Qvo Newsletter
The Chicano Education Program
Eastern Washington University

Fall Quarter
2009
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In Mesoamerican ancient times, the world is covered in darkness.
   There is no light.
   The world is cold.
   The mortal inhabitants are blind.

The gods in the sky meet at Teotihuacan.
   Coatlicue, the creator of the universe, calls to the gods.
   Who will light my day?
   Who will light my night?

Tonatiuh answers,
   I shall light the day.
   I shall illuminate the day for the blind.
   I shall be the source of ultimate power for the inhabitants.

Fine, you shall be the sun who lights the day of my world,
   but who will light the other?
   Who will light my night?

Coyolxauhqui answers,
   I shall light the night.
   I shall illuminate the night for the blind.
   I shall be the source of passion,
   understanding,
   and creativity for the inhabitants.

Fine, you shall be the moon who lights the night of my world,
   and together you shall bring balance to the inhabitants of my world.

   Coyolxauhqui, during the day your body shall reflect the powers of Tonatiuh.
   Tonatiuh, during the night your body shall reflect the powers of Coyolxauhqui.

However if the inhabitants become unbalance then
   Coyolxauhqui and Tonatiuh,
   your bodies will become one to remind the inhabitants
   what it was like to live in total darkness.
Thus, inhabitants of Eastern Washington University are we balanced? Inhabitants is our world in concurrence with the natural order of the universe? Inhabitants I ask, do we breach Coatlicue’s creative womb to bring darkness to this world, or are we born to make a difference?

I often lock myself in my ivory tower on the second floor of Monroe hall, watching the world pass. I sit in my comfortable chair. I type on my MacBook computer. I text on my cellular device. And I forget. I forget in spaces twenty miles away, women are bought, sold, and smuggled into this area from Canada. I forget their pain as they are battered and brutally violated in exchange for currency. I forget in border states, hundreds of women, men, and children cross dangerous terrain in hopes of finding the dramatization of the American Dream. I forget about the hundreds of migrating children held in detention centers throughout the United States. I forget those whose human rights are violated. I forget those whose injustices go unheard. My tongue is heavy, and I became silent.

Above all, I forget who I am; where I came from; and where I am going. I became unbalanced. Coyolxauhqui and Tonatiuh’s bodies aligned and darkness fell. However, the darkness did not stay long. Slowly, the Chicano Studies courses, faculty, staff, mentors, friends, and family taught me to see, to become balance. Now, la luna y el sol are slowly reuniting. La luna y el sol for me are powerful symbols of the Chicano/a people, Chicano/a ideologies, injustices, and motivation to bring balance to our communities, societies, and world by working juntos—women and men, race and races, poor and rich. La luna y el sol lighting the way for those who choose to make a difference.
Message from the Qvo Editor

As the new Qvo editor, I have undertaken a position of reporting the Chicano Education Program (CEP) and College Migrant Assistance Program’s (CAMP) quarterly events, while providing insightful articles that relate to the Chicano/a experience. This is a wonderful experience because I am unconditionally committed and passionate about the work that the Qvo staff does. Our goal for this quarter’s newsletter is to enhance the understanding of the Chicano/a or Latino/a experience at Eastern Washington University by reporting the events of CEP and CAMP, publishing student literature and art, and making students voices heard.

The Qvo staff and I encourage and invite you to work juntos for a better tomorrow for our staff, faculty, students, families, children, and communities. We want to represent the many voices of Eastern Washington University; therefore, we encourage your input suggestions and welcome your emails.

I reserve the right to edit the material for length, grammar, and content.
CARLOS MUNOZ, EDITOR

Hello everyone. My name is Carlos Munoz. I am a super senior this year and plan on graduating in the spring. I am majoring in English and minoring in Chicano Studies and Visual Communication Design. In addition, I am a McNair scholar and plan on attending graduate school. I want to earn a Ph.d in American Studies, Cultural Studies, or English. This academic year, I am excited to be the Qvo editor because I want to help students become aware of the issues affecting our people while reporting the events of the Chicano Education Program and College Migrant Assistance Program.

LILIANA GODINEZ, ASSISTANT EDITOR

Hello everyone. My name is Liliana Godinez. I am a second year graduate student in the Social Work Program at Eastern Washington University. This academic year, I am very excited to be part of the Chicano Education Program Qvo team. A priority for this academic year is to maintain Chicano students and alumni well informed about what is happening among the Chicano/a and Latino/a population at EWU. I will like to educate Chicano/a and Latino/a students about issues currently affecting them, such as the Dream Act. Most importantly, I believe it is important to give firsthand accounts of students’ experiences at EWU in hopes of encouraging other Chicano/a and Latino/a students to obtain an education. Lastly, I will like to make students aware of resources available for them on campus, such as scholarships, clubs and organizations, and leadership opportunities. Personally, I am very excited to gain knowledge and skills, but more than anything looking forward to the experience I will have as a team member of the Qvo staff.

JACKIE GOMEZ, ASSISTANT EDITOR

Hello my name is Jackielyn Gomez but many call me Jackie. I am a first year student here at EWU and plan to major in Nursing. I decided to attend Eastern Washington University because it was close to home, and I loved the campus. I am currently working as an assistant to the editor of the Qvo newsletter.
FALL QUARTER 2009

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JUDITH CHAPAR—MSW Practicum Student/Office Assistant
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ALEXANDRA PEREZ—Event Coordinator/Mentor Mentee

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CONSTANTINO MONTEZ—Math
JORDAN FORSYTH—Math
BRIAN MWESIGWA—Math, Chemistry, Biology
LUIS QUINTERO—Government, English
CHARLIE VALDEZ—Math, Chemistry
Are You?

A Chicano/a Latino/a Student? 
Looking for Scholarships?

Planning on attending Eastern Washington University?

