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# Noticias de NACCS

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Spring/1997

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Newsletter for the

## *National Association for Chicana and Chicano Studies*

The NACCS National Office

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### NACCS Coordinator 1997-98

Kathy Blackmer Reyes

Twelve years ago I attended my first NACCS conference in Sacramento. I was an undergraduate student at UC Davis. As I embarked on the coordination of the 1997 conference, I completed a cycle, of sorts. I have been bestowed the responsibility and the honor of addressing you as the new coordinator of NACCS. On Saturday evening, the last day of the 24th conference, I began my new cycle. Es para mi un gran orgullo!

To many of you I am a new face, a new name. Yet, for many others I am the perpetual NACCS assistant. I have grown up in this organization. Several of you have served as my mentors and teachers, knowingly or not. My hope this year is to serve NACCS as I have been taught, I am your product!

During my tenure as Coordinator, I hope to put my many years of observation and work within NACCS to work. I previously served as Student Plenary presenter in 1987. In 1988 I was elected Secretary of the Chicana Caucus and worked my way up to Chair-Elect in 1992. In 1993 I participated in the NACCS Site Committee for the San Jose conference. In 1996 I was elected to serve out the term of the Northern California regional representative. Once Northern California successfully vied to organize the 1997 conference I was a "natural" for the conference coordinator role.

My hope is to bring a leadership to NACCS in terms of structure and procedures. I am delighted that during my term we shall host the first NACCS conference in Mexico City, for it is my mother's homeland. I consider myself a living representation of the 1998 theme- for I am a "San Franciscan Chilanga." Yo soy dos naciones, un mismo pueblo!

Our duties as the 1997-98 Coordinating Committee include the following highlights:

Working out the links for the 1998 Conference.

Review of the National Office vis-a-vis the current organizational exigencies.

The publication of the 1995 conference proceedings.

The organization of the 1996 and 1997 editorial committees and a special 25th anniversary publication.

The initiation of a NACCS pedagogical development group.

Revamping our NACCS newsletter for effective and insightful communication.

Navigating the information highway-look for the NACCS web site coming to a "http" address soon!

To keep in touch during the year contact us, the Coordinating Committee, via email at [<naccs-cc@cats.ucsc.edu>](mailto:naccs-cc@cats.ucsc.edu). Get to know your regional reps; attend FOCO meetings; organize events; and I welcome your input throughout the year. Hasta la próxima!

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### Editors Note

Carlos S. Maldonado

I extend an appreciation to those who submitted items for this issue of "Noticias de NACCS". We ask our members to forward essays, news items, members' new publications and awards, and other informational items which could be considered for inclusion in "Noticias de NACCS". The upcoming due dates for newsletter items are:

October 5, 1997 Fall Issue

February 2, 1998 Winter Issue

May 10, 1998 Spring Issue

Noticias de NACCS is not published during the Summer. Please E-mail, fax, or mail your newsletter submissions.

On a couple separate items, I recently picked up the April-June 1997 issue of *Voices of Mexico* published by El Centro de Investigaciones sobre America del Norte, (CISAN) at UNAM, containing several articles which relate well to the 1998 NACCS conference theme "Chicanos/as y Mexicanos/as: Dos Comunidades, Un Mismo Pueblo". Specifically, this *Voices of Mexico* issue included articles focusing on Mexico's initiative on dual nationality and Mexico's position on migration to the U.S.

Finally, in light of the two resolutions passed by the NACCS body regarding the establishment of a K-12 Caucus and support for the two public school Chicana teachers suspended in New Mexico I have included an article by Nadine and Patsy Cordova which provides an update on their suspension for using Chicano oriented reading materials. A second article is by Julia Luna from Berkeley, California who is actively involved in a high school level Chicano Studies Initiative. Nadine and Patsy Cordova and Julia Luna participated at the NACCS Sacramento conference.

### From the Midwest Foco

During our Foco meeting in Sacramento the following new student reps were elected:

Delia Chazaro (University of Illinois, Chicago)

Adrian Aragonés (De Paul University, Chicago)

Dr. Rusty Barcelo confirmed that the site for the Fall Regional Conference will be the University of Minnesota.

Raoul Contreras, Foco secretary suggested that the regional conference might focus on the problems relating to the new student role in NACCS.

### NACCS 25th Anniversary Special Volume

The NACCS Coordinating Committee approved a proposal submitted by Carlos Maldonado to produce a NACCS 25th anniversary special volume highlighting the association's 25th year of existence.

The 25th anniversary special volume will consist of 25 essays focusing on a series of questions regarding NACCS' history, present status and future directions.

The volume will hopefully contribute to an important dialogue regarding the role, achievements and critical issues facing NACCS and Chicana/o Studies currently and in the new century.

There will be an update on this exciting initiative in the Fall Noticias de NACCS.

### Chicana Teachers Suspended for Teaching Chicano/a Studies

On February 28, 1997, two longtime Chicana teachers in Vaughn, New Mexico were suspended and recommended for termination for introducing a non-traditional curriculum into their classroom, namely Chicano oriented materials including those focusing on Cesar Chavez. In response to the suspension, the teachers Nadine and Patsy Cordova requested a formal public hearing before the school board. The board in the other hand wanted to skip such a hearing. In early April, 1997 Judge Jay Harris ruled in a Las Vegas courtroom that the school board must hold a hearing. As of June 6, 1997 the Cordova sisters have communicated with Noticias de NACCS and have indicated that the case continues and that approximately 8 people have been or are in the process of being deposed. Tentative dates for the discharge hearing are June 24, 25, and 26.

A number of organizations have formally supported the Cordova sisters. Among these are NACCS; the National Latino Communication Center in Los Angeles; Radio Bilingue in Fresno, California; The National Council of Teachers of English in Urbana, Illinois. Other support continues to swell.

This news item complements the NACCS resolution introduced by Luis Torres from the Colorado Foco calling for a K-12 Caucus to promote Chicano Studies in public schools.

Noticias de NACCS thanks Nadine and Patsy Cordova for this important update on their suspension hearing.

### Chicana Caucus Report by Rusty Barcelo, Chair

Detailed minutes from the Chicana Caucus meeting at the NACCS conference in Sacramento will soon be sent to members in a separate mailing. General concern was shared at the meeting about the status of Chicanas on their respective campuses from issues pertaining to sexual harassment and tenure, to a growing backlash by Chicanos toward Chicana feminist and lesbians. Discussion centered on strategies to address these issues and others. Some of these issues were addressed by the Chicana Caucus Plenary. The speakers included: Tey Diana Rebolledo, University of New Mexico, "The Chronicles of Panchita Villa, Episode 2"; Julia Curry Rodriguez, UC Berkeley, "Haciendo Lucha en Camino: Challenging Path of Chicana Firebrands"; and Rosalia Solorzano, UT El Paso, "Nuevas Perspectivas Estudios Sobre La Chicana." The plenary provided an outstanding overview of Chicanas within a theoretical and personal context.

