

PEOPLE IN THE NEWS

Many people are not aware of the fact that there is a Chicana representative on the Minneapolis Housing Redevelopment Authority, Board of Commissioners, namely Marcela Truillo.

Marcela Trujillo was appointed by Mayor Hofstede to the MHRA Board of Commissioners 3-78. The first Chicana in the history of Minneapolis ever to be appointed. Marcela has contributed greatly to La Causa here in MPLS. She was appointed Chairperson for the MPLS Public Schools for 1975-76; and played a major role in implementing the bilingual/bicultural education program now in existence; she wrote the proposal that was submitted to the McKnight Foundation, which was the intitial funder of Centro Cultural Chicano in 1976.

She has served upon Centro's Board of Directors, and is currently a member of the Advisory Committee for the organization. She is a member of the MN Women of Color's Hispanic Caucus. Marcela has also been actively involved regarding higher education at the University of Minnesota's, Chicano Studies Department at which she is presently a Instructor.

In recognition of one of our outstanding citizens, we present this month article People in the News of Marcela Truillo.

by R. Nevilles



A cellblock unit at Stillwater state prison is taking on a more colorful look since artist Paul Basques has come into the prison to paint a wall mural of the

Virggen de Guadalupe. Inmate Salvador Sanchez, right, said the mural is one of 11 planned as a beautification project for the prison.

- Staff Photo by Scott Carlson



Sra. Trejo talks about the handmade shawl that was raffled off.



Much food was provided by the community people.

Food, music, and warm conversation was the mood at the seniors christmas party.



Centro's Senior Program Director,
Jose Gaitan



Page 4

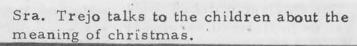
The children watched "Presto Magic Show" as he performed various tricks.



A Disco dance contest was another form of activity for the kids.



Page 6





Here the kids are gathering in order to get a good sit to see the cartoons that were also provided as part of the program.



Page 7





This young girl waits in line to see Santa.

Santa gives presents to 150 kids.

A special thanks
to Jose Soto and
"Hurracanes" for
playing at the
Senior Citizens
Xmas Party. Also
to Jose Tortez,
Larry Cortez, and
"The New

Generation".
These two conjuntos donated their time and it was mainly because of them that the narty was a success.



From page 4

Artist's mural puts a little beauty in prison cellblock

beautification.

CENSUS

By SCOTT CARLSON
Staff Writer

is that everyone can participate.'
SANCHEZ SAID the idea for

A "helluva big change" is taking place in one cellblock unit at Stillwater State Prison, according to inmate Salvador Sanchez.

CHICANO ARTIST Paul Basques, he notes, is putting "a little beauty" in the R and O cellblock unit with his wall mural painting of the Virggen de Guadalupe. "It (the painting) has given the unit a totally different atmosphere," Sanchez adds.

Basques' work not only represents the first of 11 mural paintings planned for the cellblock unit but is the first time that an outside artist has been allowed to come into a state corrections facility and paint a wall mural.

And Basques says painting inside the prison is an exciting artistic experience. "It's much more of a talent to address something like this which is public art for the people instead of private art," the 30-year-old artist said.

"I'm more interested in dealing with art as a social issue instead of doing museum painting for a select few that speaks an esoteric language for the rich." Basques continued.

THE WALL MURAL, which Basques and the inmates have been working on for two weeks, is a blend of vibrant blues, yellows, reds, and whites. Basques said there are plans to have a dedication of the painting Dec. 12.

Meanwhile, a second mural, which will be highlighted by a painting of Dr. Martin Luther King, is being started by the black inmates.

Although he has a preconceived idea and sometimes a preliminary sketch on how to paint a mural, Basques said that his current work is inspired by inmate suggestions and is spontaneous art. "I act as an antennae and get new ideas as I go along," he said. "The thing that is neat about this

SANCHEZ SAID the idea for mural wall paintings came from the Aztlan cultural organization, a Hispanic inmates' group, and was presented to Warden Frank Wood by the inmate cultural groups and a task force, which

deals with administrative

problems, maintenance and

I've encouraged it from the very inception," said Wood. "I

very inception," said Wood. "I think it does something for the prison environment.

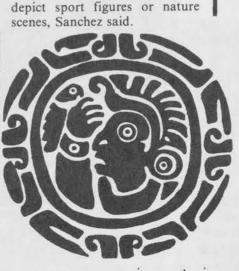
"What I like to see is subject matter reflective of cultural or ethnic origins." And the inmates have asked to only put up positive images, he said.

TOO OFTEN the public only thinks of the negative things that occur in prison, Wood said. "I think it's incumbent to note the good things that occur in the prison."

When he gave them the goahead then Dorothy Swan of Migrants in Action began searching for a mural painter to come into the prison. Other groups and individuals that have played a role in providing moral or financial support, Basques said, include:

Central Cultural Chicano, Project Intersection through COMPAS, Julie Moore and Juanita Meza.

The prison, Sanchez said, is also providing some funding for the painting. Other murals may depict sport figures or nature scenes, Sanchez said.



NEWS

The Sapnish origin population in the U.S. totaled around 12 million in March 1978, according to a report released by the Bureau of the Census, U.S. Dept. of Commerce.