Apply Today
Chicano Education Program
Scholarships

Information may be viewed and downloaded from this website

www.ewu.edu/x16144.xml

Deadline
Friday, March 12, 2010
No later than 5 PM

Mail Completed Packets To:
Eastern Washington University
CEP Scholarships
526 5th Street, 203 Monroe Hall
Cheney, WA 99004
For more information, please contact:

Jennifer Nuñez,
CEP Coordinator/Recruiter
509.359.2230
jnunez@mail.ewu.edu
In a recent interview with Lance Walker, a former teaching assistant of Ruben Trejo and current “Head Martian” of the EWU MARS Lab, he recalls personal memories of Trejo for the Qvo newsletter.

Without hesitation, Lance describes Ruben as “the most prolific artist” at Eastern. Nevertheless, Ruben was more than that because he was a great professor and someone who was not afraid to “stick his neck out” for the good of minorities at Eastern Washington University.

Ruben Trejo, son of a railroad worker, was born in a railroad cart in St. Paul Minnesota. He received his education from the University of Minnesota and joined Eastern Washington University in 1973. His work was highly influenced by his Mexican-American background. There is no doubt that he became the voice Chicano students and minority staff needed at that time.

Lance remembers him as a “kind soul,” who was “angry” but never “mean spirited” when dealing with University inconsistencies involving Chicanos at the University. Some of his contributions to Chicanos and minorities population at Eastern include negotiating equal pay for minority staff and the establishment of the Chicano Education Program. Furthermore, Ruben demonstrated...
his passion of helping Chicano artists by developing The Ruben Trejo Memorial Scholarship on September 2007. Since the program’s establishment, Eastern has developed great Mexican-American artists like artist David D. Gonzalez.

“Ruben enjoyed being an artist more than teaching. Teaching was probably a place where he could do his art,” believes Lance. However, it did not change the fact that the students “loved him.” He gave great lectures and could talk art at any level. He sincerely cared about the students. “He had students come into his office all the time. Not just to talk about art but to talk about their life or how their school is going.” Ruben was never about the grade, it was always about the doing of art.

Although he worked with different mediums, his one true love was sculpting. “When I first started he was really into wood…and he was really into chili peppers,” states Lance. “The chili pepper was Ruben’s signature.” Later he worked with metal but he mainly used items that were found. He was always at work. After finishing one project he would move on to another. “He was always on the go, go, go.”

Ruben was a dreamer. “He would talk about going to San Francisco and getting a gallery to display his work” recalls Lance. However, it was more about the doing of art than displaying the art. He kept tons of pieces stuffed in his studio with the goal of one day presenting his work in different galleries. Today, some of his work can be found in famous museums such as the Smithsonian American Art Museum, the National Hispanic Cultural Center, and the National Museum of Mexican Art in Chicago. A local museum, The MAC, located in Spokane is planning a Trejo exhibition from May 1 through November 15 in 2010.

Ruben’s work reflects his background in many ways. His work talks about the Chicano struggle. The art makes a reference to his religion and a statement to equality and rights. The chili pepper is synonymous of Mexican men’s folly; a purposely stereotypical method of making a statement. He was an artist who admired the great Mexican-American activist Cesar Chavez. “We had conversations about Chavez… farm workers in central Washington and migrant workers” states Lance. Lance remembers once making a cross out of a shovel. “It was one of those instances where people connected. We were going ‘dang that’s good.’ It told a story, especially from Ruben’s point of view. We were talking Christianity and the lack of working men’s benefits.” That simple piece of art blew him away. At one point they traded works of art. “I gave him one of mine, and I never got one of his” he laughs. “If I could have kept a work of his it would be that one.”

For those who didn’t know Ruben, “he was a gentle soul with a good sense of humor. He never made you feel uncomfortable and took an interest in you.” Although he could “style,” especially when talking to other important artists, the fondest memory Lance has of Ruben is always seeing him in his overalls, shirt buttoned up to the top, his long sleeves, his welding hat, and goggles. He always prepared to create art that “depicts a story and changes people’s perspectives.”

Ruben Trejo, more than an artist, a renowned artist whose contribution can be attributed to the success of Chicano/a students at Eastern.
Welcome Back BBQ

CEP’s Welcome Back BBQ

by Carlos Munoz

It is the start of a wonderful new quarter. There are new eager faces in the Chicano/a Education program’s hallways. The Chicano/a offices are filled with new members. The brisk of winter is upon us. The start of a new year is approaching quickly. It is an exciting time for Chicano/a Education (CEP) and College Migrant Assistance Program (CAMP) at Eastern Washington University (EWU). The Chicano Education Program held its annual welcome barbecue on September 30th of 2009. This year’s barbecue took place in the MPR on Eastern’s campus where hundreds of Chicano/as and Latino/as, new students, returning students, graduate students, alumni, faculty, and staff gathered to celebrate the new school year.

To begin the celebration, Interim Director Sally Burge welcomed everyone who attended the barbecue and introduced Interim Dean of Eastern’s School of Social Work and Human Services Dr. Jim Perez. Dr. Perez gave a warm welcome to all the new students and encouraged them to continue their quest for higher education. In addition, Dr. Perez honored the Chicano art professor of Eastern Washington University Ruben Trejo. After being introduced by Dr. Perez, Dr. Jerry Garcia, the new director of the Chicano Education Program, gave his warm welcome and introduced himself to all the people present at the celebration. Dr. Jerry Garcia expressed his excitement to return to the area where he grew up, and shared touching memories of professor Ruben Trejo. Following Dr. Jerry Garcia welcoming he introduced Dr. Martin Meraz Garcia, the new Chicano Education Program associate professor. Dr. Martin Garcia welcome everyone who attended and shared his excitement of joining the Chicano Education Program.

After introducing the new director and faculty, the CEP and CAMP staff members introduced work-study students. Then CEP and CAMP staff members introduced EWU’s Chicano/a and Latino/a student organizations:

- MECHA
- RAICES
- KDCHI
- OeMeTe
- ILLTA
- SLB
- BELLAS
- SLG
- ODPHI
- Mentor Mentee
- S.T.A.R. Mentoring Program

Next, Juan Vasequez introduced the current CAMP students (see page 13 for CAMP students). Following introduction of CAMP students, Jennifer Nunez introduced the scholarship recipients, the Aguilas Scholars (see page 14 for scholars).

