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# The Rural Tribune

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## Migrants Sue North Plains Farmer

A class action lawsuit representing up to 500 migrant farmworkers has been filed against North Plains farmer Ron Tankersley, his son-in-law Fidel del Torro, Tankersley's daughter Valerie del Torro, and Darlene Harris.

Another suit has been filed against two other Tankersley brothers, Bob and Jerry, also of North Plains.

Both suits charge fraud, false advertising, breach of contract and minimum wage violations, as well as violations of the Farm Labor Contractor Registration Act.

In the class action suit against Ron Tankersley, the Del Torros, and Harris, the two named plaintiffs are Armando Izaguirre and Esperanza Artis. They represent a class of approximately 500 migrant farmworkers of Mexican American heritage who were recruited from out of state and are currently working or worked during the 1978 growing season for Ron Tankersley.

Mrs. Artis alleges that in mid-May of 1978 the Del Torros visited her in order to recruit her for work in Oregon. At that time she says they promised her: good housing at no cost; day care facilities at no cost; that there would be work available for each family member; that each worker would be paid at least \$40 per day and that work would begin June 1, 1978.

Ms. Artis made the trip from Arizona to North Plains and arrived on May 29, 1978. The housing she was assigned consisted of a small 12 foot by 14 foot cabin with two beds for four individuals. There was

no sink, no running water, and a single bare light bulb. It was unsanitary and uninhabitable.

Work did not begin until June 6, and members of the family did not make the \$40 per day promised them. In fact, she and her family were paid less than \$1.00 per hour.

Plaintiff Izaguirre says that the first week of May he became aware of possible work in Oregon through flyers distributed in Palmero, Florida. He called the number on them and reached Darlene Harris, who told him that his entire family could work and each would make approximately \$40 a day. Like Mrs. Artis, Mr. Izaguirre was told there would be good housing and working conditions and free day care.

When Izaguirre arrived in North Plains he and his family were housed in the same labor camp as Mrs. Artis, in a small cabin in unsanitary condition, with not enough room for his family. No day care

### Clinica Elegira Miembros Para Mesa Directiva

El Centro de Salud Virginia García tendrá elecciones para su mesa de directores el sábado, 30 de septiembre a las 10 de la mañana. Serán elegidos cuatro miembros pacientes.

ciones la persona debe tener a lo menos 18 años de edad y haber sido paciente de la clínica durante los últimos dos años, o ser padre de un menor de edad quien haya sido paciente durante los dos últimos años. Nominaciones para candidatos podrán hacer en la junta de elección.

Cualquier persona quien necesite

was available and no members of the family were able to make \$40 per day. They too received less than \$1.00 per hour for their labor.

Five causes of action are listed in the suit against Tankersley, the Del Torros and Harris. These causes allege:

1) Violation of the Fair Labor Standards Act which requires every employer to pay the minimum wage of \$2.65 per hour.

2) Violations of the Farm Labor Contractor Act (FLCRA). Both Del Torro and Harris recruited farmworkers without first obtaining a certificate of registration and both failed to provide information to workers concerning the terms and conditions of employment, wages, housing, the existence of any "kickback" arrangements, etc.

Tankersley is charged with violating the FLCRA in that he failed to maintain all payroll records and engaged in the services of farm labor contractors without first

determining that they were registered contractors.

3) That Tankersley and his agents made material promises to class members, creating a contract with them and that he failed to provide employment under the terms and conditions promised and thereby breached the contract.

4) That Tankersley through his agents knowingly, willfully and maliciously made false representations about the nature of the future working conditions. They represented that workers would be able to make \$40 per day picking strawberries and comparable amounts picking canberries and cucumbers; and that high quality housing would be available and that day care would be available.

5) Violation of ORS 659.210 which prohibits false advertising to influence, persuade or induce workers to come to the state.

The charges brought against Bob and Jerry Tankersley and their

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transportación puede llamar a la clínica al número 648-1455 para arreglar transportación. La clínica se localiza en Cornelius, número 142 N. por la calle 11th. ☐

#### CLINIC TO ELECT NEW BOARD MEMBERS

Virginia Garcia Memorial Health Center will hold elections for its Board of Directors at 10 a.m. Saturday, September 30 at the clinic, at 142 N. 11th, Cornelius. Four patient members will be elected.

To be eligible for election, you must either be over 18 years old and a patient of the clinic in the last 2

years, or be the parent of a minor who was a patient in the last 2 years. Nominations may be made at the election meeting.

Anyone needing transportation call 648-1455. ☐

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# FACTS & DATES

UPDATE: FARMING (JULY-AUGUST '78)

## OPORTUNIDADES DE EDUCACION

Anunciando la escuela de ORO para los adultos campesinos.

Aplique hoy para las clases en Setiembre. Posiciones en las clases son limitadas. Hay un curso intensivo para aprender inglés o mejorar su inglés, también las clases para preparar para los exámenes de equivalencia de la escuela secundaria. Hay también clases en la escuela para aprender métodos para buscar buen trabajo, y ayuda de los trabajadores de ORO para encontrar trabajo al terminar el curso.

Las clases son desde lunes hasta viernes de las 9 hasta las 3 en Hillsboro.

Si Usted está trabajando durante el día o cuidando sus niños y no puede ir a nuestra escuela, Usted puede aprender inglés con un maestro que puede ir a su casa.

También puede Usted hacer una aplicación para instrucciones vocacionales como soldando, reparaciones de motores pequeños, secretaria, y mucho más.

ORO puede ayudarle con asistencia financiera durante su entrenamiento y después, le ayudará a buscar un trabajo.

Si Usted tiene interés en nuestros servicios educacionales, comuníquese con la oficina de ORO 137 S.E. 3rd St., Hillsboro, 640-2624. Estamos aquí para servirles.

## SPANISH MOVIES

Spanish movies will be shown at the Aloha theatre starting Saturday September 23, from 1:00 to 5:00 pm. The first features will be Cantinflas (the Mexican Charles Chaplin) in 'El Patrullero 777' and Luis Aguilar in 'Los 3 Compadres'.

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## ENGLISH AS A NON-NATIVE LANGUAGE CLASSES

Registration for classes in English as a Non-Native Language at Portland Community College will continue until September 29. Fall term classes begin at PCC's campuses September 25.

The English classes (ENNL) are credit courses for speakers of other languages. Each class meets one hour a day, five days a week for a ten week term, giving five credits. The basic skills - speaking, writing, reading/listening - are taught in separate classes as much as possible to provide the necessary 12 credit minimum requirement for CETA, BEOG, and student visas. Classes are offered at three ability levels, with varying tuition rates.

For information or to register for ENNL in the Washington County area, contact Customer Services at Rock Creek campus, phone 645-4461.