Some 7.2 million were of Mexican origin, 1.8 million of Puerto Rican origin, 700,000 of Cuban origin, 900,000 of Central or South American origin, and about 1.5 million of other Spanish origin.

The report, resulting from a nationwide survey in March, shows that among the Spanish origin population, about one-half of employed women held white collar jobs compared with about one-quarter of employed men. Of persons 16 and older, about 80 percent of men were in the civilian labor force compared with only 45 percent of the women.

Men of Spanish origin had substantially lower median incomes in 1977 (\$7,797) than the rest of the male population (\$10,261), but income of Spanish origin women (\$3,669) was much closer to the median income of other women (\$3,956).

Other highlights in the report include the following: About 42 percent of all persons of Spanish origin were under 18 compared with only 29 percent of the rest of the population. Only about 4 percent wer 65 and older compared with 11 percent of the population not of

Spanish origin.

Some 57 percent of the Spanish origin population aged 25 to 29 had completed at least a high school education compared with only 30 percent of Spanish origin persons 45 to 64 years old.

About 85 percent of all Spanish origin families lived in metropolitan areas compared with 65 percent of other families.

About 21 percent of Spanish origin families had incomes below the poverty level in 1977, but only about 9 of families not of Spanish origin were poor.

Characteristics presented in the report include age, sex, martial status, educational attainment, employment status, occupation and income. For families, data is shown on residence, income and poverty status.

As in all sample surveys, the data in the report are subject to sampling variability and errors of response, including underrporting and nonreporting. An explanation appears in the report.

The difference between the March 1978 estimate of the Spanish origin population and that of March 1977, when the estimate was 11,269,000 reflects both sampling variability and actual population growth.

Copies of Persons of Spanish Origin in the United States, March 1978 (Advance Report), Series P-20, No. 32 are available for 80 cents each from the Superintendent of Documents, U.S. Government Pringing Office, Washington, D.C. 20402, or from Commerce Department offices in major U.S. cities.



COUNCIL MEETS
WITH GOVERNOR ELECT
AL QUIE

On November 29, 1978 the Spanish Speaking Affairs Council for the state of Minnesota, met with Governor elect Al Quie. This meeting, the first between the new Governor and the Spanish Speaking Affairs Council was designed to give both sides an understanding of the working relationship that will exist during the next legislative session. Jose Trejo the legislative contact for the Spanish Speaking Affairs Council presented to Mr. Quie a packet of information regarding the concerns of the spanish speaking population of Minnesota. This packet was prepared for the specific purpose of making Governor elect Al Quie aware of the problems that exist for the Spanish Speaking Community. The following is the dialogue that occurred at the following meeting.

Question - Quie - How long has the Spanish Speaking Affairs board been in existence?

Answer - The Spanish Speaking Affairs board has now been in operation for the last 5 months.

Question - Quie - How much money has been allocated for a budget?

Answer - \$78,000 for the year, out of this sum comes salaries for two (2) people, plus operational expenses, which makes the budget extremely tight.

Question - Quie - Who writes the bills that have been introduced before the legislature?

Answer - Mr. Campion and Mr. McCutcheon have coauthored bills that have been introduced before the legislature.

Question - Quie - Has legislation been passed that ensures a contract between the growers and the migrant workers in the state of Minnesota?

Answer - As of now there is now law that specifically states the necessity of a contract in the state of Minnesota, however, there is definitely a need for one.

Question - Quie - Does the minimum wage law in the state of Minnesota apply to migrant worker?

Answer - No!!

At this point Jose Trejo explained that there are numeral services that are not being provided by the state of Minnesota for the spanish speaking population. Examples such as bilingual bicultural services in the areas of:

- 1. Health Care
- 2. Social Services
- 3. Employment
- 4. Legal Assistance
- 5. Housing

6. Educational Assistance (tutorial) for Vocational Technological & Educational Training

In the outstate regions bilingual assistance is not always successful because of the cultural barriers that exist.

Quie - We should "change that", we need human services improvement.

At this point questions were entertained from the audience.

Audience - How about tax cuts, how will they affect programs already in existence?

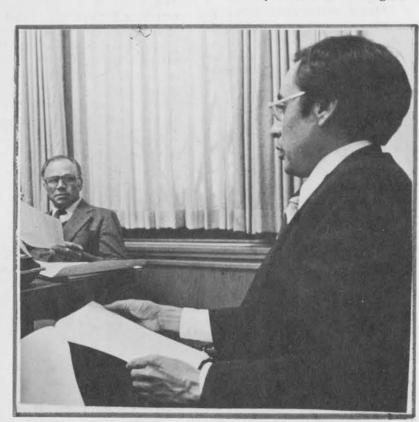
Quie - In my campaign I never talked about cutting spending at present levels, because some programs could be affected that are desperately needed.

Audience - How about community programs?

Quie - Community programs are desperately needed because they are the only gauge by which Government can investigate the needs of the general population; at this point community programs are extremely important. Education specifically, which I consider a high priority.

End of Interview.

by Donn J. Vargas



Jose Trejo explained the numeral services that are not being provided by the state of MN.