Overall, the barbecue was a huge success because never in my five years at Eastern have I ever seen such a large turn out of Chicano/a and Latino/a students, staff, and faculty. The sight was simply breathtaking because the Chicano Education Program at Eastern Washington University is living proof that we can make a difference in this community, society, and world. And nothing beats a home cooked Mexican dish. A great way to start the academic year, Chicano style.
## Welcome Back BBQ

**College Migrant Assistance Program**
**Eastern Washington University**

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## Camp Cohort

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Welcoming the new Director

By Carlos Munoz

Dr. Jerry Garcia

Professor Garcia was selected as the new Director for the Chicano Education and College Assistance Migrant Programs and begins his new position on January 4, 2010.

Dr. Garcia finished his PhD in History at Washington State University in 1999. His dissertation examined Japanese immigration to Mexico from 1897-1940. After finishing his PhD, Professor Garcia accepted a position with the History Department and Latino Studies Program at Iowa State University. Professor Garcia worked at Iowa State University from 1999-2004. In fall 2004 Dr. Garcia accepted a visiting position with the History Department at Michigan State University, which turned into a tenure stream position in 2007 that included a dual position with the Chicano/Latino Studies Program. After five fruitful years at Michigan State University, Dr. Garcia returned to the Pacific Northwest and to Eastern Washington University, where his education all began.

According to Dr. Garcia, he is honored and humbled as the new Director of the Chicano Education Program and the College Assistance Migrant Program at EWU. He is aware of the lasting legacy left by his mentors, friends, and colleagues Dr. Carlos Maldonado and Gilberto Garcia and the wonderful staff at CEP and CAMP. He looks forward to his new environment and to adding his own imprint onto the programs. Dr. Garcia’s vision includes expanding the faculty lines to three within the next 2-3 years. According to Dr. Garcia, the Chicano Education Program has had only two faculty positions since its creation in 1977. Dr. Garcia would also like to see the Chicano Education Program expand into other areas of the state, especially where there are high concentrations of Chicanos and Latinos. Dr. Garcia indicates that as the flag ship program in Chicano Studies in the state of Washington we need to play a strong role in our communities. High on Dr. Garcia’s agenda is expanding the Chicano Studies curriculum at EWU that will include courses on Chicanas and Latinas, border issues, immigration, and Chicano and Latino Art. Dr. Garcia also states the importance to the Program migrant students are. Through the CAMP grant the recruitment of this population remains a high priority with the hopes of expanding the number of recruits. Finally Professor Garcia indicates the Chicano Education program and its minor in Chicano Studies is open to everyone regardless of their background.

Dr. Garcia comes to us with a strong teaching and research background. Dr. Garcia has taught Chicano, Latin American, Mexican, and Latino history. He also specializes in immigrant communities and has taught a number of courses on immigration. Professor Garcia also enjoys teaching a class on Chicano and Latino Popular Culture, which he teaches online using a variety of mediums and topics. Professor Garcia’s forthcoming publications include: Mexicans in Greater Aztlan: From the Pacific Northwest to the New South (University of North Texas Press), Japanese Immigration and Mexican State Formation (2011), and Dying on the Home Front: Bracero Deaths, 1943-1945. Professor Garcia’s publications include: Mexicans in North Central Washington (2007), Memory, Community, and Activism: Mexican Immigration and Mexican State Formation (2011), and Dying on the Home Front: Bracero Deaths, 1943-1945. Professor Garcia’s publications include: Mexicans in North Central Washington (2007), Memory, Community, and Activism: Mexican Immigration and Labor in the Pacific Northwest (2005), The Measure of a Cock: Mexican Cockfighting, Culture, and Masculinity (2004), The National Presence of Mexicanos in the United States (2002). Dr. Garcia also has a number of other articles published in books.
Dr. Martin Garcia

Welcoming the new Assistant Professor

By Carlos Munoz

Dr. Martin Garcia received his PhD from Washington State University in Political Science in 2007, his M.A. from Washington State University in Criminal Justice in 2003, and his B.A. from Eastern Washington University in Government in 1999. As the new assistant professor for the Chicano Education Program, Dr. Garcia believes that a primary goal of the program is to increase the number of students into the Chicano Studies minor. Likewise, he wishes to continue to develop a Chicano Studies major.

“Our students would benefit tremendously because it is valuable knowledge that they will use in their respected careers. It does not matter what career that may be. I think we live in a diverse cultural society. I think the more the knowledge the students can acquire about the diversity of our society the better they will be prepared to face the real world. I believe the Chicano minor will enhance and enrich the educational experience and prepare them for whatever career.”

Likewise, Dr. Garcia wishes to increase the visibility of the Chicano Education Program. “I want to see our program advertised on every single media outlet. I want the world to know that there is Chicano Studies program at EWU. I want the very near future to have a Chicano studies major. I want a large amount of students to be attracted. I want the program to grow in faculty, staff, and students.”

Dr. Garcia is currently teaching Chicana/o Latino Politics and Chicano History and Chicano Culture. Likewise during the academic year, he will teach Chicana/o Latino Immigration and Chicana/o Latino in U.S. Media. Additionally, Dr. Garcia has taught classes in American Government, International Relations, Comparative Politics, Research Methods, Chicana/Chicano/Latino Politics, and Political Psychology.

Moreover, Dr. Garcia various scholarly works under peer review:

- Cooperation Among the Nicaraguan Sandinista Factions. Dynamics of Asymmetric Conflict.

Overall, Dr. Garcia is an active teacher, scholar, mentor, and community leader and the Chicano Education Program, faculty, and staff at EWU welcome its new Assistant Professor Dr. Martin Garcia.
INVESTING IN OUR STUDENTS

BY JENNIFER NUNEZ

Chicano Education Program (CEP) may have been affected by the budget cuts, but we made sure to make it of upmost priority to continue to invest in today’s leaders.

Unlike previous years, the Chicano Education Program capitalized on the opportunity of having representation at two different in state conferences. Both the United States Hispanic Institute (USHLI) and the Association of Latino Professionals in Finance and Accounting (ALPFA) provided our CEP students with the essential tools and resources. All required in order to be an active student in our campus and community.