The Chicana Caucus was pleased to learn that Professor Rebolledo was one of the 1997 NACCS Scholars. Rebolledo is a professor of Spanish in the Department of Spanish and Portuguese. She is the author of Women Singing in the Snow: A Cultural Analysis of Chicana Literature, editor of Nuestras Mujeres: Hispanas of New Mexico: Their Images and Their Lives, 1582-1992, co-editor of Infinite Division: An Anthology of Chicana Literature and Las Mujeres Hablan. In addition, Rebolledo served as Conference Coordinator for the 1990 NACCS Conference and was NACCS Coordinator in 1990-1991.

Professor Julia Curry, the first Chicana Caucus and continuing participant in the Chicana Caucus, nominated Professor Rebolledo for this prestigious award. It was noted that Professor Rebolledo is only the third Chicana to receive the award since its inception.

#### 1997-1998 Chicana Caucus Representatives

Rusty Barcelo, Chair

Adriana Aguirre, Northern California

Leticia Manzano, Texas

Winter Torres, Rocky Mountain

Nelia Olivencia, Midwest

Doria Contreras, Northwest





## Latino Spectrum

by Roberto Rodriguez and Patrisia Gonzales

### "The Alcohol Industry and the Ads That Kill"

Maria Luisa Alaniz grew up in Stockton, California near a cantina, and witnessed firsthand what tequila can do to families, the fights, spousal abuse and the serenades with irresponsibility. "I'd see the men come home, todos borrachos (completely drunk)," Alaniz recalls.

Today there are studies that confirm to what lengths this disease destroys communities. In a recent study examining how this problem afflicts the Latino community, the California Department of Justice found that 12 percent of all homicides in which the victim is a Latino occurs in bars. Nationwide, chronic liver disease and cirrhosis of the liver is the sixth leading cause of death among Latinos.

Alaniz, who is a research scientist at the Prevention Research Center in Berkeley, Calif., has produced research that shows the correlation between liquor outlets, liquor ads, and crime and violence against Latinas. She has concluded that alcohol is the strongest predictor of crime, more so than poverty.

Her study, which examined three northern California cities-Redwood City, Union City and Gilroy, found that a child on her way to school in Redwood City will see up to 61 liquor ads. These are ads with a blender of margaritas on top of the pyramids at Chichen Itza, Mexico. Women "Adelitas", or revolutionaries of the Mexico Revolution, are depicted with bandoleers covering their bare breasts. Women are shown as fleshy objects extolling the virtues of Presidente Brandy: "The Tiger wants you."

One ad shows a priest with heavenly rays emanating from above. The message reads, "Tomarlo no es pecado", "To drink it is not a sin." Drinking may not be a sin, but Alaniz and a team of Latina researchers found that the communities where the ads are the most dense have the highest rates of crime. The research team similarly found that the more ads there were depicting Latinas as sexual objects, the more violence there was against Latinas between the ages of 15 to 18 in those communities.

There is a growing body of research to bolster Alaniz's findings. A Justice Department study found that 50 to 60 percent of all homicides and 50 to 75 percent of all rapes involved alcohol.

When Alaniz presented her findings at the National Association for Chicana and Chicano Studies in Sacramento recently, she superimposed maps charting alcohol outlet density, sexual ads and violence against Latinas and violence in the Latino community in general. It stunned the audience. The maps overlapped almost like a cookie cutter. Most of those who saw it concluded: It's a map of racism.

The maps clearly illustrated a much higher density of alcohol ads and outlets in communities of color, along with the accompanying violence compared to white communities. For instance, in a 1.2 square mile area of a Latino community in Redwood City, there were 59 liquor outlets. The state average for the same land mass is 30 liquor stores. "This is a form of environmental racism," Alaniz said. "The discrepancies are too great to be an accident." The maps showed how lax zoning laws and poor social policy aid in the availability of alcohol and underscored that Latinos are being targeted by liquor companies for a great big happy hour.

Alaniz noted that most research on alcohol abuse has examined individual behavior without examining the environment that contributes to that behavior. Some people might argue that Latinos are not forced to drink. But that argument ignores the power of advertising, a power that prompts the liquor industry to spend \$26 million in ads and sponsorship for Latino communities in 1996. Alaniz says that liquor companies clearly state in their marketing plans that they are targeting Latinos. It is a predatory industry that thrives on the despair and alienation in low-income communities of color who are more susceptible to the allure of advertising's promises.

Many communities nationwide are finding solutions to the abuse and proliferation of alcohol. In fact, sobriety is becoming a political act for a growing number of people. Among Native Americans, there are now alcohol-free gatherings and pow wows. In San Jose, California, there is now an ordinance that allows only 25 percent of the store fronts of liquor establishments to be covered with ads. Multiethnic coalitions in California have closed down liquor establishments deemed a public nuisance and are converting them into other kind of business. In Oakland, California, a coalition got a citywide ordinance passed that charged each liquor merchant \$600 a year to cover the cost of hiring more city liquor inspectors and to create a commission to monitor establishments.

Recently, a friend chided us for not going out drinking with him. "Come on," he said. "That's part of our culture." Yeah, it's as much a part of our culture as the ad of the Modelo beer logo superimposed over the country of Mexico. Or the Tecate beer advertising campaign that used to promote its beer, lime and salt as "The Pride of Mexico."

Gloria De La Torre Wycoff, who works with a substance abuse program for Latinas in Southern California, says that alcohol certainly accompanies violence. Her program sees close to 100 men weekly who come in for domestic violence abuse counseling. "It's a debilitating and degenerative drug" and women are the primary victims of the related violence, she says. Part of the solution has to come from civil rights organizations, which should speak out about alcohol abuse and reject "hush money" from the liquor industry, she says.

As Jesse Jackson has said about the prevalence of alcohol and its role in subjugating communities of color, "We cannot stagger to freedom."

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Rodriguez is the author of "The X in la Raza II" Justice: A Question of Race." Both are the authors of "Gonzales/Rodriguez: Uncut & Uncensored."

They can be reached at Xcolumn@aol.com or (505)-248-0092





## NACCS Community Service Awards From Adaljiza Sosa Riddell

In recognition of the importance of community work, NACCS celebrated six Northern California activists. The honorees received a plaque for their service to the Chicana/o and Latina/o community. Three honorees were from the Sacramento area. These included: Eric Vega for his work in the Sacramento Civil Rights Network working to defeat Proposition 209; the Zapatista Solidarity Coalition, working on building support for the indigenous people of Chiapas currently in revolt against the Mexican military's repressive actions; and the Chicano/Latino Youth Leadership Project, an all volunteer organization dedicated to teaching leadership and political skills to Chicano/Latino youth from throughout California.

The other three honorees are from the Bay Area. These include: Proyecto Contra SIDA Por Vida, an agency focused on educating the joto and lesbiana community about preventing and surviving AIDS; the National Latina Health Organization, dedicated to educating and advocating for la buena salud de la mujer; and La Raza Centro Legal, a community agency that has advocated for the legal rights of raza immigrants, youth, elders, and victims of police abuse. Mistress of Ceremonies for the event was Inez Casillas, Site Committee member and UC Davis student. Award recipients had the opportunity to speak on behalf of their organization, informing the audience about the most current and difficult situations facing the Chicana/o and Latina/o community, and about strategies for solutions.