## PELICULAS MEXICANAS

Se presentarán películas Mexicanas en español en el Teatro Aloha de Aloha, Oregon entre Beaverton y Hillsboro. Todos los sabados de la 1:00 pm a las 5:00 pm comenzando el 23 de Sept., 1978. Las primeras películas serán Cantinflas: El Patrullero 777 y Luis Aguilar en Los 3 Compadres. Los precios son populares.

## HIRING FREEZE LIFTED AT AFS

The statewide Adult and Family Services hiring freeze which began last March is being partially lifted. As a result, 100 percent of line staff positions, or all staff directly involved in the issuance of financial assistance, will be filled in welfare offices throughout the state, according to Bonnie Caton, branch manager of the Hillsboro office of AFS.

Ms. Caton discussed the effects of the freeze at the August 24th meeting of the Washington County Welfare Advisory Board. At that time the Hillsboro office was understaffed by 12 positions.

The hiring freeze is one measure AFS has taken to reduce the projected budget deficit for the 1977-1979 biennium. However, the freeze has caused serious staffing shortages, which in turn mean long waits for food stamp and welfare applicants.

In early August President Carter signed into law the Agricultural Credit Act of 1978. This Act will help relieve the credit crunch many of the nation's farmers are experiencing due to low farm prices and high operating costs.

But most importantly, Title 4 of the Family Farm Development Act (HR 10716) was attached to this bill and is now law. This title contained an innovative, urgently needed FmHA ownership loan program for small farmers and farm production cooperatives, at low-interest, low-payment levels.

Rep. George Brown (D-Cal.), sponsor of the Family Farm Development Act, was elated over this turn of events. "Small farmers have been ignored in recent years. Their credit needs have gone unaddressed due to a lack of interest and recognition of their contribution to our agricultural system," Brown said. "There are 1.6 million farmers with less than \$20,000 in gross sales. Until now these farmers were turned away by private and public lending institutions alike. They now have somewhere to go."

The small farm loan program will provide: 1) farm ownership loans at low, 5 percent levels; 2) a system of ballooned payments whereby a farmer can pay less principal and interest at first, with the difference amortized in later years; and 3) funds for farm production cooperatives and small farmers otherwise unable to obtain credit through

other private and public sources.

The National Farm Coalition, an organization of groups and individuals established to move the Family Farm Development Act through Congress, applauded this happening. "The future of our agricultural system and our rural communities may be in the hands of our small farmers," a spokesperson for the Coalition said. Brown agrees strongly. "Costs of large-scale, energy-intensive farming will continue to go up as our soil condition erodes in the coming decade. The small family farmer, who is closer to the land and his community, represents an alternative to this highly mechanized form of farming which should be scrutinized closely," Brown said.

This small farm loan program is one of nine titles in the Family Farm Development Act. This Act attempts to support the maintenance of a strong family farm system of agriculture through amendments of the tax structure, price support systems, conservation practices, marketing programs, research and education programs. Brown hopes to move the remaining eight titles of the bill through the Congress next year.

## CLASES DE INGLES COMO IDIOMA NO-NATIVO

Registración para clases en Inglés como idioma No-Nativo a Portland Community College continuará hasta 29 de septiembre. Las clases del semestre otoñal empezarán en los recintos de Portland Community College (PCC) el 25 de septiembre.

Las clases de Inglés (o ENNL) son cursos de crédito para personas que hablan otros idiomas. Cada clase se junta una hora cada día, cinco días a la semana, por un semestre de diez semanas, y da cinco créditos. Las habilidades básicas - hablar, escribir, leer/escuchar - son enseñadas en clases separadas lo mas posible para proveer lo requisito mínimo de 12 créditos necesarios para los programas de CETA, BEOG (Beca Básica de Oportunidad Educacional) y visas estudiantiles. Las clases son ofrecidas a tres niveles de habilidad, con precios variables de enseñanza.

Para información o para registrarse para estas clases de Inglés en el área de Washington County, pongase en contacto con "Customer Services" al recinto de Rock Creek, teléfono 645-4461.

As of August 28, people wishing to apply for food stamps faced a three-week wait for an appointment. Welfare appointments were being scheduled into October.

Those families who need help from welfare but cannot afford to wait five weeks or more, come into the welfare office and wait to be seen on a "fit-in" basis. As the wait for appointments grows longer, so does the list of people on the fit-in list.

AFS workers are under much stress because of the shortage, Ms. Caton explained, and the frustration they feel is ultimately passed on to recipients.

*(The Welfare Advisory Board meets the fourth Thursday of every month from noon until 2 p.m. in the County Administration Building. Anyone with questions or concerns about welfare or food stamps is welcome.)*

## Meta: Mejorar Comunicacion

En Mayo del año 1977, empezaron investigaciones por el Departamento de Educación del Estado, en respuesta a unos cargos de discriminación contra estudiantes Mexico-americanos (Chicanos) en el Distrito Escolar de Forest Grove. Además de tanto papelaje que resulta de tal investigación, una de las más visibles respuestas fue la formación de 12 miembros de la Equal Education Opportunity Commission, entre el Distrito.

Ahora, después de un año escolar la Comisión se está preparando para los meses que viene de escuela.

Originalmente, muchos objetivos fueron desarrollados: estando seguros sobre el progreso del Distrito en la Igualdad de Educación; asistiendo comités responsables por los libros; y estar de acuerdo con el Distrito sobre quien se va a contratar para maestros. Pero para un grupo que fue compuesto de personas que no son expertas en asuntos escolares, estos objetivos pueden ser muy técnicos para que la Comisión los cumplan en corto tiempo.

Al fin del año pasado, los miembros de la Comisión votaron adherirse de las metas originales y votar a incluir solamente un objetivo que es: mejorar la comunicación entre padres y miembros de la administración escolar.

Y comunicación es la palabra. En hablando con varios miembros de la Comisión, y Sr. Don McGinnis, quien es enlace o conexión a la ad-

ministración escolar, la palabra sale vez tras vez.

Sr. McGinnis fue originalmente miembro de la Comisión, y ahora sirve como conexión. En adición, él es el Director para el Plan de Estudios para Distrito 15. Él siente que el éxito más grande de la Comisión el año pasado fue que "El grupo trabajaron juntos y se sintieron conformes como un grupo," aunque otros logros de ellos incluyeron tratando con problemas individuales que tenían estudiantes y padres con la administración, y cuidando el progreso en cumplir con leyes de oportunidad de educación igual.

Con 7 por ciento de la población que son de minoridad, Sr. McGinnis ve que el Distrito 15 le falta empleados de minoridad, para llegar a la meta de balancea de razas, especialmente de maestros. Se han anunciado en los estados del suroeste, pero ni así se puede traer maestros bi-lingües.

Pero Sr. McGinnis siente que comunicación es el problema, entre maestros y estudiantes, y entre maestros y padres. Y si hay prejuicios que no se han podido penetrar hasta que se traigan a luz problemas específicos, que quisás la comisión pueda resolver. Si no nos damos cuenta de estos problemas, él dice, no se puede tomar ninguna acción para aliviar las preocupaciones de los padres acerca del tratamiento de sus hijos en las escuelas.