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Photo Phil Hernandez





"CENTRO'S SENIORS BENEFIT DINNER" at the Native American Center.

Above Sra. Urvina and Sra. Vargas serve Tostadas.

Pictured here:
Sra. Lupe
Villagomez
Sra. Trinidad
Villagomez
Sra. Maria
Gomez



Sra, Natalia Rincon Sra, Marcelina Urvina and Sra, Mina Hernande:

Enjoying their tostadas, sopa de fideo y

de arroz



Sr. Gomez orders another plate.



Page 1

National

The Spanish were here first

Whehington—A new government publication says Spanish explorers established the first settlement in the eastern United States at almost the same spot in Virginia where Englishmen were to build Jamestown nearly a century later.

Citing a historian's book published in 1893 and apparently forgotten since then, it gives the date as 1526, only 34 years after Christopher Columbus made his first voyage of discovery to the New World.

The publication also says that on the same expedition, a Spanish explorer named Esteban Gomez gave the name Rio de San Antonio to the waterway known today as the Hudson River. That was 80 years before English sea captain Henry Hudson discovered the river, the authors say.

The Department of Energy publication, issued on the eve of the 486th anniversary of Columbus' discovery of America, is part of a program to highlight contributions of Spanish-Americans to the development of the United States.



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Centro Cultural Chicano would like to extend a sincere thanks to Sr. Tony Arellano, Sr., for his devoted volunteer services he has provided throughout the year.

CENTRO CULTURAL CHICANO



Program is made possible in part by and between the City of Minneapolis, Minneapolis Community Action Agency, financed under Grant #50228 from the Community Services Administration.

ALIENS MUST REPORT IN JANUARY

All aliens in the United States, with few exceptions must report their addresses during the month of January.

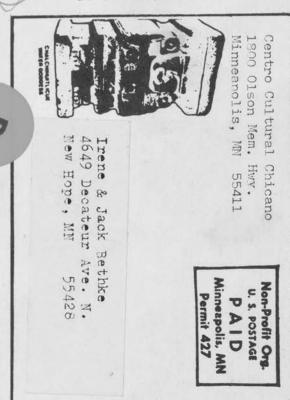
Diplomats and those persons accredited to certain international organizations are not required to report.

Form 1-53 the card with which to report, may be obtained from any post office or from the Immigration Naturalization Service. After filling it out, place a postage stamp on the reverse side of this card and drop in any mailbox.

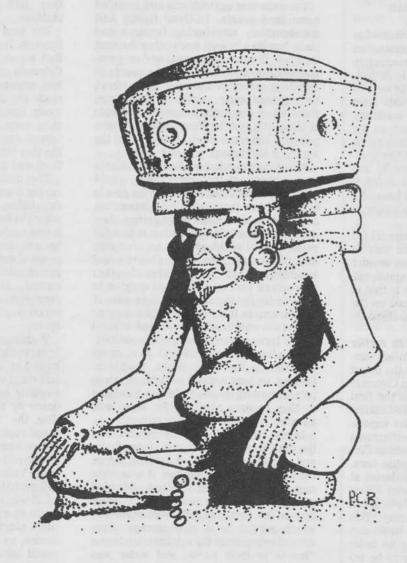
Parents and guardians of alien children under 14 yrs. of age are required to submit address reports for such children. All aliens are urged to comply with the reporting require ments, as willful failure to do so, may lead to serious consequences.



Founder/Publisher
Ricardo Nevilles
Executive Editor
Donn J. Vargas
Editor
Maria Rios







SPANISH SURNAMED WOMEN OF YESTERYEAR HON. PATRICIA SCHROEDER OF COLORADO IN THE HOUSE OF REPRESENTATIVES TUESDAY, JULY 24, 1979

Mrs. SCHROEDER. Mr. Speaker, my State of Colorado and other Southwestern States are particularly enriched by the influence and heritage of Hispanic peoples. Colorado's Hispanic women honor the historic cultural ties which bind them together. Today's active Chicanos, speaking out for their people, know well the stories of their mothers and grandmothers. Marcella Trujillo, in her article, "The Colorado Spanish Surnamed Woman of Yesteryear," shares the legacy of a past which continues to nourish the present.

The article follows:
THE COLORADO SPANISH SURNAMED
WOMAN OF YESTERYEAR
(By Marcella Truillo)

The history of the Spanish surnamed in Colorado has survived in our communities through the oral tradition or preservation of the archaic speech in Colorado dialect. If the older generation of the state were to compile autobiographies, we would have recorded a rich history of tradition, lifestyle and customs going back to the seventeenth century. In this preface to the contemporary Chicanos, I would like to offer some aspects handed down to me through oral tradition going back so far, it is untraceable, except to say that I am fifth generation, born in the San Luis Valley of Colorado.

My father has said to me as it was said to him, that Del Norte lost by one vote in becoming the state capitol. I often wonder if Del Norte had been the state capitol, our history might have been similar to that of New Mexico, with more emphasis on the Spanish speaking and our Indo-Hispanic culture.