The USHLI’s regional conference was held in Spokane, Washington this year. It was the first time CEP had representation at this conference and I know it will not be the last. Students continue to talk about the impact this two-day conference has made in their lives.

USHLI, did an excellent job of providing a heartfelt and organized event. The conference was full of motivational speakers and workshops that addressed the specific needs of our students. Each of the motivational speakers was transparent and friendly, making it easier for our students to relate to. The motivational speakers also made the audience laugh and cry, all while inspiring students to look much further than what their minds and hearts inspire in life.

Another first time conference CEP students were able to attend was “Cultivating Student’s Minds.” Organized by the Association of Latino Professionals in Finance and Accounting and sponsored by State Farm.

This one-day conference targets business orientated professions and although some attendees were not business orientated the organizers did an excellent job in providing sessions that were applicable to all. The conference was an enormous asset to CEP students by providing them with a larger networking opportunity for scholarships, internships, and potentially jobs. The conference was held at the University of Washington campus and it attracted a variety of high caliber businesses such as: Microsoft, State Farm, Prudential Life Insurance, to name a few.

Overall, the conferences were essential in having our students attend and well worth the investment. Students who attended the conference have in return presented the information that they learned, and have also remained in contact with the organizers and attendees of the conference.
The Dream Act

Inform Yourself

http://www.nilc.org/immlawpolicy/dream/index.htm
http://www.dreamact2009.com/
The Development Relief and Education for Alien Minors Act (DREAM Act) public forum, sponsored by the Eastern Washington University's (EWU) Chicano Education Program (CEP), Movimiento Estudiantil Chicano de Aztlán (M.E.Ch.A), DREAM and the Education for all and Alianza Student Coalition, took place Friday, October 2, 2009 at EWU’s campus. The forum consisted of student stories and presentations. The students in Washington State shared their stories and expressed the importance of the DREAM Act for their futures in the United States. The presenters Interim Dean of Social Work and Human Services Dr. Jim Perez, Chicano Education Director Dr. Jerry Garcia, Chicano Education Associate Professor Dr. Martin Garcia, and Co-Chair, Alianza Student Coalition and Board Member of the Latino Community Fund aided the public forum to help the general public understand why thousands of students in Washington State, and millions nationwide, should be granted a path to citizenship through the DREAM Act. The forum made known that thousand of migrant children are brought to the United States at young ages and grow up as U.S. educated young women and men, but are not able to contribute in important ways to the economy and well-being of the country because of their illegal status, inaccessible paths to citizenship, and restricted access to higher education funding. Therefore, the

“Only juntos can we offer a lifelong solution to the pain and injustices affecting our brothers and sisters”
The following passages will discuss immigration reform issues regarding potential positive and negative effects the DREAM Act will invoke in the United States.

According to the National Immigration Law Center’s report “the Economic Benefits of the DREAM Act and the Student Adjustment Act,” about 65,000 students graduate from American high schools each year. These students have been in the United States for more than five years, but face limited prospects for seeking higher education and higher legal working position because their parents entered the country lacking legal immigration status. National Immigration Law Center proclaims, “these young people deserve a fresh start, both in fairness to them and in our own self-interest,” and the DREAM Act is vital element to these students future and the United State’s economic prosperity. The DREAM Act provides “a mechanism for certain long-term resident immigrant students with good moral character to apply for legal residency, so they can work and otherwise fully participate in their communities.” In addition, the DREAM Act will delete the “federal provision that interferes with a state’s right to determine whether these students qualify as ‘residents’ for purposes of in-state tuition or other state education benefits.”

Moreover, the DREAM Act positively affects the Economy because it would reduce the dropout rate of immigrant students. “The proportion of foreign-born students in grades six through twelve increased from 1.7 to 5.7 percent from 1970 to 1995.” Children of undocumented immigrants are more likely to dropout of high school than U.S. because of their immigration status and associated barriers to higher education funding. The DREAM Act will increase tax revenues and reduce government expenses in social services. Likewise, the DREAM Act will enable thousands of young...
Dream Act Public Forum

immigrants to join the legal workforce. These young immigrants will help “business and the economy fill crucial needs” in areas of teaching, nursing, and service employees. This DREAM Act will “add thousands of talented, motivated, multilingual and multicultural people into the [American] workforce.”

However, many Latino activists strongly oppose the DREAM Act because it will herd thousands of “illegal immigrants into military” (Sifuentes, 2007). According to Sifuentes’s article “Some Activists Criticize the ‘DREAM Act’ as a Draft for Illegal Immigrants,” many Latino activists see this bill as a draft for immigrants because there is no community service option for the undocumented studentstoselect. In addition, Latino activists point out that two years of college or two years of military services does not grant citizenship. The DREAM Act will enable immigrant youth to apply for citizenship (Sifuentes, 2007). Likewise, Sifuentes reveals defense officials and military analysts have announced their support for the Dream Act because it will greatly aid military recruitment goals and “plans to expand” branches of “the armed forces.” In addition, Sifuentes quotes Jorge Mariscal, a UC San Diego professor of Latino studies, who states these immigrant youths are “desperate for legalization, and they are so desperate that they are going to join for the wrong reasons” (Sifuentes, 2007).

Nevertheless, illegal immigration and the undocumented alien population in the United States are important issues to debate in immigration reform. According to CRS Report for Congress titled “Unauthorized Alien Students: Issues and ‘DREAM Act’ Legislation,” the undocumented alien population is “estimated at more than 11 million.” Particularly the sub-population of undocumented alien students who are U.S. raised, U.S. educated, and U.S. high school graduates, but face various obstacles. For example, the Illegal Immigration Reform and Immigrant Responsibility Act “discourages states and localities from granting unauthorized aliens certain ‘post-secondary education benefits.’”