NACCS has always articulated its interest in, and dedication to integrating academic life to community praxis. This dedication is stated in the Newsletter of the National Caucus of Chicano Social Scientists (precursor to NACCS) in 1973: "In order to bridge the gap between theory and action, Chicano social scientists must develop close ties with community action groups." Therefore, NACCS has a tradition of giving an award to community organizations that work selflessly and tirelessly to provide services and advocacy needed by the Chicano and Latino community, particularly services no one else provides or advocacy needed because of repressive governmental policies. As Inez Casillas stated, the Community Service Award for Chicanos/Latinos is equivalent to the Nobel Peace Prize.

*1997 NACCS Conference t-shirts still available!*  
Black t-shirt with conference design by Chicana artist Yolanda M. Lopez

### "LA MANO MAS PODEROSA"

S M L XL XXL

\$15.00 includes mailing costs

Make check payable to N. Cal. NACCS FOCO.  
Send check, size desired, and mailing address to:

Kathy Blackmer  
University of Santa Cruz  
McHenry Library  
Santa Cruz, CA 95064

Allow up to 4-6 weeks for delivery





## Event Information

This column is for the purpose of announcing events, initiatives or other items which may be of interest to NACCS members. These initiatives are not sponsored by NACCS.

### **Summer Border Project 1997**

19 people died during January 1997 trying to cross the border in San Diego County. A triple fence, reminiscent of the Berlin Wall, is being erected at the San Diego/Tijuana border. As education, welfare and other social services are being cut, the INS budget increased to \$3.1 billion per year.

Come to the San Diego/Tijuana border this summer and participate in La Resistencia's Summer Border Project.

Do you wonder why with the hostile environment in the U.S., people still risk their lives to cross the border? Join us as we investigate the effects of the militarization of the U.S./Mexico border. Meet with local pro-immigrant activists. Speak with people who are about to make the difficult crossing. Find out what immigrants face here.

For information contact:  
La Resistencia S.D.  
4406 Park Blvd. #B  
San Diego, CA 92116  
(619) 497-1035

La Resistencia is an organization building a national movement of opposition and resistencia to all the attacks on immigrants by the government and their racist point-men. We are students and youth, artists and poets, political and religious activists, community leaders and civil libertarians, teachers and others who refuse to go along with the scapegoating and assaults on our immigrant sisters and brothers.

### ELLA

(Educated Latinas/Chicanas Leading America)

Redefining Leadership:

## **Mujeres del Sexto Sol**

October 3-5, 1997

Washington State University  
Pullman, WA

For additional information please contact:  
Maria Cuevas or Esther Fernandez  
(505) 335-4554  
cuevas@mail.wsu.edu

The Guadalupe Cultural Arts Center  
and St. Mary's University  
present the second annual

### **Hijas del Quinto Sol: Studies in Latina Identity**

July 10 to 12, 1997

St. Mary's University  
Once Camino Santa Maria  
in San Antonio, Texas

For information contact:  
Guadalupe Cultural Arts Center/Lit.  
Program  
1300 Guadalupe Street  
San Antonio, Texas 78207  
(210) 271-3151 - Fax: (210) 271-3480

### GRADUATE STUDENT AWARDS

The Coordinating Council for Women in History and the Berkshire Conference on Women Historians announce the eighth annual competition for two \$500 Graduate Student Awards to assist in dissertation work. Applicants must be women graduate students in U.S. institutions, but may be in any field of history. Deadline for submission of applications is September 15, 1997. For applications, write to:

Professor Janice M. Leone  
Award Committee  
Dept. of History  
Middle Tennessee State University  
Box 23  
Murfreesboro, TN 37132

### Malcs Summer Institute

**"Solidaridad: Collaborating  
Across Identities, Communities &  
Boundaries"**

University of Colorado, Boulder  
July 30th-August 3rd, 1997

For further information contact:  
Elisa (Linda) Facio, MALCS Chair  
Chalane Lechuga,  
Conference Coordinator  
University of Colorado at Boulder  
Ketchum Hall, Room 30  
Boulder, CO 80309-0039  
Telephone (303) 492-6098  
E-mail: facio@spot.colorado.edu  
Fax: (303) 492-7799



**FREDERICK CERVANTES  
STUDENT PREMIO AWARD**

The NACCS 1997 Frederick Cervantes Student Premio award recipients were Virginia Grise for the undergraduate category and Meridith E. Abarca for the graduate category. Grise is a History major at the University of Texas, Austin. Her paper is entitled: "Dime con quien andas y yo te dire quien eres: The Case of Jovita Gonzalez." Grise's paper represents an outstanding work that combined gender and intellectual history by describing the life and work of Jovita Gonzalez during her tenure at the University of Texas, Austin. Grise's study demonstrated excellent analysis of the subject and superb writing skills.

Abarca is a graduate student in Comparative Literature at the University of California, Davis. Abarca's paper entitled, "Los chilaquiles de mi amá: The Language of Everyday Cooking," combined the ritual of cooking, language, gender, and politics. It adopts a unique and original approach by examining what transpires in a family kitchen and taking the subject of language to an analysis of gender, culture and politics. Both of these papers, with some minor revisions, should be submitted for publication in the NACCS proceedings or to a scholarly journal.

There were twenty-one papers submitted for the 1997 premio, eleven in the undergraduate category and ten in the graduate level. The committee was most impressed with the caliber of the research studies. Perhaps the Coordinating committee should consider an honorable mention category for second place as those papers also merit some recognition for research excellence.

The members of the premio committee were: Professors Sara Garcia, Counseling Psychology and Education, Jesus Martinez Saldana, Political Science, and Ramon D. Chacon, History and Ethnic Studies, Chair, from Santa Clara University. Professors Garcia and Martinez Saldana should be commended for taking the time from their busy schedules to read these papers. Since no students from Santa Clara University submitted papers, I decided to use our university faculty in organizing the premio committee to meet our deadline.

Abrazos,  
Ramon D. Chacon

## Letters to the Editor

Estimados amigos:

Ha caído en mis manos, procedente de mi amiga y miembro de NACCS Amaia Ibararán, un fotocopia de vuestra revista y gustaría muchísimo que me pudieseis enviar la información que creáis más conveniente sobre vuestra actividades.

Aunque he impartido este año el primer curso sobre Literatura Chicana que se da en la universidad del País Vasco, de la que soy profesor, debo considerarme aún como un mer aficionado en este terreno tan amplio y fecundo de la Literatura Chicana.

Por eso, cualquier tipo de información que pudierais enviarme me sería de gran utilidad. Esperando con ilusión vuestra respuesta, os envía un cariñoso saludo.

Federico Eguíluz  
Catedrático de Literatura Norteamericana  
Universidad del País Vasco  
Victoria, Gasteiz (España)

## Chicano/Latino Studies Initiative at Berkeley High School

Julia Luna from Berkeley High School in California brought a group of Chicano/a students to the NACCS National Conference at Sacramento. This was a unique group of Chicano/a student because they participated in Berkeley High School's Chicano/Latino Studies Initiative, established in 1993.