I would like to comment on the earlier generations of women in the Valley, emphasizing this area since it was the oldest settlement in Colorado. Southern Colorado with northern New Mexico was the first European settlement in the United States. Although we can speak of earlier expeditions, we can not talk of settlements because the earlier Spaniards such as Coronado returned, and did not settle here. Since there were not state boundaries at that time, to talk about northern FNew Mexico and southern Colorado is to speak about the same region even today. This Valley is 7,000 feet high, in a basin surrounded by mountains, causing an isolation that has caused this area to be exploited economically, causing the population to migrate into the larger cities. It is well known that politicians have not put industry into this area, one of the most picturesque in Colorado, with the end result that today, this area is economically depressed and the largest percentage of Chicanos on welfare rolls are from this area.

It is said that the Spanish who explored this area in the 16th and 17th centuries chose it as the site for settlement because the valleys, streams and mountains reminded them of the area they had come from. In 1598, Juan de Onate with 300 families and Tlaxcaltecan Indians came into this area to homestead. While waiting in Mexico for permission to enter the territory, he had married a mestiza and brought her with him.

Both cultures, the Indian and the Spanish-American, learned much from each other. From the Indian,s the woman learned how to bake bread outdoors in adobe hornos, how to dry meat (charqui), today, called "jerky," and learned how to store the meat in sacks for the winter. The Indians also showed how to make dyes for blankets and how to cure, using herbs.

The area was agricultural and included some land grants. In these tightly knit communities, neighboring farmers and their families helped each other harvest the crop. It was a communal and cooperative system, and up to 1968, the people in San Luis owned a common ejido where they grazed their cattle. At that time, there was a gun battle between the people of the ejido, and the New York anglo who put up a fence around it, claiming that the land was his through a recent sale.

It was common to have large families in earlier times so that each family could supply their own farmhands. As the people began to loose their land through taxation or illegal manipulations of the gringo, they continued to have large families so that the whole family could provide an economic base of survival. Also, many children died in childhood, so having large families guaranteed that enough would survive to provide for the family and to take care of the parents in their old age since nursing homes were unheard of. It was not unusual to find three generations in one household. Later after the second World War, as we migrated to the urban cities, Pueblo or Denver, we kept contact with the relatives behind, renting houses in the neighborhood as they became available for those who

were to follow the migration pattern. In my own childhood, I remember that the women spent the summer drying fruits and vegetables, as well as canning before refrigerators came into use. It was common to have a casita for food and meat storage. Sometimes walk-in-holes were dug in the earth, called "subterraneos," which served as a cold storage area. Almost everyone in the neighborhood has a "huerta"in their yards, and water was supplied from artesian wells which irrigated the lawns and gardens. I remember that among my relatives and neighbors, it was a rare occasion for anyone to buy at the store since food was provided for by the garden, and meat from killing hogs, sheep or chickens was shared by all the relatives and the immediate neighbors. Dairy products were sometimes supplied by relatives living on the farm.

Curanderismo and the parters (Midwives) were common in my grandmother's day. My own grandmother, Martina Rendon Lucero, born in 1864 and died in 1950, had never been to the hospital in her life, except to die at the age of 86. Women had a knowledge of home remedies. Today, the herbs they planted still grow wild in the mountains and valleys by a generation of women who were used to caring for their own families, relatives and neighbors in their communities, rather than going to doctors.

The same beliefs that gave rise to the Penitents, a religious cult, produced legends about brujas (witches) and true stories about the gypsies who traveled in the Valley and were much feared because they had the reputation of stealing children.

The food that we ate was Indian and Spanish. It was Indian in the types of chili that we ate, some peculiar to this day to Colorado and New Mexico, such as the long green chili. Other regional foods include the chicos, pinon, panocha, cheese made from goat milk, requeson, sweet rice, corn, lamb, beef, capirote called "sopa" and flour tortillas, different than the thin kind made today, but which were thick and puffy.

The dating and marriage customs of earlier times were much different than to-day. Often, marriages were arranged between the families. If a suitor was rejected, it was customary to give him pumpkins. If he was accepted, he would read a long poem of eulogy, to the new lineage. In my grandmother's time, dating was not permitted, and even with the noviazgo (engagement) women were often chaperoned much as they were in Mexico or Spain

Weddings generally lasted three days. Prior to the wedding, there were banquets hosted by each of the families. The gown and rings were paid for by the groom, the wedding by the bride's parents and the dance by the pardrinos. During the wedding, the "versero" would sing the traditional coplas about marriage. These were verses handed down by oral tradition and performed at weddings. They remain alive in the Valley with the older generation and will probably die with them unless recorded. It was customary for the mother of the bride to cry when the versero sang the copla starting with the line, "ya no hay madre, ya no hay padre . . ." The versero would also compose poems about the guests present and this would call for money to be thrown at his feet while he sang.1

During the wedding, the bride and groom's parents gave the "bendicion"—blessing before the newly

married couple left on their honeymoon. The wedding reception was full of ritual and ceremony, including the wedding march which was usually marched to the song, "Zacatecas."

Interestingly enough, the dialect which had persisted since the 16th and 17th century tells us something about Spanish surnamed women. They called their dresses "tunicos," a term that is old as Roman times—the tunic, "Downtown" was "la plaza" which tells us that the towns were constructed around squares. Beds were called "camaltas" (camaaltas) which tells us that the earlier beds must have been built higher than today's, since "camalta" means high bed. The mattresses were often made of goose feathers or sheep's wool.