Thus, the ongoing debate if the DREAM Act should be passed or not continues. At this point, I am not sure if I am for the DREAM Act or against it. I do realize that there is a need to research the immigrant communities in the United States. We need to research and comprehend the undocumented alien populations. We need to understand this populations’ history, cultural, social status, gender, race, ethnicity, and every aspect of life because history has a tendency to repeat itself. Although the DREAM Act might be the answer to thousands of migrant youth seek, and a defining element that will increase the economic prosperity of the United States, I do not see holistic answer to the immigration issues. I see a temporary fix that will address the issues for those who fall under the pages of the DREAM Act, but a solution for the holistic system is not presented. However, we as legal standing Chicano/a, Latino/a, Mexican-American, or whatever title must continuously increase our awareness of issues affecting the undocumented alien populations because only juntos can we offer a life long solution to the pain and injustices affecting our brothers and sisters.
My college experience has literally been a shared one. Although only five years old, my son has spent more time on a college campus than some. My son was born on September 13, 2004 two weeks before the beginning of my sophomore year at EWU. Not being old enough to be enrolled in a day care facility, I spent the first couple of months juggling my new parental responsibilities with my previous student responsibilities.

As a student and a parent, I found myself asking difficult questions. Will I stay in school or take some time off? What about extra curricular activities? Will I still be able to accomplish college and career goals? Most importantly am I a student or a parent now? Ironically as time passed, I found myself not answering any of those questions because I learned I do not have to. I do not have to choose from one or the other. Instead, I can do both and be darn good at it.

I have come a long way from being a first time mother to an outstanding mother and scholar. I never had to choose between my son and my education. I didn’t have to give up extracurricular activities or sabo-
I am glad to have had the opportunity to “start something big” at Eastern Washington University by establishing the first Latina sorority on campus, Kappa Delta Chi Sorority Incorporated. Contrary to the beliefs of some, I also had the opportunity to study abroad not once, or twice, but three times, to Mexico, Japan, and Peru. While at first it was emotionally difficult to drop off my child every day at the EWU children center, it soon became one of my son’s favorite places. Now it is he who takes the initiative to wake me up every morning to make sure I take him with “his friends.” Also considering college life may be chaotic at times, I am grateful my son has some form of stability.

There are plenty of times when I wonder if I am doing the right thing for my son. I take him just about everywhere I go. We do community service events together and participate in EWU’s homecoming week every year. I have learned to juggle both worlds and recognize parenting will never be perfect. I don’t regret my choices, and I am content my son has grown up to be a loving independent child who understands the importance of work and school. To all the parents out there who are thinking of returning to school or are currently undergoing similar challenges, I would like to inform them that there are plenty of resources available to them in college. Unique to Eastern Washington University, is the H.O.M.E. Program of the Women’s Studies Department. The program emphasizes the value in spending quality time with my child, particularly when I find myself preoccupied by too much schoolwork. Furthermore, it also provides scholarship opportunities and access to a big pool of resources. Special thanks to Carol Vines, Women’s Studies Central Manager. Thanks to all the other programs and staff, who have also been a great support (the EWU’s children’s center, ASEWU, the Academic Support Center, the ECEAP staff, and the Chicano Education Program).

Now that one stage of my life is approaching its end a new adventure is beginning. Before leaving this campus my goal is to advocate for student parents of EWU. I feel it is necessary because although more and more parents are returning to college they are an invisible force and there is still much to be done to improve the services geared towards this population. I believe this because throughout my education, I experienced my share of bad policy surrounding students who are parents. For those who haven’t realize it yet, I would like to emphasize my son also plays an important role on this campus. He has grown up knowing nothing more than EWU. He is part of our student community and is a “Proud Eagle.”

**Women Studies Scholarship Winners**

**Liliana Godinez**  
Social work major, Godinez is the winner of the $2,000 Vivian Winston scholarship from Women Helping Women. In addition, Godinez is the winner of the $900 H.O.M.E child care scholarship.

**Cricelia Calderon**  
Women’s Studies minor, Calderon is the winner of the $1,000 Women’s and Gender Studies Scholars Award.
I have found myself using the notion, higher education is the key to freedom, while attempting to motivate students to apply to college or succeeding in their courses. However, I never critically analyzed or discussed the cost of higher education. Thus after Eastern Washington University began its budget reform, raising tuition, and increasing class sizes, I began to question the cost of higher education: who can afford college and is college worth the expense? Therefore, this article offers a foundation for understanding the various financial aspects students should consider when enrolling or continuing their journey for higher education by presenting various arguments in response to the previously stated questions from Ronald Lankford’s publication, the Rising Cost of College, a collection of essays on the rising cost of college for students.

Who Can Afford College? The deconstruction of the question who can afford college is complex and difficult to examine because in the United States there are many
types of students. For instance, the person seeking higher education might be a first generation student, a first migrant generation student, a fifth year generation student, a low-income student, a middle-income student, a high-income student, a minority student, a majority student, a disabled student, a young adult, a young adult mother, a first year student, a transfer student, a non-traditional student, a legal status student, or an illegal status student. Each type of student, depending on their position in society and cost of attendance, may encounter a large financial burden or may not.

However, this section of the essay will look at specifically legal status students who are from a family size of three or four in the state of Washington. Therefore, the following sections will breakdown the cost of attendance for a legal status student in Washington State looking to enroll at Eastern Washington University (EWU), Washington State University (WSU), and University of Washington (UW) to determine if the average income of a three-and-four family size can afford to send one family member to a four-year institution.

Liz Pulliam Weston the author of “Why is College Tuition Rising,” asserts the tuition and fees for an undergraduate education in 2003 increased “14.1% for public four-year institutions and six percent for private schools” (Pulliam Weston, 2009, 11). Making the average cost per year for a public four-year institution around $12,796 and $30,367 for private institutions (Gordon, 2009, 27). According to the Student Financial Services at EWU, the cost of attendance for the school year 2009-2010 at Eastern Washington university is around $17,586. The breakdown is as follows: tuition and fees is $5,613, books and supplies is $1,035, room and board is $7,080, transportation is $1,545, personal expenses is $2,163, Stafford loan fees is $150. Making the direct costs (tuition, fees, books) around $6,648, the indirect costs (room, board, transportation, personal around $10,938, and the grand total for four academic years is $70,344 (http://www.ewu.edu/x2323.xml). According to the office of Financial Aid and Scholarships at WSU, the cost of attendance for the school year 2009-2010 at Washington State university is $22,296. The breakdown is as follows: tuition is $7,600, fees is $888, room is $5,616, board is $3,714, books and supplies is $936, transportation expenses is $1,434, and miscellaneous expenses is $2,108. Making direct costs (tuition, fees, books) around $9,424, the indirect costs is $12,872, and the grand total for four academic years is $89,184 (http://www.finaid.wsu.edu/coa.html). According to the Student Financial Aid office at UW, the cost of attendance for the school year 2009-2010 is $19,138. The breakdown is as follows: tuition and fees is $6,802, books and supplies is $1,035, room and board is $8,640, personal expenses is $2,265, and transportation is $396. Making the direct costs (tuition, fees, books) around $7837, indirect costs around $11,301, and the grand total for four academic years is $76,552 (http://www.washington.edu/admin/factbook/FinancialAid/FinancialAid.htm).