According to Ms. Luna, there will be seven Chicano/Latino studies courses offered next Fall. Among these include:

- Chicano and Latino Literature/Composition
- Introduction to Chicano/Latino History
- Contemporary Chicano History
- Chicano and Latino Theater
- Chicano and Latino Academic and Social Orientation
- Baile Folklorico
- Spanish for Native Speakers

The Berkeley Chicano/Latino Studies Initiative has expanded over the last couple of years due to a strong student need and interest. The Chicano/Latino classes are one effort being made to

- (1) Support the success rate of Chicano/Latino students, and
- (2) Provide in-depth academic courses on the History, Literature, Fine Arts and language of Chicano/Latino people to all students at Berkeley High School.

It is interesting to note that these courses fulfill high school requirements in English, History, Fine Arts and Foreign languages. Additionally, some of the courses qualify for university admissions requirements.

For more information on this high school Chicano/Latino Studies initiative contact:

Julia Luna  
Berkeley High School (510) 644-6835





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Community Caucus Chair  
Address not available.



# NACCS Conference Program Proposal Submission Guidelines

The 1998 NACCS Program Committee will follow these guidelines for the organization of the program for the 25th annual meeting in Mexico City. As you are aware, the theme of the 1998 conference was announced during our annual meeting in Sacramento, CA. The theme is, "Chicanos/as y Mexicanos/as: Dos Comunidades, Un Mismo Pueblo."

We encourage individuals to organize submissions addressing the theme and other relevant issues. We will draw from written proposals which engage issues, policy elaboration, and the development of theoretical perspectives in research relating to, or about, Chicanas and Chicanos.

All proposals must be consistent with the goals and objectives of Chicana and Chicano Studies as set forth in the preamble of the NACCS Bylaws.

All submissions require complete abstracts with contact information for each panelist. Without an abstract, we will not consider a presentation request. The abstract is limited to 250 words. To offer as many voices as possible, formal participation in the program is limited to one research exposition and one appearance as presider or discussant. If you have many ideas for presentation, select the one you most want to address in Mexico City. In organizing your proposal consider the length of time allotted in each session, which ranges between 80 to 90 minute blocks of time. Individual submissions should count on having a 15 minutes presentation.

We seek proposals which fall into the following presentation categories:

Panels: Two types of panels may be submitted: 1) A collaborative research presentation addressed by 3 or 4 members of a research team. 2) A thematic panel or paper presentations addressing common themes or otherwise complementary issues.

Individual papers: Papers must address research as completed or work in progress. In your abstract, include a clear focus of study indicating a written product to be presented. In the final program these submissions will be integrated into a panel, workshop or round table as recommended by the program committee.

Round Table: These submissions are intended for work in progress or as working sessions to develop research ideas/designs, pedagogical endeavors, or theoretical explorations. Unlike the panels, this is a session where individuals can discuss ideas and seek help with research. Unlike the first two types of submissions, no formal paper is required at the time of the conference.

Workshops: This format provides an opportunity for individuals to communicate on programs, teaching endeavors, or other relevant events. The intent of these sessions is to advance Chicana and Chicano Studies praxis. One such action may be the development of resolutions for NACCS committee work. If you wish to focus on training, this is the session for you. Training may focus on scholarly endeavors such as theory and curriculum development, other student/faculty action areas may explore policy development, pipeline (i.e. mentorship) programs, and/or NACCS organizational structure issues.

To manage the international scope of the 1998 conference, applications for presentations should be sent to Dr. Lourdes Hernández Alcalá for all Mexico submissions and Dr. Julia E. Curry Rodriguez for all other proposal (see call for papers for addresses). The deadline for proposals is October 10, 1997. We will send out acknowledgment letters in late January and instructions for requirement requests which will be sent directly to the site committee. At that time, selected presenters will be asked to review conference instructions, registration forms, and session worksheets in preparation of the preliminary program. The preliminary program will be sent to members in good standing during the month of April.

Note: All presenters are required to be or become members in order to present at the NACCS conference.







**National Association for Chicana and Chicano Studies  
XXV Annual Conference  
Mexico City  
June 24 - 27, 1998**

**“Chicanos/as y Mexicanos/as: Dos Comunidades, Un Mismo Pueblo”**

The 25<sup>th</sup> annual NACCS conference will be hosted by the México Foco. The conference sites will include three locations within historical downtown Mexico City: Museo del Templo Mayor (Instituto Nacional de Antropología e Historia); ex Colegio de San Idelfonso (Universidad Nacional Autónoma de México); and Biblioteca Nacional de Educación (Sindicato Nacional de Trabajadores de la Educación).

**For information contact:**

Dr. Juan Manuel Sandoval Palacios  
Tel: (525) 550-8043; 659-3679  
Fax: (525) 659-4837  
E-mail: [spechf@laneta.apo.org](mailto:spechf@laneta.apo.org)

**Program Coordinators:**

Dra. Lourdes Hernández Alcalá  
(México proposals only)  
Seminario Permanente de  
Estudios Chicanos de la Frontera  
Plaza del Carmen 446  
San Angeles, México 01000, D.F.

**Exhibitor Coordinator for the U.S.:**

Susana Hinojosa  
PO Box ASUC 629  
Berkeley, CA 9470  
(510) 643-9347

Kathy Blackmer Reyes

Tel: (408) 459-2593  
Fax (408) 459-8206  
E-mail: [blackmer@cats.ucsc.edu](mailto:blackmer@cats.ucsc.edu)

Dr. Julia Curry Rodriguez  
(all other proposals)  
Ethnic Studies  
506 Barrows Hall  
University of California  
Berkeley, CA 94720

**Proposal deadline: October 10, 1997**  
(see page 8 for submission specification)

Visit the New  
**NACCS Home Page**

The NACCS National Office will soon go online with its new home page on the internet. The NACCS home page includes a brief history of NACCS, available NACCS publications, upcoming conference information, the listing of the NACCS coordinating committee and other association information.

You can visit the NACCS home page at [www.naccs.ewu.edu](http://www.naccs.ewu.edu)

Surf “La Onda” de NACCS on the internet



## Book Review

Armando B. Rendon, Chicano Manifesto: The history and aspirations of the second largest minority in America (Berkeley: Ollin Books, Inc. 1996).

Reviewed by Richard Griswold del Castillo, author of The Treaty of Guadalupe Hidalgo and North to Aztlan:

This is a reprint of the original Chicano Manifesto written by Rendon in 1971 with an updated prologue. Re-reading this book readers will be immediately struck by the power and eloquence of Rendon's analysis of the Chicano condition and by how little has really changed in the past 25 years. His ability to engage a reader with his clear, concise and moving prose coupled with this encyclopedic knowledge of Chicano and Mexican history makes this book a classic that is fresh and new each time it is read.

As in all classics, this book is an intensely personal project. Readers may begin at the end and read Rendon's "Personal Manifesto", where he tells his story of awakening to Chicanismo and why he wrote this book. His pride in being a Chicano, of being rescued from assimilation and cultural oblivion is the foundation of the book.