Proverbs which are found in Don Quijote are still in use today. The fact that the dialect has persisted, but which is slowly dving out, tells us that another concept of the 16th Century lifestyle may still be eltant. I am referring to the 16th Century concept of honor which originated in Europe. "Honra" and "honor" were the 2 points of honor (pundonor) which governed the family institution. "Honor" was what a man thought of himself-"My name is my fame, i.e., reputation," and "Honra" was what others thought of him. As in Spain and Mexico, the women of the family were considered the repositories of that honor. If their behavior stained the family name, it was a "pundonor" and the men of the family were required to cleanse the family name by duels. While this was not the case in Colorado, it did put emphasis on the fact that it was a man's duty. husband, father or brother to watch carefully over the young women of the family. Hence a woman's activities were restricted so as not to provoke the men's machismo.

Whether this concept of honor reinforced machismo as we know it today, it is a fact that the ballad "Rosita Alvirez" is well known and perpetuated among the Chicanos of Colorado. The men identify with the young men in the ballad, Hipolito, the macho, and the women sympathize with Rosita, the victim of that machismo, killed for rejecting him publicly at a dance.

Rosita, no me desaires la gente lo va a nortar.
Pues digan lo que digan contigo no he de bailar.²

¹As an aside, the youngest verser I know is in his 40s, Paul Pacheco, of Monte Vista, Colorado, and being this young could well make him one of the last of the versero tradition.

²"Rosita, you have no right to reject me in public." "Well let them say what they want, I am not going to dance with you."

This concept of honor also manifested itself with the initiation of La Raza Unida Party in Colorado in 1970. The Democratic party had challenged the signatures of Raza Unida prospective voters because

these people hadn't wanted to swear to God, but rather on their honor. We were even called "atheists" by the press, because the Anglo community didn't realize that honor was as sacred to us as the concept of God.

Corky Gonzales and I took the stand in court to explain this cultural difference, and ended with a quote from Pedro Calderon de la Barca's, concept of honor play, El Alcalde de Zalamea:

Con mi hacienda; pero con mi fama no. Al Rey la hacienda y la vida se ha de dar; pero el honor es patrimonio del almo. y el almo solo es de Dios.³

After his testimony, having explained this cultural difference which dated back to the Siglo de Oro in Spain (ending c. 1682), La Raza Unida was granted admittance as a third party and the signatures of those who had sworn on their honor were accepted.

Although the Valley has often been called a culture of poverty by well meaning sociologists, this was not so in earlier times. The Spanish surnamed ancestors under the Spanish and Mexican dominion had prestige and wealth. A remnant of that prestige was noticeable in the use of "don" and "dona," titles of respect and used by everyone up the decade of the 40s.

Education was limited in the Valley, so the girls were sent to Loretto Heights Academy in Denver, or to the business schools in Denver. Boarding was provided by the nuns at St. Rose's home, formerly at 8th and Champa Sts. This was true in my mother's generation. She finished business school in Denver in the 20s, and this may have been the last generation to do so before the economic depression created the educational gaps between the 30s and 40s. The careers then sought were secretarial and nursing.

Knowing the English language was often the only qualification needed for the women to teach school, and these women were the teaching faculty for all grade levels in the Valley.

Nurse's training in the Valley sometimes meant internship at a doctor's office or traveling with him on his cases, as was the case of Gertrude Manzanares of Alamosa in the 30s as a Public health nurse. While traveling in Texas, she was approached by an agent for a soda pop manufacturer for permission to use her picture on a soda pop bottle. She declined the offer because her mother told her that decent girls didn't do such things. The interpreters of the community were often drawn into fighting for social issues and cause because of their intermediary position.

Truly the Colorado women of the past were more repressed by families and society. The effects of that repression have been felt by today's Chicano.

It would be naive to think that only those women engaged in feminist organizations are activists for a social change. The

mother in each family serves as a motivating factor for the whole family's success and only their children can speak to that and give credit where credit is due. Each family has an unsung heroin, but who must surely be praised individually, and not just on Mother's Day which is daily in our Colorado communities, wherever Chicanos live.

³"I will give the king my life and my property but not my honor since honor belongs to the soul and the soul belongs only to God."

Centro Cultural Chicano takes this opportunity to thank the members of Teamsters Union Local 320 and their Secretary/ Treasurer, Dave Morris, for their generous contribution to our Centro's Services for Spanish-speaking Seniors Program and Centro's Children's Christmas Party, Because of their donation, Centro's Senior Program has had a good start in meeting their matching monies obligation for federal funds. Also, on Dec. 22, 1979, close to 300 children were entertained at Centro Cultural Chicano's annual Christmas party. Every child was given a present along with a bag of candy and fruit from Santa Claus. Local 320 and Dave Morris were instrumental in making it a Merry Christmas for many people. Muchas gracias!