Now, this section will look at the average income of a three-and-four person family in the state of Washington and compare their annual income to the cost of attendance for one academic year at EWU, WSU, and UW to determine if the average family can afford the cost of college. On the authority of the U.S Department of Health and Human Services the average three-person family earns a yearly income of $47,338 (http://www.acf.hhs.gov/programs/ocs/liheap/guidance/SMI75FY09.pdf). Thus if one member of the family is attending EWU, 37% of the family’s annual income is needed to cover the cost of attendance for one academic year. If one member of the family is attending WSU, 47% of the family’s annual income is needed to cover the cost of attendance for one academic year. If one member of the family is attending UW, 40% of the family’s annual income is needed to cover the cost of attendance for one academic year.
Next, the average annual income for a four-person family is around $56,355 in the state of Washington. If the one member of the family is attending EWU, 31% of the family’s annual income is needed to cover the cost of attendance for one academic year. If one member of the family is attending WSU, 40% of the family’s annual income is needed to cover the cost of attendance for one academic year. If one member of the family is attending UW, 34% of the family’s annual income is needed to cover the cost of attendance for one academic year. Thereby, dedicating around one-third of the family’s income to cover the cost of attending a university in Washington State, which indicates that the average and below average three-and-four person family in the state of Washington to have difficulty affording the cost of college. Thus documented by Marcy Gordon the writer of “Rising College Costs Saddle Students with Post-college Debt,” the need for many parents to fund their children’s education by means of increasing the family’s income, federal aid, credit cards, or student loans. Ironically nationwide student loans rose to more than $17 billion in 2006, “up 325 percent from 2001” (Gordon, 2009, 33). Although the cost of college is increasing to records high many families and students utilizing federal aid and students loans to help finance the burden of the undergraduate degree. 

Is College Worth the Expense? 

Thus, the question is college worth the expense of borrowing thousands of dollars each year? Justin Draeger the author of “College is Still Worth the Expense,” proclaims the average undergraduate debt is around $20,000 for a four-year degree, but is a fair exchange to be place in job zone three, four, or five. According to Dreager’s (2009) research the Occupational Information Network “was developed for the U.S. Department of Labor to classify U.S. jobs into one of five categories, or zones” (Dreager, 2009, 18). Job zone one typically yields an annual income of $13,000 and the majority of workers have a high school diploma or less. Job zone three typically yields an annual income of $35,000 and the majority of workers have some college education. Job zone 4 and 5 typically yields around $50,000 and $60,000 and the majority of workers are college graduates (Dreager, 2009, 18-19). Thus, Dreager (2009) believes the $20,000 seems reasonable “for an education that may yield $50,000 to $60,000 in annual income, and continue to grow for years into the future (19).” 

However, Nan Mooney the author of “College May Not be Worth the Expense,” offers a different perspective because graduates are burdened with substantial debt that require sizable income to repay” the accumulation (Mooney, 2009, 21). Unfortunately, higher paying jobs are not always available when the graduate enters the workforce. Occasionally graduates work at lower paying jobs to manage their debt or enter graduate school to accumulate more debt (Mooney, 2009, 21). Finally, Mooney (2009) asserts “only by entering the corporate world can graduates hope to regain the financial investment of college;” otherwise the financial burden of the cost of college is questionable because the salary cap for her desired profession is $70,000 (21). 

Nevertheless, students who have experience the pains of poverty, or students seeking to enter the higher levels of the job sector for whatever reason believe that education is the quickest route towards financial stability in the United States. For instance, most of my family work in construction, an assembly line, housekeeping, and other manual labor position. I do not have access to thousands of dollars to start my own company. I do not have business to inherit that will secure my financial stability. I had no other option but to continue my education after high school.
into their education. However, the institutions that offer college education are continuously raising tuition, especially during this economic recession. For example, Eastern Washington University has its highest enrollment in its 125-year history, but is also charging one of its highest tuition rates. According to Eastern Washington University’s immediate release website, the budget for the 2009 to 2011 biennium has been reduced by $13.3 million that results in more than $26 million. Thus, eliminating “119 positions—47 percent coming from vacancies as the result of President Rodolfo Arevalo’s hiring freeze implemented 15 months ago.” The 119 position consist of nine percent for faculty, 11.5 percent for classified staff, and 14 percent for administrative exempt (www.ewu.edu/x65114).

In addition, tuition for fall 2009 increased by $640 a year for residents of Washington State. The tuition increased from $4,701 to $5,340 (www.ewu.edu/x65114). However, TJ Martinell the author of “Record Enrollment Meets Expectations,” a newspaper article in the Easterner, documents the fear the administration has on the quality of education after the budget cuts. For example, various current and past College Migrant Assistance Program scholars are enrolled in English 170 course, which is an introduction to literature. The class has over 150 students, the main mode of communication, homework submission, and quiz or test taking is online through blackboard. The students have shared concerns that the class is simply too big because it obstructs the learning process. These students are often confused on what is due, when the quiz will be posted, what will the quiz cover, and how to submit the homework. Then is the $180 a credit worth spending if the student is not receiving a quality education? Has college become a dollar sign? How much are students learning at the end of the year after spending over $16,000?