¿Y que sobre los cargos de racismo en general? "Cambiando un

problema en la comunidad es fuera del alcance de una escuela," admite Sr. McGinnis. "Podemos cambiar el comportamiento de un maestro, pero no podemos cambiar la actitud."

Una cosa que Evangelina Sánchez de la Comisión siente es que otros miembros Anglos de la Comisión están aprendiendo de la cultura. "Pero no por esa razón estamos aquí. Lo que verdaderamente queremos hacer es tratar de envolver los estudiantes unos con otros, Anglo y Chicano. Los Chicanos todavía se están saliendo de la escuela, y problemas se empiezan otra vez en la escuela secundaria."

E en éste nivel que los problemas se ponen más duros para los estudiantes, dice Sr. McGinnis. Y ha sido en este nivel que se han encontrado más problemas. Fueron los padres de los niños de Neil Armstrong Junior High que hicieron los primeros cargos de discriminación. Estos cargos fueron hechos al Distrito, y luego al Depto. de Derechos Civiles, y al Depto. de Educación del Estado, y con las cartas que ellos escribieron se pudo llevar acabo que vinieron investigadores al Distrito. Estos padres - funcionando como Concilio de Padres - hicieron cargos de discriminación en disciplina, en el plan de estudios, deportes, y comunicación con los padres en el hogar.

Fue en junio del 1977 que se formó la Comisión con 4 representantes del Concilio, 4 del Distrito Escolar, y 4 representando la

administración. Su intento no era de para servir las familias Chicanas específicamente, pero "para mejorar la oportunidad educacional para todos los niños." Pero, Sr. McGinnis dice que ha sido presión a miembros Chicanos que sirvan como "voceros" de la comunidad de habla española a la administración de la escuela. Él siente que esto sirve porque tienen confianza los padres con los miembros.

Uno de estos miembros, el Sr. Ernie Montano, también está en la Mesa Directiva de la Escuela, y siente que hay confianza entre los miembros y la comunidad. "La comunidad siente que hay alguien que lo va a escuchar," dice él, "y alguien quien tiene que se responsables ante ellos." Hasta ahora, Sr. Montano dice, han sido competentes en manejar asuntos dados a ellos. El logro más grande: "Que la Comisión ha sido establecida, y la administración y Mesa de Escuela estan dispuestos a escucharnos."

Sr. Montano piensa que la Comisión ha tenido mucho éxito, porque ahora la gente puede traer sus quejas sin sentirse intimidados. Las quejas son traídas a la Comisión por miembros que tienen contactos afuera. "La Comisión son los ojos y orejas del Distrito. Hemos demostrado que queremos resolver los problemas, y si algo no está bien, la gente tiene a donde venir," dice Sr. Montano.

El asistente presidente y miembro Sr. Dave Eastman siente que hay desesperación en la comunidad chicana que el grupo no puede resolver. "No pueden hablar solamente," dijo él al *Rural Tribune*, "sólo que se necesita tomar acción. Hay que tratar con los sentimientos de la gente." El Sr. Eastman dice que desafortunadamente la gente ponía Anglo contra Chicano, cuando lo que debía hacer importante es la educación de cada individuo. "Las cosas no cambian rápido," él dijo, "pero estamos trabajando para el beneficio de cada niño."

A este punto, la Comisión va a tener un nuevo grupo de padres, estudiantes, y problemas con que trabajar. Basados en el éxito del año pasado, los miembros tienen más confianza. Una de los miembros, Evangelina Sánchez, nos dijo que "Deveras necesitamos entrenamiento, y nuevos objetivos, y dirección. No nos hemos juntado con la Mesa Directiva de Escuela, no nos hemos hallado soluciones. Tenemos que aprender como llegar a soluciones."

La Comisión se juntará el primer jueves de cada mes. La siguiente junta será el 5 de octubre. □

## Migrants Sue Farmer

Continued from page 1

labor contractor Teodor Banda are similar to those brought against Ron Tankersley, but the charges are being brought against them by only two individuals. They are Fructuoso Camero and Esther Camero, who were recruited in Texas by Banda after answering advertisements in the local newspaper.

The suit alleges that Banda told the plaintiffs that each would earn at least \$35 per day; that there would be good work for 3 months, 7 days a week; that there would be good quality housing with indoor hot running water, color television, a swimming pool and basketball courts; and there would be washing machines and transportation to local stores and services.

The Cameros say they were transported to Oregon by Banda; that Esther Camero was crowded into the back of a small van with 12 other persons while Banda drove. Her husband, Fructuoso, rode in

another vehicle driven by Banda's son Pancho. The trip took 6 days with infrequent and brief rest and food stops, causing them great discomfort. They said they had to sleep beside the road and experienced substantial suffering from the cold temperature and lack of adequate facilities.

When they reached the labor camp the Cameros charge that they found crowded, unsanitary and unsuitable living conditions. The houses were plywood shacks lacking in proper ventilation and adequate screens to keep out the numerous flies that infested the overflowing garbage receptacles situated next to the shacks. They say the privies were filthy and ill-maintained. There was no hot water in the houses and the only available water was outside. There was no pool, no basketball court, no color television.

In addition, each did not earn

\$35 a day. Although they worked from 6:15 a.m. to 7 p.m. most days, in 21 days of work the two of them could earn only \$151 total.

Plaintiffs in both suits are being represented by Oregon Legal Services Corporation Farmworker Office. Attorney Hector Guzman pointed out to *The Rural Tribune* that Tankersley and his family are not the only persons against whom such allegations have been made.

And this is not the first time Ron Tankersley has been sued by farmworkers. In 1969 a similar suit was brought against him by a group of 80 farmworkers. In 1971 it was settled out of court, and the farmworkers were awarded a total of \$10,000 in damages.

It is likely that other suits will follow in an attempt to end deceptive practices which have historically lured farmworkers to Oregon to meet the demand for a cheap source of labor. □



EDITORIAL by Salvadore Ramirez

## The Deprivations Of Curriculum

*Salvador Ramirez has been serving as the President of the Colegio for over two years. He came to that position from Washington St. University where he served as the Director of Chicano Studies. Prior to that he was at the University of Colorado where he functioned as a professor of sociology and developed a Chicano Studies program which increased that school's Chicano population from 8 to 2,500.*

The courses of study offered by educational systems have in the past challenged or negated the values of the parent generation. Since the signing of the Treaty of Guadalupe Hidalgo in 1845, with few exceptions, most curricula have failed Chicanos/Mexicanos.

The WASP value system guides the behavior and molds the perceptions of the middle class-oriented schools. In order to operate effectively within, or in relation to this system, the individual must be aware of its core values.