PERSONAL INCOME TAX
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Centro Cultural Chicano

Ask for Leo Segovia



I want to thank the Centro Newsletter for giving me the opportunity to respond publicly to Rita Fassbinder's charges which appeared in the Tribune and on WCCO-TV concerning my nonreappointment to the HRA Board of Commissioners. Although the Tribune's reporting of what I had to say was factual, I was not told what Fassbinder was saying, and consequently had no chance for rebuttal. Briefly, the allegations were: that I cancelled appointments with the Mayor; that I had the "worst attendance record:"that I had agreed not to make an issue. These I will respond to since she was unwilling to specify or clarify "not doing my homework," "voting against subsidized houring," and others which my research cannot substantiate, and I really don't know what she's talking about.

A chronology of events would best explain the facts.

October 1—I re-applied for the position to the HRA Board. Since I was the incumbent and the best-qualified, no other Hispanic applied. I have

a copy of that application.

October 4-Mayor Hofstede attended an HRA meeting at which I was present. After the meeting, I approached him to say that I wanted to talk to him, and since he was engaged in a converation with Richard Jefferson, he asked me to call his office which I did, the following day. A meeting was set for October 11 at 10:00. Prior to the date of the appointment, Rita Fassbinder called to say that the Mayer was cancelling all his Thursday appointments because he was "busy with domed-stadium business." Another meeting was set for the following Thursday at 9:00. Since these meetings were both on consecutive Thursdays, I arrived at 10:00 instead of 9:00, and when I realized my mistake, I apologized to Rita and was willing to wait, but was told by Ery Dauphin that the Mayor had an appointment "out Northeast" and could not see me. Another appointment was set for Tuesday, October 23, at 11:00. On that day, as I was leaving for the appointment, I received a call from Erv Dauphin to say that the Mayor was sick. (Rita later admitted that the Mayor had been sick, therefore I could not have cancelled or 'not shown up" for any appointment as she charges.) This can also be verified by Irene Bethke who was planning to

meet me there and accompany me to all appointments, except for the Oct. 18th appointment. I had called her to say that the Mayor had cancelled. I want to emphasize that I initiated all of the appointments. Rita never called to set up another appointment as Erv said she would.

October 31—I received a call from Erv Dauphin who apologized for not getting back to me with another appointment. He told me that the Mayor was planning to appoint someone else. I became angry and told him that this was a slap in the face to the community. He said it was nothing personal. I asked him if it was political and he said that "politics were always involved."

November 2—I attended an Hispanic Advisory Committee meeting to the Mayor, told the members of my non-reappointment. At that time I told them that I did not have the time and energy to fight for the position. I later recanted to the Daily, and told them that I would reconsider if the Mayor would apologize to the community and get rid of Fassbinder, that I would consider serving again. We decided to fight for the position since Hofstede had not approached anyone in the community, or on the Advisory Board, including myself about my non reappointment, thereby closing the appointment process to all Hispanics. In fact some received letters from the Mayor that I was being considered.

I had also received a letter from Mayor Hofstede, telling me of my non-reappointment, thanking me for my past efforts, and not mentioning anything of which Rita accused me of.

November 16—The Community Development Committee of City Council met to decide on Murzyn's appointment. Members from the Black, Indian and Hispanic community were there to speak for us. Other members in the audience spoke against Murzyn's appointment. The vote was 3-2, with Charlee Hoyt's motion that Murzyn's appointment be rejected. Those voting with Charlee Hoyt were Parkel Trostel and Jacki Slater. Those voting against the motion were Walt Dzeidzic and Mark Kaplan.

That day, the **Tribune** carried an article of my non-reappointment. I read the story prior to attending the Council meeting, and first learned of Rita's charges. After the Council meeting, and with members of the media present, we went down to the Mayor's office to question Rita. After that meeting, she agreed that the Mayor had been sick; that it was not I, but Al Garcia who had made an agreement with her that I wouldn't make an issue. Al Garcia later denied this and is writing a letter to the newspapers to that effect.

That same day, WCCO reported that I had voted against subsidized housing. I have researched my minutes and cannot find out what they're talking about. Rita talked to Karen Boros, and I have been unable to corroborate this allegation.

November 18—The Daily called and carried a story the following day, on Nov. 9.

Concerning my attendance, and without putting myself in a position to compare with the other commissioners. I can only say that I do not have "the worst attendance record." The xeroxed copies that were given to Al Garcia from HRA are misleading. I understand from HRA that the Board and Special meetings were counted together. These meetings are usually held on separate days. And the production committee and grievance meetings were counted separately, although these are usually held on the same day, back to back. So if I was present for a Production Committee meeting, I was present for a grievance and vice-versa; if I was absent for one, I was absent for the other. Also, under Scallon's motion, we were paid for only one meeting, regardless of attending many meetings on that same day.

November 21—At the full meeting of City Council, Dzeidzic asked that Hoyt's motion be amended to strike "not" in her motion of "Murzyn not be appointed." Those voting in favor of the appointment were Dzeidzic, Green, Corrao, DeMars, Rainville, Schulstad and Dougherty. Those voting against were Hoyt, Trostel, Slater, Rockenstein, and Howard. Thus, Murzyn won 7-5. Kaplan abstained.