In sixteen chapters, Rendon wrestles with difficult issues that continue to be important today: the voice of La Chicana and machismo, the problem of troubled youth in our barrios, internal divisions and the lack of leadership, the racial-cultural implications of idgenismo, racism and discrimination in the media and textbooks, the contemporary importance of the Treaty of Guadalupe Hidalgo, and Chicano Mexicano relations. In discussing these concerns, Rendon is conversant with many details and facts of Chicano/Mexicano history as well as many stories, well told, to engage the reader and make his point. We learn how the activities and politics of the major Chicano leaders of movement have made a difference in resolving some of these problems. In the 1970's, Corky Gonzalez' Denver Crusade for Justice, for example, provided free barrio schools during a teacher's strike, infusing, for the first time, the curriculum with Chicano content.

Many of the stories told about Cesar Chavez's UFW, and Reies Tijerina's Alianza are new, not to be found in Chicano history textbooks. They are evidence of the author's personal experience and observation beyond reading about these movement leaders second hand.

In 1971, near the end of the book Rendon suggested some new strategies for the Movimiento. They are as valid today as then:

- (1) Establish Chicano universities and schools.
- (2) Form coalitions with other people of color and especially with indigenous groups.
- (3) Take back the barrio economically by encouraging Chicano capitalism and cooperatives.
- (4) Form a Barrio Union bringing together all Chicano organizations, including Chicano businessmen to work for economic and political betterment of la raza.
- (5) Use the Treaty of Guadalupe Hidalgo and our contributions to the Catholic church to demand compensation and financial support for historic injustices.
- (6) Unite with Latin American revolutionists and activists.
- (7) Support and encourage Chicano arts, teatro, music, cultural centers, danza, and cine to strengthen our sense of Chicanismo.

The Chicano Manifesto should be number one on the required reading list of all students in high school and college. It contains a deep understanding of the spiritual and political meaning of the Chicano struggle, not only that of the movement of the 60's but of the present day. It is now available in paperback at a modest price and so its important messages should make a difference in the directions we take in the 1990's.

This 25th anniversary edition is available from:

Ollin Books  
P.O. Box 9164  
Berkeley, CA 94707

For an order form, <http://www.ollin.com>.

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### NACCS Publications and Price List

The NACCS National Office houses and distributes NACCS publications. We presently have three publications available for your library classroom, or personal use.

**"Community Empowerment and Chicano Scholarship."** Selected proceedings of the National Association for Chicano Studies, 1992. Edited by Mary Romero and Cordelia Candelaria. This volume includes selected proceedings from the 1989 NACCS 17th Annual Conference held in Los Angeles, CA. Copies are \$10.00.

**"Chicano Discourse."** Selected proceedings of the National Association for Chicano Studies, 1992. Edited by Tatcho Mindiola, Jr. and Emilio Zamora. This volume includes selected proceedings from the 1986 El Paso and 1987 Salt Lake City Annual Conferences. Copies are \$10.00.

**"Chicano Studies: Critical Connection Between Research and Community."** A special volume by the NACCS Political Action Committee, 1992. Edited by Teresa Cordova. Copies are \$5.00.

For your copies write to:

Eastern Washington University  
NACCS National Office  
Chicano Education Program  
MS 170, Monroe Hall 202  
Cheney, WA 99004

Phone (509) 359-2404 • Fax (509)-359-2310- E-mail: [cepnaccs@ewu.edu](mailto:cepnaccs@ewu.edu)





This essay was written by  
**Dr. Ramón Sánchez, assistant  
professor of Liberal Studies  
at the University  
of Washington**

### Pachuco As Symbol

The Pachuco has attracted many people who have produced many interpretations—all different about what he symbolizes. A myriad of excluding and contradictory symbolic interpretations have surfaced. In fact, the many contradictory images the Pachuco represents is what people point to as the problematic nature of the Pachuco, for with those images come different meanings.

Standing before an audience—as if on a stage—the Pachuco seems a phenomenon of illusion, a Proteus-like character who assumes all sorts of shapes in an attempt to escape definition. And people see in him different symbolic meanings, images that attract each individual's biases. Consequently, the Pachuco appears to be a rebel, a martyr, a devil, a coward, a revolutionary, a mercenary, a coyote (trickster figure), a rugged individualist, a lonely man, a great killer, a man-beast, a street-wise man, a misunderstood artist. But in order to understand the Pachuco's true significance, one has to discuss the moment that lifted the Pachuco from being just a mere social description of a group to the importance of a cultural being.

The Pachuco of the 1940's became a symbol that transcended the mere status of rebel. The racist environment of the period, the economic caste system, housing segregation, the marginalization of groups of U.S. citizens, the denial of citizen rights in a republic, the use of violence on these groups all came together in the Chicano conscience in a sequence of escalating violent mob actions. On June 3, 1943, in Los Angeles, sailors turned into lynch mobs and sought "Chili-eating bastards." They sought Pachucos, but in the process others fell to the mob violence.

The Los Angeles City authorities stood back, allowing the mob violence to proceed and escalate against a community, whose members were seen as being culturally inherent criminals. Then once the mob had humiliated and injured Chicanos, the police arrived to arrest the assaulted. These lynchings continued for several nights with soldiers and civilians joining

in on the bloody beatings, and in this surging rampage, the attackers widened their list of targets, of those seen as not belonging: Filipino-Americans and African-Americans.

Finally, the military authorities intervened and declared downtown Los Angeles off limits for military personnel. But no military personnel was punished, for officially they had acted in self-defense.

So with his exaggerated costume (zoot suit), his exaggerated body movements, his Chuco dialect, and his image of a macho—of a man who knows the truth because he knows life on the streets, the Pachuco became at that moment of mob action more than a youth caught in a fad. The Pachuco became something he never became conscious of: a symbol of a community under attack.

But one cannot simply say the Pachuco is the image of a real man. That sentimentalizes everything. Because the Pachuco image communicates several symbols that contradict one another and that offer different lessons, one has to examine them in relation to that bloody and critical moment in 1943.

Examining the Pachuco image, one discerns his many shapes but realizes that there are two major tendencies. It does not take long to realize that this character has its limits. One may say that the layers of symbolism and misplaced symbolism that cover the Pachuco image all reveal an alienated being who cannot go beyond the socially recognized amenities, cannot go beyond the ego, cannot revolt against a dehumanizing environment, cannot offer a path to a humane community. But he is a type of absurd symbol. The Pachuco at that horrible moment of violence, racist violence, sanctioned by the authorities that made him a symbol of more than just himself reveals him to be an absurd figure—but one that is pointing in two different directions: the warrior and the community.

First, let us discuss the Pachuco's core, the image that is so appealing, especially to the young: the warrior. There he stands, the lone macho, saying, "Nothing exists but me. I'm power. I will not play the sap." Though this man stands alone, this character needs to perform to an audience, needs a visual world filled with his spectacles. Unwitnessed acts are not conceivable in this world. Might not a grand plan is needed: acknowledgment of his existence as one with power is the goal. He declares to all, "I will my terrible freedom."