In the situation of Chicanos/Mexicanos there is no awareness of the causes, but only awareness of the effects of the machinations of the greater society. A kind of isolation develops and is passed on from one generation to the next.

In general, the Chicano/Mexicano is socialized to the norms, values, etc. of her/his own cultural group, but

is ignorant with regard to the norms, values, etc. in the White, Anglo-Saxon, Protestant, middle class world. The Anglo and middle class individual, in turn, is isolated from the Chicano/Mexicano value system due to his constant attempts to impose his standards without any effort to understand, appreciate, admire, respect or accept the existence of another value system.

**Values contrast.** The aforementioned descriptive analysis of values reveals a definite contrast between the Chicano/Mexicano and the Anglo-American value systems. It should be noted that the rate and degree of assimilation of any ethnic group depends on the "goodness of fit" of the group's own rank order of values in relation to that of the dominant culture.

The Chicano/Mexicano, by and large, is not assimilating into the dominant culture stream of middle class

American society. His/her slowness to assimilate and/or rejection of a contradicting value system has made him/her a victim of a righteous "backlash" which has made him/her a casualty of ethnic and educational injustices.

The corroding and devastating effects of these educational injustices and the detrimental effects of the complex network of ethnic discrimination on the personality of minority children and youth are now well known. Since the social science disciplines have so clearly described some of these personality consequences, they are no longer debatable among the intelligent and well-informed.

Nevertheless, it might be helpful to outline some of the more obvious symptoms of the dehumanization caused by ethnic and educational discrimination—which is racism—and to re-emphasize the fact that Chicano/Mexicano children and youth are obvious and defenseless victims.

The complex patterns of personality consequences of ethnic injustices have been summarized as follows:

"...when one examines the theoretical discussions and systematic studies of the effects of rejected minority status upon the personality development of children, and when one tries to organize all of this material into a total pattern, certain conclusions and suggestions clearly emerge.

"Rejected minority status has an unquestioned detrimental effect upon the personality of children. No systematic study or theoretical article dealing with this problem suggests that a human being subjected to prejudice, discrimination, or segregation benefits thereby. There is convincing evidence that the personality damage associated with these social pressures is found among all

## Real Life Situations Minimum Standards

Oregon's educational system took a radical turn from its past when Minimum Standards were introduced to classroom and students in the fall of 1974. These new standards, replacing those of 1932, have promised to better prepare students for today's real-life situations.

As defined by the State Board of Education these real-life situations are divided into six general categories, Individual, Learner, Producer, Citizen, Consumer, and Family member. These six categories make up the statewide goals which local districts are responsible to achieve. How they accomplish those goals is mostly a local matter. Therefore each district is responsible to develop its own plan, using "minimum competencies".

By State Board of Education definition a competency is: a statement of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skill assumed to contribute to success in life role functions. (Each statement usually covers related tasks, contains a performance (action) verb and describes an outcome from which verifiable standards of achievement may be determined.

An example taken from District 15 in Forest Grove is: The student will estimate sums, differences, products and quotients.

- Given a list of numbers, the student will estimate the sum by rounding.
- Given two numbers, the student will estimate the differences by rounding.
- Given two numbers, the student will estimate the product by rounding.
- Given two numbers, the student will estimate the quotient by rounding.

The number and quality of competencies varies from district to district. They number as few as 18 and as many as 210.

Minimum standards implies a lowest possible common ground. The least a student must do in order to graduate from high school. Indeed when one takes the time to read through these local documents you begin to see the meaning of the departure from the 1932 standards. How education is narrowing its focus by trying to educate students to task oriented day to day experiences.

Whether this is a turn for the better or not is a question which won't be answered for many years.

## Buying And Selling Class Time

By Annette Bromberg

The textbook business is a study in non-controversy. Any textbook you pick up is a carefully marketed product designed to make money by being the least offensive to the majority of people. Information of a controversial nature often proves to be non-marketable, and so is simply left out.

Such systematized selection of facts adds up to a framework of information which persuades readers to accept the "majority" view - a middle class conservative political, social, historical and cultural philosophy.

Some of the omissions add up to embarrassingly glaring errors. According to Hal Swafford, history teacher at Sunset High in Beaverton, "One of the gravest errors in many history books is that they make no mention of the forced relocation of Japanese-American citizens into concentration camps during the height of World War II."

Are publishers "cleaning up history" in an attempt to make a buck? Is it their responsibility to present controversial information to students? One agent for Rand McNally Publishers stated, "Publishers are out to make money. If a book won't sell, they won't print it. That's the bottom line. Publishers don't feel a respon-

sibility to teach, but to sell a product."

Until the early 1960's, some publishers routinely printed two different versions of the same history textbook to cater to regional biases of the North and South. Material about the Civil War and about racial issues was tailor-made to be inoffensive to each region.

But rising publishing costs and shifting public opinion have recently made regional "special editions" impossible and unnecessary to produce. More than ever, publishers depend on volume sales instead of high profit margin to make money on textbooks. But they have to be sensitive to the changing desires of the buying public to pull it off. Marketing experts say that controversy simply doesn't sell very well in textbooks. The saleable goods are middle of the road, middle class-conservatism.

### Between the Lines

Textbooks contain more than facts, though. Racist, sexist, hand-cappist, agist attitudes often creep in between the lines, some subtly (like women almost always pictured as wives and mothers, or families as always having two parents), and others more blatant, (like photographs of Native Amer-

children without regard to race, nationality, or religious background. The resulting personality distortions, therefore, must be understood as the consequences of social pressures rather than as reflections of any inherent group characteristics."

**Inferior status.** As minority group children learn the inferior status to which they are assigned and observe that they are usually segregated and isolated, they react with deep feelings of inferiority and with a sense of personal dignity and social support for positive self-esteem. Almost nowhere in the larger society, however, do they find their own dignity as human beings respected or protected.

Under these conditions, minority-group children develop conflicts with regard to their feelings about themselves and about the value of the group with which they are identified. Understandably, they begin to question whether they themselves and their group are worthy of no more respect from the larger society than they receive. These conflicts, confusions, and doubts give rise under certain circumstances to self-hatred and rejection of their own group.

These children are forced at an early age to develop ways of coping with these fundamental conflicts. Not every child reacts with the same patterns of self-protection.

A particular pattern depends upon many inter-related factors such as the stability and quality of family relations; the amount of love, support, and guidance received from parents and other important adults in the immediate social and economic class to which the child and the family belong; the values, attitudes and aspira-

tions of her/his friends and associates; the cultural and educational background of parents; the traditional customs and patterns of adjustment of the particular minority group to which she/he belongs; and, finally, her/his own personal characteristics—intelligence, special talents, unique personality.

The Chicanito/Mexicanito is not prepared in the home for the kind of experience on which school life is based. The educational system for Chicanitos/Mexicanitos is comparable to systems throughout the United States in that the curriculum is geared more specifically to the middle class Anglo student.