Over the past four years, I have utilized student loans, federal aid, and credit cards to finance the cost of college. Although the job market is not at its best, I strongly believe the amount of debt that I have accumulated is worth the expense of college. However, students need to carefully manage the amount of debt that is accumulated because a college degree does not always guarantee a high paying job and a graduate might struggle for a year or two to find that financial stability after college. However, I was always offered the quality of education I paid for. I never had a class over 100 students. I always received the help needed from the professor, but with massive budget cuts, increases in class sizes, the push to online learning, and merging of marginalized departments and program makes me question the validity of my education and the Bachelors of Art degree. But where does this leave the migrant Chicano/a and Latino/a student? What position does this place these students? What future do these students, families, and communities have to counteract the rising cost of college? How will they “start something big?” These are the questions I have and seek to understand.
Celebrate Your Roots.
Every Day.
Background Information

Maria Morales is a 22 year-old woman. Maria was born in Mexico in the state of Michocan. Maria’s family left Mexico when she was five years old. She was raised in California around the bay area until end of her sophomore year. Then Maria and her family moved to Cashmere, Washington. She is the oldest of three, her brother is 20 years old, her sister is 14 years old. Maria is the oldest grandchild out of twenty on her mother’s side. “I am four-times minority, I am a woman, I am brown, and from a low-social-economic status, and I am an immigrant.”

Identity

Maria feels displacement from society because she does not feel like she is from one place. “Every time someone asks me where I am from, I have to stop and thinking about all the places from where I am.” Maria feels that it is difficult for her to talk about where she is came from because she does not feel she is from one physical home. “I feel lost in transition and still trying to find where I am from.” In addition, Maria finds it difficult to label herself. “There is no real label that I want to associate myself. For example, I do not like Hispanic or Latina, but maybe Mexican American, and feel closer to Chicana. However, I do not feel that I can fully use that name because my roots are still very deep. I do not like labels and do not wish to use them because I am a person who is trying to reclaim my roots, my history, my culture, and my position in society. Above all, I am a woman, a brown woman, who identifies with the human race.” However, Maria is searching to find the terms that define herself. “I am going to be on this journey for a long time, but I do not think I can ever find an identity because what is identity? What do you think identity is? Nevertheless, I am on a journey, on a path, to find a place for myself, to find my purpose in life, why I was put here.” Overall, Maria knows that she wants to be apart of the struggles for social justice, identify with people who are politically, culturally, and social consciousness of the injustices and struggles that exist in our global world. “I will continue to further and enhance my identity, but I do not know if I will find it.”
Maria felt that there was no other way beside going to college. “It was either following the norm, dropping out, getting pregnant, working in the fields, fast food, or heading towards a new direction.” She wanted to make her family life easier by going to college and make them proud of all their hard work.

Maria came to Eastern Washington University (EWU) because she wanted to get away from the security of her family and community. “I wanted to find my own self, be independent, and prove to my parents and my whole family that I could take the road less traveled and succeed.” Additionally, she mentioned that EWU recruited her and made her feel that she could be a part of the college experience.

Next, Maria applied to be apart of the College Assistance Migrant Program (CAMP) because she needed the money, but also because of the support CAMP provides. “CAMP helped me break out of my shell, the faculty in 2005 was really supportive, especially Addie.”

Academic and Personal Struggles
When Maria first arrived to EWU, she felt the loneliness most students feel because she did not know anyone on campus. “I was the only minority in the dorms,” said Maria. Maria had to learn to adjust to college life while dealing with family issues back home. “I soon had to learn to put aside the problems at home to academically succeed in my classes.”

Maria wanted to come to school, get her degree, and head home, but then she began to question what she really wanted to do in life. “It took me time to find my way, even if it took me longer than four years. I had to do what I wanted to do.” She had to learn how to manage her time, stay on track, and keep her grades high. In addition, Maria had to learn to balance her academic life, her activist, and personal life while attending EWU. “I had to deal with explaining to my family why I have been in school for five years. Why I am going to go onto graduate school.”

Graduate School and Beyond
Maria wants to go graduate school and wants a school that will not train or mold her into the school’s idea of a researcher. “I want to go to graduate school to find my passion, my interest, and my ability to help my community.” Maria wants to find a school that will help her gain tools and empowerment to be a researcher and an activist. However, she does not want to solely be in academia because she does not want to lose her roots or forget why she came to graduate school. “I am a person who is struggling for social justice. I do not want to be a part of the ivory tower. I want to stay on ground zero. I want everyone to read my work, not just PhD people. I want my graduate school to foster my feelings, my passion, and activism.”

Final Commentary
“I feel like I have gone through millions of struggles and continue to struggle, but I feel like being a first generation student will not deny my right for higher education. We need to have a dream or something that we really wish and put it in our hearts. That dream might change over time, but as long as we have it, we should be able to go to college. My goal and dream was to get my family out of hard work. I wanted to give my family a vacation. That was my driving force to go to college, but my goal has grown. So I tell students to put that dream in their hearts and minds and find their way to college and make it.” In addition, Maria urges all students to consider graduate school because of the vast effect we can have on our community. “We should all think about going to graduate school. It’s not about more time in graduate school, but about enhancing the opportunities. We have many years to work, so I think we should go to graduate school and create a change in our communities.”

Student Highlight

Why EWU and CAMP?
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THE CHICANO EDUCATION PROGRAM

IF YOU CAN READ THIS, YOUR EYES ARE OPEN TO THE CHICANO/A EXPERIENCE

CHST 499
CHST 330
CHST 310
CHST 300
CHST 297
CHST 230
CHST 218
CHST 201
CHST 101

THE CHICANO EDUCATION PROGRAM

WINTERTHO
The CAMP 2009-2010 Cohort began the school year by attending the CAMP Student Development Retreat on October 2-4 at Camp Gifford in Loon Lake, WA. The purpose of the retreat is to provide opportunities for academic excellence and personal development of life skills.

The objectives of the retreat were:
1) to inspire students to explore and to identify their core values and to understand that their actions communicate their values;
2) to inspire students to explore identity and increase understanding of how identity is established;
3) to strengthen relationships within the group and guide students to identify people whom will help them reach their dreams/goals;
4) to bring awareness of the existence of conflict between values and between identities and assist students in identifying healthy coping actions to manage that conflict.