But his world is narrow and is defined by tribal feuds, part of an avoidance pattern, part of accepting the illusion that he is not

marginalized or oppressed like the rest, and part of an attempt to put things off that will deal with the real problems of the community.

The caricature of the Pachuco, which is unavoidable because of the two-dimensionality of his own persona, is one of a macho who is nihilistic. His warrior ethos is the product of anger over his own dependence, for the Pachuco persona claims to have cut himself off from family, community, and their restraints. Consequently, a major element of the power that the Pachuco character projects is that of a being who can explode into unrestrained violence at any moment, unhampered by community customs, loyalties, values, and moral limits; without second thoughts, he breaks family and social fetters, but not in the spirit of a Promethean endeavor, for he is the only rule, the only beneficiary. He walks or rather rides around as an atomized being—no one can touch him. He is an urban "cowboy" with his car, rejecting reason and employing violence.

One may ask how does the Pachuco justify these elements of this warrior persona? His reply is "I am art." The Pachuco dons a mask of a creator of illusions. Sarte states, "[A]esthetic joy accompanies the positional consciousness that the world is a value, that is, a task proposed to human freedom." The Pachuco says, "I am life-art," claiming to be the creator, mining repeatedly the reality he is: the assumption being that he is an inexhaustible source. But within the rhetorical world created by the Pachuco, his statements are of power not depth, which speak not of the great creator, but of a desperate man, who atomizes himself—declaring himself the goal, for that is how his existence is acknowledged in this world. All that is left in this world are illusions of power, a power that supposedly made him free. But at the core of the Pachuco was the threat of uncontrolled violence which revealed a desperate man trying to cease being the oppressed and become the oppressor.

But in 1943, the absurd Pachuco character transcended that warrior image. For a moment, he ceased to be the lone individual; he became a symbol of the Chicano community. He became an absurd work of art, for he was beaten to a bloody pulp. Defaced, his clothes torn off, made fun of, he became a flesh-and-blood truth: we are living in an inhumane universe.

*(Continue on page 13)*





The following is a tentative income and expenses report for the 1997 Conference. There are still some monies not accounted for. We had roughly 900 conference registrants. The final budgetary and attendance report will appear in the next newsletter.

I wish to extend my gratitude to Dr. Cirenio Rodriguez, at CSU, Sacramento who followed through with extraordinary fund raising endures.

**Income (collected)**

CSU, Sacramento	10,000.00
CSU, San Francisco	1,000.00
CSU, Hayward	1,000.00
CSU, Monterey Bay	1,000.00
CSU, Fresno	1,000.00
UC Davis	2,000.00
Yuba College	1,000.00
CSUS Regional & Continuing Ed.	4,000.00
CSUS Equity & Retention Office	1,110.91
Interest from Trust Fund*	<u>171.69</u>
<b>Total Income</b>	<b>\$22,282.60</b>

**Expenses**

Indirect Cost to Trust Fund*	350.00
Student Assistant	2,000.00
Accountant	1,400.00
Office Supplies, Misc.	3,576.74
Awards	597.73
Social Culture Events	2,200.00
Rental PA System	91.59
T-Shirts/Posters	6,783.21
Printing Program (RCE)	4,000.00
Printing Program Folder (E&R)	<u>1,110.91</u>
<b>Total Expenses</b>	<b>\$22,110.18</b>

**Sales Revenue**

Registrations	22,255.00
<b>Donations</b>	
Student fund	187.00
Child Care	135.00
Baile	5,067.00
Display Tables	3,000.00
T-shirts	N/A
Posters	N/A
Dividend Income	<u>92.71</u>
<b>Total Sales Revenue</b>	<b>\$30,736.71</b>

**Expenses**

Artist	1,000.00
Art Supplies/Print	469.74
<b>Baile</b>	
Band	2,900.00
DJ	400.00
Sound System	50.00
<b>Capital March</b>	
Buses	846.45
Permit	40.00
Banners	713.77
Copies	162.94
<b>Hotel</b>	
AV Equipment	6,302.20
Room/misc.	3,796.06
Food	2,180.85
Student Food Coupons	309.00
Student Assistant	1,000.00
Office Supplies	25.76
Postage/Delivery	45.00
Misc.	<u>27.21</u>
<b>Total Expenses</b>	<b>\$20,268.98</b>

Totals \$53,019.31  
=====

\$42,379.16  
=====

Total Income \$53,019.31  
Total Expenses \$42,379.16  
Total Profit \$10,640.15





The days of terror changed the image of the Pachuco into one who demanded we not die for falsehoods—that we must not become the ultimate act of sterility to be sacrificed to an illusion of acceptance.

Acceptance was not what the mob actions were about. They were acts of government sanctioned terror. The artistic moment of the Pachuco is one he never conceived and it was that moment of pain and anguish that demanded that people create in order to have a chance at shaping their future.

The Pachuco is not simply a symbol of a victim at that historical moment. He is a significant symbol of a moment of crisis in the Chicano cross-cultural experience; he is a symbol of a community in pain and the possibility of overcoming a dehumanizing condition by acknowledging the truth of the situation.

At that moment in history, the old Pachuco denial of community, of historical context, of responsibilities are blown away by state supported racist violence. In the midst of a World War, which revealed a whole world falling apart, the dark violence presented to Chicanos an entire social structure that seemed to be coming apart at the seams. The siege on the Chicano community tightened drastically; the ideals of the republic were betrayed once more by the authorities; and the gulf between groups in the United States widened. But what remains crystallized dramatically in 1943 is the sense of the Chicano community under attack. After all, who were those “chili-eating bastards” but all the members of the Chicano community.

The mob violence tore apart the Pachuco illusion of the lone warrior and made the bloody Pachuco—the part—represent the whole Chicano community. Ironically, the unrestrained violence of the mob destroys his image of an isolated individual. For that moment in history, the Pachuco transcends the illusion of an atomized, free, creative individual with no ties to anyone or to a community. Ironically, at that historical moment, the mob action makes it clear that an individual can resist evil but only a community can give justice.

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### NEWS FROM NACCS SACRAMENTO CONFERENCE

At the recent NACCS Conference in Sacramento, CA, our Northwest Foco Region held a meeting which included elections for key positions. The following individuals were elected:

- Secretary/Treasurer  
Victoria Salinas (WSU)  
e-mail address: vsalinas@ewu.edu
- Student Caucus Reps.  
Martha Martinez (EWU)  
e-mail address: mmartinez@ewu.edu
- Ernesto Montes de Oca Ricks (SFCC)  
e-mail address: emontesdo@juno.com
- Joto Caucus Rep.  
None elected
- Lesbian Caucus Rep.  
None elected
- Chicana Caucus Rep.  
Doris Contreras (WSU)  
e-mail address: dorisc@wsunix.wsu.edu
- COMPAS Rep.  
To be elected by PAC Committee

In addition, the NACCS Student Caucus in Sacramento also elected two new National Student Representatives. They are:

- Marianne Bueno (Central and South Texas Foco)  
e-mail address: mbueno@lonestar.utsa.edu
- Daniel Santillano (Northern California Foco)  
e-mail address: danielids@uclink2.berkeley.edu

Our congratulations to Dr. Gilbert Garcia, who was elected to serve on the NACCS Editorial Committee for the 1997 proceedings. Estela Radovancev's term as Chair of the Northwest Foco will continue through 1998.