In the main, the Chicanito/Mexicanito is severely limited in her/his ability to speak English when she/he first enters school, and equally limited in his knowledge of Anglo cultural values on which curriculum is based.

Due to the previously mentioned familial responsibilities and immediate environmental circumstances, the Chicanito/Mexicanito child has neither the time nor the facilities in which to study and prepare for classes. The educational system intensifies and creates problems for Chicanito/Mexicanito children. Demands are made of the child which are not realistic and not relevant to the role which she/he plays in real life. She/he is not able to relate to goals which are set up in terms of the "good life" as defined by the middle class.

**Delinquency.** In many Chicano/Mexicano de facto- or de jure-segregated schools, a large percentage of children drop out of school around the eighth grade. There are also hundreds of children of school age who have never been enrolled in school.

As a result of these ethnic and educational injustices,

some Chicano/Mexicano children, usually of the lower socio-economic classes, may react by overt aggressions and hostility directed toward their own group or, less frequently, toward members of the dominant group. Anti-social and delinquent behavior may often be interpreted as this kind of reaction to frustrations.

These anti-social reactions are self-destructive in that the larger society not only punishes the individuals involved, but often interprets aggressive and delinquent behavior of Chicano/Mexicano students as a manifestation of their ethnic background.

Therefore, the school is itself significantly responsible for the denial of educational opportunities to Chicano/Mexicano children. The children, as has been previously mentioned, are dumped into English language classrooms and expected to learn a foreign language in a strange environment. Their teachers, if they happen to be bilingual, are forbidden to use the Spanish language. If children speak Spanish, they are punished.

Not only are Chicano/Mexicano schools inferior in curriculum, but they are also inferior in equipment, supplies, and teachers. Their textbooks have no reality to the world of the students. The principals, counselors, and teachers know very little about the social and economic world of the Chicano/Mexicano.

The schools are not free. They demand money for books and supplies that cannot be provided by many parents.

Under these conditions, the school becomes a prison to be escaped from as soon as possible. □

Ramirez is President of Colegio César Chávez.

ican Indians captioned "Indian savages").

Such undertones are being cleaned out of newer editions more and more. An increasingly sensitive public demands it. And in Oregon a recent addition to state law (re: rules for adoption of textbooks) requires that "Respect for all people regardless of race, color, creed, national origin, age, sex, or handicap, and their contributions to our history and system of government shall be reflected in the textbooks adopted by the State Board of Education."

Verna Bailey, Human Relations Specialist for the Beaverton Public School District has trained a Human Relations Committee to give human relations advice about textbooks that are up for adoption. This year, the District Textbook Adoption Committee will study new materials in social studies, homemaking and music. The Human Relations advisers will add their input, although they do not vote.

Other affirmative action staff personnel work in some of the other districts in Washington County. On the state level, the State Textbook Commission tries to avoid books with biased undertones in selecting the textbooks for state adoption.

#### Corporate Investments in Classroom Time

Not all classroom materials come from established publishers. Some supplementary materials are offered

free of charge from corporations like PGE, the Dairy Council, Weyerhaeuser, and from various civic organizations. These corporate investments in educational donations give them tax exemptions, and also help shape the attitudes of future voters. They know the classroom is a captive, easily-influenced audience for their cleverly slick gifts. Often standard classroom materials can't even compete with the best learning packages corporate money and advertising expertise can produce.

But this material "needs to be screened carefully," according to Swafford, "because it definitely contains biases which have to be dealt with if you use the material at all." He tries to avoid using it. In his words, "There is no free lunch." And if the information deals directly with a phase of the donating corporation's vested interests, the biases can be heavier than the information. Currently available through ESD (Educational Service District) to all Washington County School Districts is a "Trojan Package" which was produced and donated by (who else) PGE. Can such information be unbiased?

Not all corporately-produced educational donations are subtle in their advertising. Last year teachers in the Beaverton School District discovered that several films donated by PGE on varied standard topics had leader tape on it about



Continued on page 8

# Colegio

## Documenting Experiences

By Caren Caldwell

Vangie Sanchez, completing her studies at Colegio César Chávez, helped organize the Concilio de Padres which brought complaints of discrimination against Forest Grove schools last year. This led to an investigation by the State Department of Education - and to Mrs. Sanchez' degree, a B.A. in bilingual education.

A recent graduate, Mrs. Sanchez earned her degree in a typical Colegio way: She documented her life experiences.

Her work as spokesperson, secretary, and advisor to the Concilio served as her final project toward her degree. But before she ever enrolled at the Colegio, she had practical experience in bilingual education. For two years she taught English as a Second Language in Oregon Rural Opportunities schools. Later she worked as a teacher aid in Hillsboro and Cornelius schools for two more years, teaching English to Spanish-speaking children. Her Colegio advisors translated this experience into college credit hours.

Colegio César Chávez is one of a national network of colleges without walls—a school which does not restrict its educational offerings to classroom activities.

Providing a bilingual-bicultural program in whatever field a student wishes to study is one of the college's main goals. And central to that program is the *comite*, a committee of students and faculty.

### Comite

The Colegio program begins when the faculty advisor reviews a student's past experience and, for many of the students, his past college work. From that they develop an individualized program based on the student's goals. The student selects the *comite* members who best fit his or her program plan. This group monitors the student's progress as he learns and sets competencies that must be mastered in order to earn a degree.

Similar to a graduate committee, the *comite* consists of one faculty advisor, two adjunct faculty, and one fellow student.

The adjunct faculty members, who are experts in the student's chosen field, serve on the *comite*

as volunteers as well as provide instruction in special topics.

This year the *comite* will be expanded to include one Colegio graduate.

All of the student's work - past work, college and Colegio experience - will be documented in a portfolio. "The key to the Colegio is documentations," says Gloria Sandoval, faculty member in bilingual education. Work that could be documented would be readings the student does, courses taken, conferences attended, community involvement, and a final project which demonstrated the student's skills in theory and practice.

## Documentar Experiencias

Por Caren Caldwell

Vangie Sanchez, quién está completando sus estudios en el Colegio César Chávez, ayudó a organizar el Concilio de Padres, el cual puso quejas de discriminación en contra de las escuelas de Forest Grove el año pasado. Esto abrió el camino a una investigación del Departamento de Educación del Estado, y al título de la Sra. Sanchez - un grado B.A. (Bachillerato de Arte) en educación bilingüe.

Graduada recientemente, la Sra. Sánchez obtuvo su grado de una manera típica del Colegio: ella documentó experiencias de su vida.