Finally, I want to say that the community was not opposing Murzyn as an individual. We just wanted to retain the position for an Hispanic. However, I believe that in order to endorse me, I and consequently the community had to be discredited, and this could only be done by

fabricating lies against my record.

I would urge anyone who wants to verify the record to go down to HRA and look at the minutes. They are public record and open to all who care to look at them. I had asked Tony Scallon not to resign his HRA seat until January after Don Fraser was in, but Scallon has since resigned, and another position was open at HRA.

During my tenure and with the community's help, we were able to secure an HRA building for Centro Cultural Chicano. We must now do our ut-

most to keep this building.

Sincerely,

Marcela Trujillo



Some senior citizens and disabled persons will receive increased food stamp benefits as a result of a federal law that will go into effect January 1, 1980.

The 1979 Amendments to the Food Stamp Act provide the increase to two groups of program participants: persons aged 60 or over, and disabled persons of any age whose income is from Supplemental Security Income (SSI) or Title II of the Social Security Act (RSDI).

Both groups will be allowed a deduction for certain medical expenses, and an unlimited deduction for shelter costs that exceed 50 percent of their net income. (Food stamp benefits are determined by "net income," that is, gross income less certain allowed deductions. Increased deductions result in greater benefits.)

Federal rules effective last March had standardized and severely restricted deductions, thus reducing benefits to many households. According to James B. Campbell, state Food Stamp Supervisor, this was particularly troublesome for elderly and disabled, who frequently have high medical expenses.

The new law restores some of those benefits, allowing medical deductions to be figured in good stamp calculations for the month when it is known how much of the bill will be reimbursed by insurance or other third party payments.

Another change in the Food Stamp Program, which went into effect in November, 1979, will allow participants to choose between submitting their actual monthly utility costs or a standard utility rate as a deduction, whichever will benefit them more. This change should offset some of this year's fuel and utility cost increases, according to Campbell. He urged food stamp households to contact their foot stamp worker to see if the utility standard could benefit them.

Also scheduled for January is the semi-annual adjustment in the food budget used to determine the maximum amount of food stamps an eligible household will receive. The January benefit levels provide an additional two dollar maximum benefit to a household of one and an extra dollar for each additional household member.

Questions about the Food Stamp Program may be directed to the local welfare agency or the State's toll-free Food Stamp Hotline at 1-800-652-9747 or for those in the metro area, 296-0190.

Title: Correctional Officers

Applications are being accepted at 8 MN Correctional Institutions. Job includes: Guard Duty and Inmate interaction. For more information: call Leann Phinney at 296-3520.

MN Dept. of Corrections--E.O.E.

Gierbolini-Ortiz Nominated For District Judgeship

President Jimmy Carter last week nominated Gilberto Gierbolini-Ortiz for the District of Puerto Rico. This is a new judgeship created by Congress.

Gierbolini-Ortiz has been with the firm of Dubon, Gonzalez & Berrios in Hato Rey since 1977.

He was born February 7, 1925, in Coamo, Puerto Rico. He received a B.A. (1958) and LL.B. (1961) from the University of Puerto Rico. He served in the U.S. Army from 1943 to 1946 and from 1951 to 1957.

From 1961 to 1966 Gierbolini-Ortiz was assistant U.S. attorney for Puerto Rico. He was a judge of the Superior Court of Bayamon Part in 1966 and 1967 and the Superior Court of Caguas Part from 1967 to 1969. From 1969 to 1972 he was assistant attorney general of Puerto Rico for litigation and solicitor general of Puerto Rico, and from 1970 to 1972 he was assistant attorney general for antitrust.

From 1973 to 1974 Gierbolini-Ortiz practiced with the firm of Jose H. Pico, Esq., and from 1974 to 1975 he was with the firm of Arias Cestero, Gierbolini & Garcia Soto. He was a part-time lecturer at Catholic University from 1974 to 1977, and practiced with the firm of Nido, Berrios, Menendez & Gierbolini from 1975 to 1977.

Gierbolini-Ortiz is married to the former Migdalia Cordova Picorelli and they have three children.

News From Northside Settlement Services

Do you have a child in a Minneapolis school? If so, we can offer help or advice if he or she has any kind of problem, including language. You can contact the bilingual staff person, Stuart Beechler if you desire this kind of assistance. For more information call:

Northside Settlement Services, Inc. Oliver Branch 1120 Oliver Ave. No. (612) 529-9271

We also have daytime child care programs if you work and don't have someone to care for your little ones. There are two programs, one for the whole day and the other for half a day. They both offer the necessary transportation to pick up and drop off your child at home. The half-day program is called Nursery Time (5026 Dupont Av. N., 521-8181) and the fee is on a sliding scale. The full daycare program is DayCare (1110-22nd Ave. No., 529-7875) for those children eligible under Title XX.

If you're looking for second hand clothes and small kitchen appliances (all very inexpensive!) then come the NSSI Thrift Attic, located at 1120 Oliver Ave. No. and open on Tuesday and Wednesday mornings until 1:00 in the afternoon.

For more information about any program, call Stuart B. (529-9271).

"Exploring the New Right, An Examination of Right Wing Coalition Politics" is the title of the educational state-wide conference to be held on Saturday, January 19 at the Minneapolis YWCA at 12th and Nicollet Avenue.