The Northwest Foco also indicated its interest to the National Coordinating Committee to hold the NACCS Conference in the Northwest region in the year 2000, possibly in Portland. This item will be considered by the Coordinating Committee, and we will report on their decision.



## 1997 NACCS Sholars



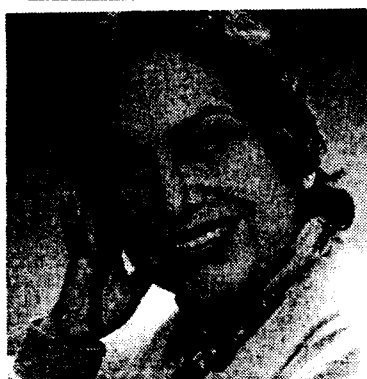
Tey Diana Rebolledo is Professor of Spanish in the Department of Spanish and Portuguese at the University of New Mexico. She teaches Chicana Literature, Contemporary Latin American Poetry and Latin American Writers. Dr. Rebolledo is the author of Women Singing in the Snow: A Cultural Analysis of Chicana Literature, editor of Nuestras Mujeres: Hispanas of New Mexico: Their Images and Their Lives, 1582-1992, co-editor of Infinite Divisions: An Anthology of Chicana Literature and Las Mujeres Hablan. She is the author of articles and book chapters on Chicana literature and Latin American women writers. She serves on many editorial boards, and as juror for literary awards and prizes. She has given numerous lectures in the United States and Mexico and recently lectured on Chicana literature in Finland. Dr. Rebolledo is the recipient of a grant from the Rockefeller Foundation, The National Endowment for the Humanities, The New Mexico Quincentennial Commission, and The Fulbright Commission. She has been named a Faculty Scholar, a New Mexico Eminent Scholar and received the Distinguished Alumni Award from the University of Arizona. Dr. Rebolledo has participated in NACCS for many years: she

served as Chair of the Coordinating Committee in 1990-1991 and as Conference Coordinator in 1990. She lives in Albuquerque with her husband, Dr. Michael Passi and has a daughter Tey Marianna Nunn who is completing her Ph.D. at the University of New Mexico in Art History. Dr. Rebolledo is currently working on a project of Hispana struggles for representation in the early literature of the Southwest, and she makes a mean tamal.



Jorge A. Huerta is a Professor of Theatre in the Department of Theatre and Dance at the University of California, San Diego where he holds the Chancellor's Associates Endowed Chair III. He serves on the editorial boards of several journals and has published numerous articles on Chicano Theatre in several books as well as in journals such as *Aztlán*, the *Drama Review*, *Latin American Theatre Review*, *Gestor*, *America Review*, *Theatre Forum*, *Theatre Quarterly*, and *Educational Theatre Journal*. He has also published the book, Chicano Theater: Themes and Forms and edited three anthologies of *Esperanza* in 1971 and has directed in many regional theatres, including La Compañía de Teatro Mascara Magica in San Diego and the Puerto Rican Traveling Theatre in New York. Most recently he directed "Deporting the Divas", for Teatro de la Esperanza and Theatre Rhinoceros, in San Francisco. Dr. Huerta has served on panels for the California Arts Council, National Endowment for the Arts, Corporation for Public Broadcasting, and the National Research Council and has lectured widely in the U.S., Latin America and Western Europe. In recognition of his contributions to American theatre, Dr. Huerta was inducted into the College of Fellows of the American Theatre at the Kennedy Center in 1995. He is currently working on a new book, analyzing the continuing

evolution of Chicano theatre since *Zoot Suit*. Dr. Huerta has been married to his wife, Ginger DeMirjian Huerta, for thirty-one years and they have two sons, Gregory DeMirjian Huerta and Ronald DeMirjian Huerta, both graduate film students at UCLA.



Yolanda M. López was born in San Diego, California, and was raised in Logan Heights. Her grandparents fled Mexico to the United States in 1918. Her mother supported her family by working at an industrial sewing machine for 30 years. López moved to the Bay Area two days after her high school graduation, and in 1968 became part of the San Francisco State University Third World Strike. She worked as a community artist in the Mission District with a group called Los Siete de la Raza. Since that point, she has viewed her work as an artists as a tool for political and social change and sees herself as an artistic provocateur. Yolanda López received her MFA in Visual Arts from the University of California San Diego. As a visual artist, Yolanda López is best known for her seminal piece *The Portrait of the Artist as the Virgin of Guadalupe* an investigation of the Virgin of Guadalupe as a powerful female icon. Classically trained as a painter and drawer, her work in the last ten years has expanded into installation, video and slide presentations. Her video *When you Think of Mexico: Images of Mexicans in the*

*Media* has toured internationally and is collected in university libraries nationally. Her multimedia series *Cactus Hearts/Barbed Wire Dreams* has comprised numerous installations including *Things I Never Told my Son About Being a Mexican*, an installation that explores identity, assimilation, and cultural change which was part of the major traveling exhibition *La Frontera/The Border: Art About the Mexico/United States Border Experience*. Her current project *Women's Work is Never Done*, includes a series of prints, as well as the installation *The Nanny*, which explores the invisibility of immigrant women as domestic workers; the installation was showcased in the San Jose Institute of Contemporary Art's exhibition *Mirror, Mirror... Gender Roles and the Historical Significance of Beauty*. All of López's work reflects her on-going inquiry into the importance of visual images as modes of portrayal, access to information, and the development of consciousness and consensus. Yolanda López lives in San Francisco with her 16 year old son.





Dr. Eugene García is Dean of the Graduate School of Education and Professor of Education at the University of California, Berkeley. He received his B.A. from the University of Utah in Psychology and his Ph.D. in Human Development from the University of Kansas. He has served as a Post-Doctoral Fellow in Human Development at Harvard University and as a National Research Council Fellow. He has been a recipient of a National Kellogg Leadership Fellowship and received numerous academic and public honors. He served as a faculty member at the University of Utah, the University of California, Santa Barbara, Arizona State University and the University of California, Santa Cruz before joining the faculty at the University of California, Berkeley. He has served previously as a national research center director, an academic department chair and college dean. Dr. García is involved in various community activities and has served as an elected member of an urban school board. He has published extensively in the area of language teaching and bilingual development, authoring and/or co-authoring over 150 articles and book chapters along with 8 book length volumes. He holds leadership positions in professional organizations and continues to serve in an editorial capacity for psychological, linguistic and educational journals and serves

regularly as a proposal panel reviewer for federal, state and foundation agencies. He served as a Senior Officer and Director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education from 1993-1995 and he is conducting research in the areas of effective schooling for linguistically and culturally diverse student populations.