Su trabajo como portavoz, secretaria, y consejera del Concilio sirvió como su proyecto final hacia su grado. Pero aún antes de que ella se matriculará en el Colegio, tenía experiencia práctica en educación bilingüe. Por dos años dió clase de inglés como la segunda lengua en las escuelas de Oregon Rural Opportunity (ORO). Después trabajó como ayudante de maestros en las escuelas de Hillsboro y Cornelius por más de dos años, enseñando el inglés a niños de habla española. Sus consejeros del Colegio tradujeron esta experiencia a horas de crédito del Colegio.

El Colegio César Chávez es uno de la red nacional de colegios sin paredes - una escuela que no restringe sus ofertas educacionales a actividades del salón.

Proveyendo un programa bilingüe-bicultural en cualquier especialidad que el estudiante quiera seguir es una de las metas mayores del Colegio.

The final duty of the *comite* is to evaluate all documented work to determine credit hour equivalencies. The credit hours are totalled. When the student has achieved competency according to Colegio requirements and at least 187 credits, he or she is awarded a diploma.

The special structure and function of the *comite* will be the subject of a report recently funded by the Fund for the Improvement of Post-Secondary Education. Colegio staff will this year draw up a *comite* model that could be transferred to other educational institutions.

One way the Colegio staff is

thinking of aiding the development of their program would be to join the Oregon Council for the Advancement of Experiential Learning. This is a group of eight educational institutions which give credit for life experience like the practical work of Vangie Sanchez. Their purpose is to find ways to evaluate life experience in order to award college credit and to make that process valid to other colleges.

This isn't an easy task as it involves, in part, changing academic attitudes. Colegio's faculty member Gloria Sandoval remarked, "Sometimes it's hard to explain to people what I'm doing here - but I know in myself that it's valid." □

### Comité

El programa del Colegio empieza cuando el consejero de facultad revisa la experiencia y, para muchos de los estudiantes, su trabajo pasado de colegio. Con eso, ellos desarrollan un programa individualizado basado en las metas del estudiante. El estudiante selecciona los miembros del comité quienes son apropiados para su programa. Este grupo está al tanto del progreso del estudiante mientras que el aprende y asienta competencias que tienen que ser dominadas para merecer un título.

Similar a un comité graduado, el comité consiste de un consejero del profesorado, dos profesores adjuntos, y un compañero estudiante.

Los miembros de la facultad adjunta, quienes son expertos en la especialidad escogida, sirven en el comité como voluntarios así como proveen instrucción en tópicos especiales.

Este año el comité será extendido para incluir también un graduado del Colegio cuando sea posible, en la especialidad del estudiante.

Todo el trabajo del estudiante - trabajo pasado, experiencia del Colegio y de colegio - será documentados en un portafolio. "La clave del Colegio es documentaciones," dice Gloria Sandoval, miembro de la facultad en educación bilingüe.

Trabajo que podría ser documentado serían lecturas que el estudiante haga, cursos tomados, conferencias atendidas, involucrimiento en la comunidad, y un proyecto final el cual estén demostradas las

habilidades en practica y teoría.

La responsabilidad final al comité es evaluar todo trabajo documentado para determinar las equivalencias de crédito de horas, un proceso largo y complicado, uno piensa, después de revisar los portafolios extensivos de algunos estudiantes. Las horas de crédito son sumadas. Cuando el estudiante ha logrado competencias de acuerdo con los requisitos del Colegio y por lo menos 187 créditos, el o ella es premiado con un diploma.

La estructura y función especial del comité será el tema de un reporte fundado recientemente por el Fondo Para el Mejoramiento de Educación Post-Secundaria. El personal del Colegio redactó un modelo del comité que podría ser transferido a otras instituciones educacionales.

Un modo en que el personal del Colegio piensa ayudar ese desarrollo sería unirse el Concilio Para Avanzamiento de Aprendizaje Experiencial de Oregon (Oregon Council for the Advancement of Experiential Learning). Este es un grupo de ocho instituciones educacionales que da crédito para experiencias de vida como el trabajo práctico de Vangie Sanchez. Su propósito es encontrar maneras para evaluar experiencias de vida para conceder crédito de colegio y hacer ese proceso válido a otros colegios.

Esta no es una tarea fácil ya que envuelve, en parte, el cambiar de actitudes académicas. Miembro de la facultad del Colegio, Gloria Sandoval dijo, "A veces es difícil explicarles a la gente lo que hago aquí - pero yo sé en mi misma que sí es válido." □

### Abelardo Delgado

Considered the foremost poet of the Chicano Southwest, Abelardo Delgado has served as teacher, consultant, editor, and director of migrant, health, youth and employment programs. In addition, he is the author of 6 poetry books and a book on the Chicano Movement.

R.T. - What is your definition of Chicano literature?

A.D. - I think it is very confusing for people to think that Chicano literature is something different or unique. I think that Chicano literature is a component of the total American literature scene. It includes Black, Native American, and certainly Anglo literature. What has happened to Chicanos is that we have been absent from that main body of literature and we are trying to come in. We have been placed on the fringe by people saying, well Chicano literature is something unique or quaint or odd. It isn't. It is just people who express themselves literally, who write short stories poems, and novels. They belong in the total American scene. They write about very American themes.

*We have been placed on the fringe by people saying Chicano literature is unique, or quaint or odd.*

R.T. - Such as?

A.D. - Such as growing up in New Mexico where there are witches, curanderos and ideas like that. And such as riding the trucks every morning to go and be a farm worker. This is part of the total American scene which has been missing, at least expressed by the affected parties themselves.

I equate Chicano literature with women's literature, which is more understandable. For a long time men were describing what women felt when they made love. Women were content to have them do that until they got angry and said, I want to say how I feel. There are a new crop of writers that are doing well in portraying their own experiences. We Chicanos are like women in that respect. We want to speak about our own experiences in our own literature. So, our experiences, our literature, belong in the total American literature scene. Chicano literature is American literature.

R.T. - What place does Chicano literature have in today's classroom?

A.D. - Well first of all it would help tremendously to offset that one sided version of literature that Chicanos have been exposed to throughout the history of education in this country.

I think it is needed for two basic reasons: one, of course, is that the student finding relevancy in the material will tend to appreciate it more, and also to be inspired to create and to write and to talk better. So it has some academic payoff for the teachers who teach. And second would be to serve as models to show that Chicanos are writing, that Chicanos are authors, that Chicanos can express themselves. This would help tremendously to boost the student's morale so they could learn other things. If this happens we get two big payoffs immediately. Thirdly, which is a more mercenary reason, is

*The student finding relevancy in the material will tend to appreciate it more.*

that as a business, as a career, Chicanos should crash or crack into the creation of text book materials. They are artistic and talented enough to do that. Then you could have some economic development payoff as well as artistic payoff.

Unfortunately, I would have to say the negative part of it is that a lot of us are not writing for children. We are concentrating on adult readership and therefore we have ourselves to blame to a degree. We don't create the materials so we cannot go around charging the schools for not accepting them. They (the schools) come back at you and say there are no materials. And we have to say, yes, you're right, there are no materials. So I have also some words for Chicano writers that they should begin to address themselves to creating stories for young children, and not just for adults.