Thomas J. MacIntyre, former U.S. Senator from New Hampshire and author of

"Exploring the New Right, An Examination of Right Wing Coalition Politics" is the title of the educational state-wide conference to be held on Saturday, January 19 at the Minneapolis YWCA at 12th and Nicollet Avenue.

Thomas J. MacIntyre, former U.S. Senator from New Hampshire and author of *The Fear Brokers*, will be the keynote speaker. Also speaking will be Sonia Johnson, national President of Mormans for ERA, State Senator Jim Ulland from Duluth, Mary Peek educational consultant, and Judge Suzanne C. Sedgwick of District Court.

An analysis of the impact of the New Right will be presented by three Political Science faculty members: William Flanigan and William Morris from the University of Minnesota and Nancy Zingale from the College of St. Thomas.

There will be eight workshops for the discussion of the impact of the New Right on: Women, Poor, Blacks, Hispanics, Indians; Education; Environmental Concerns; Religion; Labor-Collective Bargaining; Health Care; Lesbian/Gay Concerns; and the Political Process from a Feminist Perspective.

Registration costs are \$10 with lunch, \$5 without lunch. Scholarships and babysitting are available by advance request: (612) 332-0501. Your check is your registration. Please send to: Marion Mahoney, 5108 S. Blake Rd., Minneapolis, MN 55430.

WILLOW CREEK NORTH APARTMENTS

Are now offering 24 units for purchase under the section eight program. There are one and two bedroom apartments available, six of the units are wheelchair accessible. For more information in the location of the apartments and the procedure for sumitting an application please call 377 - 139;

FRESH AIR RADIO 90.3 FM

A few moments with the Latin Friends

Friday 7:30 p.m. unti 8:30 p.m. with Santiago Lopez

Saturday 11:00 a.m. until 12:30 p.m. with Juan Hoyos

Sunday 11:30 a.m. until 1:00 p.m. with Jaun Hoyos

"HOW CAN YOU GET SOME CONTROL OF YOUR GAS BILLS THIS WINTER?"

It's a problem for a lot of people. Natural gas producers and suppliers are charging higher prices to utilities all over the country (including NSP). And that's going to affect your gas bills.

But there are ways to get some control of your gas bills

Fill out the coupon from this ad and NSP will send you a packet of booklets that'll give you the information you need. And they're free.

"NSP Explains Your Gas Bill" will tell you all you need to know about what makes up your gas bill.

And a lot about what you can do to get some control of it.

"Weatherproofing Your Home" tells you enough about the "how-to" side of energy-saving things like insulation, weatherstripping and caulking for you to do the jobs yourself.

And we'll also send you booklets that detail reasons for the current rise in natural gas prices.

Send for your free NSP information booklets now. And get ready to get some control of your gas bills.

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Notices

CENTRO CULTURAL CHICANO MONTHLY BREAKFAST FUNDRAISER

FIRST (1st) SATURDAY OF EACH MONTH, FEATURING AN AUTHENTIC MEXICAN BREAKFAST

> \$3.00 ADULTS \$2.00 CHILDREN

Centro Cultural Chicano is now sponsering community education classes, every Monday and Wednesday evenings. If you are a spanish speaker and would like to improve your English language skill's come to Centro Cultural Chicano at 1800 Olson Highway, Minneapolis, Minnesota 55411 or call 374-2996. This program is Free and no cost to you.

The class schedule is as follows:

E.S.L.-English as a Second Language Conversational English Instructor--Francisco Trejo 5:00-6:30pm

A.B.E.--Adult Basic Education
Writing, Reading, and Spelling English
Arithmatic and Mathematics.
Instructor--Felino de la Pena
6:30-8:00pm

THIS EDITION OF VISIONES DE LA RAZA IS BEING FUNDED IN PART BY THE PRUDENTIAL LIFE INSURANCE COMPANY

374-2996



CHICANOS VENCERAN

President Ben Dominguez

> 1800 Olson Hwy. Mpls., Min 55411

First Sunday of every month, from 7:30 a.m. to 8:30 a.m., Centro Cultural Chicano presents on WTCN TV, Channel 11, "Chicano/Latino Community."

KMOJ RADIO 89.7 FM
PROVIDES PRIME TIME FOR CHICANO/LATINO
PROGRAMMMING. EVERY WEEK
TUESDAYS 7:00-8:00 P.M.

KDAN 1370 AM is a St. Paul radio station that offers programs in Spanish or Bilingual, for Spanish speaking people in the metropolitan area. The programs are on Sunday 8 AM to 3 PM, including music and public affairs.

Of particular interest is an innovative new program called JOB LINE or LINEA de EMPLO. JOB LINE offers jobs now available especially for Chicano/Latino people, ranging from janitorial work to clerical positions. Factory work and managerial type positions. All sorts of jobs are made public via JOB LINE, so everyone should listen, whether working or not. The times LINEA de EMPLEO is on the air are 9:30 AM, 12:30 PM and 2:30 PM.

Founder/Publisher Ricardo Nevilles

Contributors

MARCELA TRUJILLO STUART BEECHLER