Dr. María Luisa Alaniz is Associate Professor of the Department of Social Science at the California State University at San Jose and a Senior Research Scientist/Co-Principal Investigator of the "U.S. Mexicans and Alcohol Tri-Community Study," hosted at the Prevention Research Center in Berkeley, California. She received her B.A. from San Jose State University in Social Work and Psychology and her Ph.D. in Sociology of Education from Stanford University. She was born in Stockton, California and raised by her migrant farm worker mother. She and her two sisters were encouraged to succeed in education. She served as director for the Inter-University Program for Latino Research with the Stanford Center for Chicano Research. She has been a regular presenter for NACCS since 1990 on various issues of alcohol in the community. She has been the recipient of awards and research grants from the National Institutes of Health, National Research Service, the National Institute on Alcohol Abuse and Alcoholism, and the Ford Foundation/Inter-University Program for Latino Research. She has an established publication record contributing to the field of alcohol use and alcohol industry targeting minority communities. Some of her publications are found in: *Social Studies Review* (1990), *International Journal of the Addictions* (1994 and

1996), *Hispanic Journal of Behavioral Sciences*, (1995). She serves as an Advisory Committee member in the City of Oakland addressing issues of approved ordinances on alcohol outlets. In the city of San Jose, she is an appointed member of the Human Rights commission.





# PROFESSIONAL OPPORTUNITIES

## EASTERN WASHINGTON UNIVERSITY

The College of Education and Human Development is pleased to announce openings for tenure-track faculty in school psychology, reading/bilingual education, reading, educational administration, sports medicine/health education and for a visiting faculty in physical education. All positions require excellence in teaching and advising students, the ability to use technology to support learning, a substantive scholarly agenda, engagement with schools and/or community agencies, participation in developing grants, and service to the university and profession. We are looking for competent, energetic and collegial faculty to help shape the future of the college and the university.

Eastern Washington University, with an enrollment of approximately 8,000 students, is located in Cheney and Spokane, Washington, the heart of the Inland Northwest, with excellent skiing, hiking, restaurants, theater, shopping, a choice of living in a small city or a small town, and high quality schools and housing. Salaries and benefits are competitive. Review of applications will begin immediately and continue until positions are filled.

### Position in Applied Psychology

#### 1. Assistant Professor, (School Psychology)

A tenure track appointment in School Psychology beginning September, 1997. The School Psychology program is an inter-departmental program involving the Departments of Psychology and Applied Psychology. Responsibilities: teach graduate courses in the areas of assessment, childhood psychopathology, mental retardation, consultation, professional school psychology, and supervise assessment practica and graduate theses. Other teaching assignments may include graduate and undergraduate courses in educational psychology, special education and human development. Qualifications: a doctoral degree with specialization in school psychology, certification or eligibility for certification in the practice of school psychology in the state of Washington, and two years experience as a school psychologist in a school setting.

Submit letter of application, current vita and the names of three professional references to:

Dr. Armin Arndt, Chair  
Eastern Washington University  
Department of Applied Psychology  
526 5th Street, MS-92  
Cheney, WA 99004-2431

### Positions in Education

The Department of Education has a long tradition of preparing outstanding teachers and school administrators. Teacher education is central to the mission of the university and the department is involved in state educational reform initiatives. Candidates for these four tenure-track positions must have an understanding of performance-based education, curriculum-based educational assessment, and current issues in K-12 education and must be committed to active involvement in developing partnerships with public schools. All positions will begin September, 1997.

#### 2. & 3. Assistant Professor, (Reading/Bilingual Education)

Responsibilities: teaching graduate and undergraduate reading/bilingual courses, developing a program to prepare bilingual teachers, conducting field-based instruction in areas of expertise for both pre- and in-service teachers, and assisting in the development of partnerships with K-12 schools. Qualifications include a doctorate in education with preparation in reading and bilingual education, three or more years of K-12 experience and fluency in Spanish. College teaching experience preferred. Consideration will be given to persons who have experience and preparation in bilingual education and areas of expertise other than reading.

#### 4. Assistant Professor, (Reading)

Responsibilities: teaching graduate and undergraduate literacy courses, directing the literacy master's program, and teaching field based courses. Requirements include a doctorate in education with an emphasis in literacy, three or more years of K-12 experience and college teaching experience.

#### 5. Assistant Professor, (Educational Administration)

Responsibilities: developing and coordinating an outstanding educational administration program, teaching educational administration courses, teaching undergraduate education courses, coordinating and supervising field experiences, and advising students. Requirements: a doctorate in education with an emphasis in educational administration, three or more years experience in K-12 teaching and administration, and college teaching experience.

(Continue on next page)







Eastern Washington University  
(Continued from page 16)

To apply for positions 2, 3, 4 or 5, submit a cover letter (which references the position number(s) and includes a personal statement of educational philosophy and information about qualifications for the position), vita, evidence of classroom effectiveness, and names of three professional references to:

Dr. Arne Sippola  
Chair of Search Committee,  
Eastern Washington University  
Department of Education  
526 5th Street MS-90,  
Cheney, WA 99004-2431

**Positions in Physical Education, Health and Recreation**

**6. Assistant Professor, (Sports Medicine/Health Education)**

A tenure track academic appointment in Sports Medicine/Health Education beginning September, 1997. Responsibilities: teaching graduate and undergraduate courses in sports medicine/athletic training and health education/wellness promotion, advising students, and participating in outreach to the community. Qualifications: Doctorate in sports medicine/athletic training or health education/wellness promotion; NATA certification (CHES certification preferred); evidence of successful teaching and advising; computer proficiency and a wellness lifestyle that reflects the philosophy of the department.

Submit a letter of application, vita, proof of NATA certification, and names of three professional references to:

Dr. Robert Barr  
Search Committee Chair  
Department of Physical Education, Health and Recreation,  
Eastern Washington University  
526 5th Street MS-66  
Cheney, WA 99004-2431  
EMAIL: [bbarr@ewu.edu](mailto:bbarr@ewu.edu)

**7. Visiting Assistant Professor, (Physical Education)**

A special faculty academic appointment in Physical Education from September, 1997 through June, 1998. Responsibilities: teaching graduate courses in research methods, measurement and evaluation, psycho-social foundations of physical education; advising graduate students working on theses; teaching undergraduate courses in physical education, contributing expertise in education technology to department initiatives. Qualifications: Doctorate or ABD in physical education or related field with experience teaching in a college or university setting; computer proficiency and a wellness lifestyle that reflects the philosophy of the department.

Submit a letter of application, vita, transcripts, and names of three professional references to:

Dr. Scott Melville  
Search Committee Chair  
Department of Physical Education, Health and Recreation  
Eastern Washington University  
526 5th Street, MS-66  
Cheney, WA 99004-2431

The successful candidates for all positions will be required to show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws.

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

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NACCS 1996  
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Individuals who presented papers at the NACCS 1996 Chicago conference are encouraged to submit their work for consideration for inclusion in the 1996 NACCS conference proceedings.

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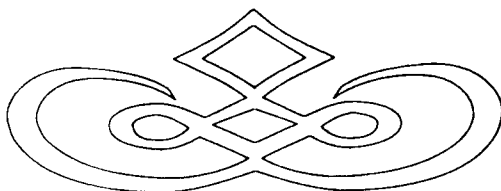
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# NACCS



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