I'm just as guilty as the other two or three hundred writers in this country that have not given enough attention to writing for children. And that is a big fault on our side.

Now on the other hand, truthfully now, we do not get the encouragement from the people who create materials.

*Even our own bi-lingual programs continue to buy material from Spain, South America, or Puerto Rico.*

R.T. - You mean not many people buy available materials?

A.D. - Right. Even our own programs such as bi-lingual bi-cultural education continue to buy materials that are from Spain, from South America, Puerto Rico, and neglect to support the few publishing houses that indulge in printing Chicano materials. They don't get the support they should from bi-lingual teachers.

R.T. - What were your experiences with education?

A.D. - Kind of the same frustration that most Chicanos go through. I was never really able to credit the schools for inspiring me to write or for that matter helping me to learn English. I did that all on the outside. I've always been a fanatic about movies and comics so I was getting all the aspiration and education on the outside of the school setting. The school settings are good to do the opposite, they kind of stifle any creativity.

One example that I use publicly is when I showed for the first time my poems to a teacher, she tore them up and

*I was never able to credit the schools for inspiring me to write or learn English.*

through them in the trash can and sent me back to my seat. She said that I should learn how to spell before I try to write. And it was true that I had just come in from Mexico and I didn't know any English and I wasn't spelling the best way possible, and still cannot spell worth

a hoot, but the ideas were good and the ideas are what I'm good at and so I think she should have encouraged me rather than thrown my poems into the trash can.

But I reacted differently than most Chicanos would have reacted. I took the challenge, I became angry. Many years later I had an opportunity to go back to the same teacher and did a reading of poetry for the class and for the school. Of course I wasn't vindictive. I didn't tell her that she had inspired me by being so mean. But other students don't get that inspired. A put-down like that could really stifle a student for life.

R.T. - Is it just the teachers or a combination of things that stifle creativity?

A.D. - I think that whenever, particularly as minorities and as Chicanos, we make statements like I've made against the school system, people tend to think that we are bellyaching because we are minorities and because we showed tremendous failures.

I think the stifling process goes for everybody as well, the dominant society and the minorities.

When I talk about the specifics, I'm talking about the curriculum one, and the way that teachers have to deal with students. In other words, their motives. The way they approach the whole idea of education. Often it is just to get you to acquire a certain body of knowledge. They get it into your head and repeat it and move on, rather than challenging students to do a little creative work of their own.

In this whole system of education in this country, I think a lot of us are domesticated rather than educated. We're just taught to behave and be good consumers and to be good people, little babies, rather than being sparked with some idea of rebellion. And I think we are paying dearly for it because we are seeing that a lot of the people, whatever discipline you can think of, have not really been prepared that well to cope with the present society with in which we live.

*I think a lot of us are domesticated rather than educated.*

Whether it be in the crafts, architecture, legal, even the same profession of teachers that supposedly should be replenishing themselves in a creative manner, continue to turn out the same kind of people who are basically very much oriented towards continuing the same accommodation process rather than education process.

R.T. - Did you have any positive experiences in school?

A.D. - In the days that I grew up, which was around the 50's, very few Chicanos even made it through high school. So when I graduated in 1950 from high school it was a major accomplishment in the barrio for me and for my mother.

There was no dream of me ever going to college, no one thought about college in any way. So it wasn't until many years later when I had already been married and had four children that I was inspired by a Mormon sociology teacher. He invited me to take one of his classes. And so I kind of sneaked into the back door in



the summer to college. At that time it was Texas Western College. Now it is the University of Texas in El Paso.

*A lot of us are afraid of institutions of that nature. . . We think we will fail.*

A lot of us are afraid of institutions of that nature and I was no exception. We think that we will fail if we go there. And so I went and took a couple courses, one with a very radical English professor. And so those two particular teachers showed me that I was college material, that I could cope with it. So in three years I went and finished college and was even on the dean's list a couple times for good grades. That was in spite of the fact that I was working full time, with a big family and had to pay for my education myself.

Even with all those handicaps on my shoulder, I was able to cope with university life and I owe those two particular professors, at least the invitation to go and try out.

I think that that kind of talk to minorities and Chicanos needs to be said a lot. That a lot of us are afraid to go and try out because we think it's a big deal and that we can't cope with it. We are conditioned to believe that way. That college is just for the very very bright. But if a dumb person like myself can go through it, then anyone can go through it.

R.T. - Is there an ideal system?

A.D. - Well certainly I think that the ideal system is one in which education would begin to divorce itself from the fact that you have to be educated to earn your living.

In this country, you get educated to get more money. I think the premiss on which education is founded, is many times extremely wrong. The fact that this country does not have an educational goal but various goals is in itself very confusing for educators. Everybody seems to agree that education is relevant to getting a high income when you get out of the whole mess.

I think education has other reasons and they are more humanistic; how do I get educated to create a better political system, or an environmental system. How do I help other people who are all screwed up financially or whatever. That kind of approach to education might do that. I was about to say education for education's sake.

I think education for social responsibilities is one thing that I certainly would consider as very ideal. That it is good to learn to do things well to help other people other than for the simple reason of getting more money or for the profit motive. To see how I can screw more people. We unfortunately have equated knowledge with how many people you can put the screw over. That is what I would call an ideal, if we could depart from that.



# Litigo de Migrantes Contra Agricultor de North Plains

Por Judy Schilling

Una demanda, acción hecha por un grupo, y representando hasta 500 trabajadores migrantes ha sido puesta en contra el agricultor Ron Tankersley de North Plains, su yerno Fidel Del Torro, la hija de Tankersley Valerie del Torro, y Darlene Harris.

Otra demanda ha sido puesta contra otros dos hermanos Tankersley, Bob y Jerry, también de North Plains.

Ambas demandas acusan de fraude, anuncio falso, infracción de contrato y violación de salario mínimo, así como violaciones del Acta de Registración de Contratistas de Labor Agricultura (Farm Labor Contractor Registration Act).

En la demanda contra Ron Tankersley, los Del Torros, y Harris, los dos demandantes son Armando Izaguirre y Esperanza Artis. Ellos representan un grupo de aproximadamente 500 trabajadores migrantes de herencia México/Americano quienes fueron reclutados de fuera del estado y actualmente trabajan o trabajaron durante la cosecha para Ron Tankersley.

La Sra. Artis declara que a mediados de mayo de 1978 los Del Torros le visitaron para reclutarla para el trabajo en Oregon. Entonces ella dice que lo prometieron: buen alojamiento sin costo; que habría trabajo disponible para cada miembro de la familia; que cada trabajador sería pagado por lo menos 40 dólares al día y que el trabajo empezaría el día primero de junio, 1978.

La Sra. Artis hizo el viaje de Arizona a North Plains y llegó el 29 de mayo, 1978. El alojamiento que ella fué asignada consistió de una cabaña pequeña de 12 por 14 pies con dos camas para cuatro individuos. No había suficiente agua caliente y un solo fósforo de luz, no había lavabo ni agua. Era insana y inhabitable.

El trabajo no empezó hasta el 6 de junio, y miembros de la familia no ganaron el \$40.00 por día que les fue prometido. En realidad, les pagaron a ella y su familia menos de \$1.00 por hora.

El demandante Izaguirre alega que la primera semana de mayo se enteró de trabajo posible en Oregon por medio de boletines distribuidos en Plamer, Florida. El le llamó el número en los boletines y se puso en contacto con Darlene Harris, quien le dijo que toda su familia podía trabajar y cada uno ganaría aproximadamente \$40.00 al día.

Como la Sra. Artis, le dijeron al Sr. Izaguirre que habría buen alojamiento y condiciones de trabajo y cuidado gratis para los niños.

Cuando Izaguirre y su familia llegaron en North Plains, se alojaron en el mismo campo de labor como la Sra. Artis, en una cabaña chiquita en condición no sanitaria, con insuficiente lugar para la familia. No había cuidado disponible para los niños, y nadie de la familia podía ganar \$40.00 por día. Ellos también ganaban menos que \$1.00 por hora para su labor.

Cinco causas de acción son alistadas en el pleito contra Tankersley, los Del Torros y Harris. Estas causas alegan:

1) Violación de la Acta de Estandares Justos de Labor que requiere que cada empleador pague el sueldo mínimo de \$2.65 por hora. 2) Violaciones del Acta de Contratistas de Labor Agricultura (FLCRA - Farm Labor Contract Registration Act). Ambos Del Torro y Harris reclutaron trabajadores sin haber obtenido un certificado de registración y ambos faltaron en proveer información a trabajadores acerca de los términos y condiciones de empleo, salario, alojamiento, la existencia de cualquier arreglo "contragolpe" (o "mordida"), etcetera.

Tankersley es acusado de violar la FLCRA él faltó a mantener todos los registros y se comprometió en los servicios de contratista de labor agricultura sin antes haber determinado si eran contratistas registrados.

3) Que Tankersley y sus agentes hicieron promesas materiales a miembros del grupo, creando un contrato con ellos y que él faltó a proveer empleo bajo los términos y condiciones prometidas y por esta razón violó el contrato.

4) Que Tankersley, por medio de sus agentes concientemente, voluntariamente, y maliciosamente hizo representaciones falsas acerca de las condiciones futuras de trabajo. Ellos representaron que trabajadores podrían ganar \$40.00 al día piscando fresa y cantidades comparables piscando mora y pepino; y que alojamiento de alta calidad sería disponible.

5) Violación de ORS 659.210 cual prohíbe anunciar falsamente para influir, persuadir o inducir a trabajadores a venir al estado.

Los cargos puestos contra Bob y Jerry Tankersley y su contratista de labor Teodor Banda son similares a esas puestas en contra de Ron Tankersley, pero los cargos contra

ellos están siendo puestos por sólo dos individuos. Son Fructuoso Camero y Esther Camero, quienes fueron reclutados en Texas por Banda después de leer anuncios en un periódico local.

La demanda alega que Banda le dijo a los demandantes que cada uno ganaría por lo menos \$35.00 por día; que habría buen trabajo por 3 meses, 7 días a la semana; que habría alojamiento de buena calidad con agua caliente adentro, televisión a colores, piscina y campos de basquetbol; y habría maquinas a lavar y transportación a tiendas y servicios locales.

Los Cameros dicen que fueron transportados a Oregon por Banda; que Esther Camero estaba arrinconada atrás de una van pequeña con 12 otras personas mientras que manejaba Banda. Su esposo, Fructuoso, viajaba en otro vehículo manejado por Pancho, el hijo de Banda. El viaje duró 6 días con breves paradas para descansar y comer, causandoles gran incomodidad. Ellos dijeron que tenían que dormir a lado de camino y sufrieron mucho del frío y falta de facilidades adecuadas.

Cuando llegaron al campo de labor, los Cameros alegan que encontraron condiciones de vivir apretadas, insanas, e inadecuadas, las casas fueron casuchas de madera laminada, faltando ventilación apropiada y telas adecuadas para dar protección contra el

mosquero que infestaba los botes llenos de demasiada basura, situados alado de las casuchas. Dicen que los escusados estaban sucios y mal mantenidos. No había agua caliente en las cabañas y el agua unicamente disponible estaba afuera. No había piscina, ni campo de basquetbol, ni televisión a colores.

Además de eso, cada uno no ganaba \$35.00 al día. Aunque trabajaban desde 6:15 a.m. hasta 7 p.m. casi todos los días, en 21 días de trabajar, los dos pudieron ganar solamente \$151.00 en total.

Demandantes en ambos pleitos son representados por Oregon Legal Services Corporation Farmworkers Office (Oficina de Trabajadores del Campo de la Corporación de Servicios Legales). El abogado Hector Guzmán indicó al Rural Tribune que Tankersley y su familia no son las únicas personas a quienes tales alegaciones han sido hechas.

Y ésta no es la primera vez que Ron Tankersley ha sido demandado por laboreros. En 1969 una demanda similar fue puesta en contra de él por un grupo de 80 trabajadores. En 1971 fué arreglado fuera de la corte, y los trabajadores fueron premiados un total de \$10,000 en daños.

Es probable que otras demandas seguirán en un intento a terminar prácticas deceptivas cuales han históricamente atraído trabajadores a Oregon para llenar la demanda de una fuente barata de labor. □

## Buying And Selling Class Time

Continued from page 5

Trojan. "PGE had put one or two minutes of outright advertising before the main film. I was shocked and insulted," said one. "There was not even a warning that it contained that material. There was no excuse for it being there."

Bringing it up before a District School Board member, the teacher hoped the issue would be dealt with on the Board level. But to his dismay, the Board member retired, and the matter was never brought up to the group. Some teachers have "taken the matter into their own hands," ripping off leader tape of this kind so that it would not be shown in the classroom inadvertently by other teachers.

With only a small percentage of a tight budget directed toward purchasing materials, the schools are prime target for these appealing corporate gifts. The danger may

be that as budgets get even tighter, the corporate freebies may be depended on more and more.

How do teachers deal with the flood of material that is available from texts, supplementary materials, and all the rest? Are they equipped to sort out the information from the way it is slanted?

Teachers are the "x factor" in the classroom. Like anyone else they have their private prejudices, and there is an atmosphere in each classroom which reflects this.

In the pushing and pulling of biases from teachers, classroom materials, are students really given the opportunity to think and decide for themselves? The critical factor appears to be whether the teachers and the materials are open ended, or whether they shut off thought and supply all the answers. But who's looking, anyway? □