The retreat began with a very inspirational address by Dr. Jorge Chacon. Dr. Chacon spoke to the history of our ancestors and the values that each individual holds. He instilled a very positive message that each individual will always remember. The retreat consisted of four workshops. These workshop topics included: values, identity, conflict resolution, and personal relationships. We were very thankful to have had such extraordinary presenters. They included: Dr. Jorge Chacon, Dr. Jerry Garcia, Alan Basham, and David Rodriguez. After the workshops, students had the opportunity to experience a 670 foot zipline and a 45 foot climbing wall for the first time! These high ropes activities helped to get students out of their comfort zone and challenge them to overcome their fears. Students also had the opportunity to enjoy many other teamwork and relationship building activities such as an educational game of CAMP jeopardy, karaoke, and a social dance!

One student stated, “the retreat was excellent. I really enjoyed the workshops and the topics. Great speakers too. I had the opportunity to meet other students in the CAMP program, and I learned a lot about myself too. Thanks for the opportunity.”
Eastern Washington University’s (EWU) College Assistance Migrant Program (CAMP) has been selected as one of the top ten CAMP programs in the nation by the U.S. Department of Education.

“My favorite element about CAMP is that they set you up with a tutor because I need all the help I can get in Math.”

CAMP provides important educational and support services including admission, financial, and scholarship application assistance, academic advising, tutoring, academic skills assessment, career counseling, mentoring, social and cultural activities, student leadership training, outreach efforts to migrant and seasonal farm-working students during their first-year of college.

The EWU’s CAMP was funded in 2002-2003 by the late director of the Chicano Education Program, Carlos Maldonado. The program currently enrolls around 45 students from communities around Washington State. All in all, the College Migrant Assistance Program of Eastern Washington University is a program designed to help this specific population succeed during their four or five years of college education.

“Meeting the staff and students help you feel welcomed. And the staff help you out a lot especially when you’re registering for classes.”
Coming to Eastern Washington University has changed the way I look at things and the way I live. It is a big difference from living at home. I have to make many adjustments, and I am still getting used to many things. There are also many freedoms that I am not used to having. However, my first week has been a good experience.

Living here is different than living at home for many reasons. I was used to a big room with a king size bed and sleeping with my little sister. I miss her a lot and miss the back rubs she would give before I would go to sleep some nights. I also miss my mom, her face, and just talking to her. I even miss arguing with her. She is the best cook in the world. My parents are both really strict most of the time with me. Even though we hardly talk, I miss my daddy. My brother is an interesting character that I also miss. We argue at times, but I love him and he is a really nice guy for the most part. I also miss my friends. I miss hanging out with them and just talking face to face.

I have to get used to going to the PUB to get my food or the other places on campus. I cannot just walk into kitchen whenever I am craving a little snack. Other things that are different here than back home are that the classes here require more work, time, and dedication. Hopefully that won’t be a problem for me. Along with worrying about homework, I have to worry about meeting new people. The first day I felt lonely because I did not know anybody here.

Like the famous quote says, “with great powers comes great responsibility.” Here I have more freedoms and I am able to make all of my decisions. That is a lot of responsibility because I am alone here, and I have to make good decisions and stay out of trouble. Also, I have to learn how to manage the money that my parents provide me with to eat, buy necessary things, and have in case of emergencies.

Even though I miss my home, family, friends, and old way of living, I have met new people, learning to adjust, and to make this experience a positive one.

In this section of the newsletter, I want to thank the CAMP students who submitted their essays. Learning to write according to university and traditional English standards is a difficult task. Many students are fearful to submit or practice any type of writing. However, writing is one of the greatest forms of expression to amplify voices of the unheard, creatively capturing the human experience at EWU. My hopes is that other students will gain the courage to submit their writings, essays, short stories, poems, or other forms of expression as these students have. If you find yourself willing to submit any form of writing to the qvo newsletter, please contact me at cmunoz2005@eagles.ewu.edu, especially in the literary works.
Voices From Camp

FIRST WEEK COLLEGE EXPERIENCE

BY IVAN MARTINEZ

Wow, this experience is great nothing compared to Washington State University (WSU). When I was at WSU my first week was horrible because no one was friendly as they are here at Eastern (EWU). The atmosphere at WSU was not my type because there is hardly any Hispanic people, so I decided to withdraw from school the same week because I was just not getting the feeling of college. I believe if you are going to spend four to five years studying at a university, then you should study where you feel comfortable. Some of my options were EWU, CBC, CWU, and WSU Tric-cities, it was a hard decisions, but I had to choose EWU because some of my hometown friends were going there.

Living without my parents is hard for me because I am the oldest, and I am really close to my family. I mean sooner or later this was going to happen we cannot always be together. I still love my parents, it does not matter how far we are because they are still in my heart and in my mind. Being independent is all about college, we are on our own with help from peers and adults around us, but no immediate family. I am the first in my family to go to college, and I want to set the expectations for my entire family that working in the fields needs to stop, and that instead of ladders in our hands we need books.

I was blessed by God with making my decision on coming to EWU. I will never regret my decision. My first week has gone by so quick, and I just look forward to everyday. I cannot wait for tomorrow. Everyone in the Chicano Education Program is so friendly, its like if they were related to me like a family. When you walk on the side walk you see our people, the Hispanic people, we are still out numbered, but we are still one large group. That is what makes me happy seeing my people around because its comfort to my education.

I have made numerous friends and they are all identical to me. We have the same background, agriculture workers. It feels good to know that I am not the only Hispanic on campus. I have been entertained by seeing my roommates complain on why they get homework and wake up so early.

As far as classes, my experience has been magnificent because of my class schedule, professors, and my fellow classmates. My class schedule is manageable with my daily responsibilities. Therefore, I am able to enjoy the day and still manage to do my homework. My instructors are approachable, make class enjoyable, and make me feel confident in my EWU prosperity. In addition, I enjoy my classes because my fellow camp peers are part-taking with me in our first college environment experience.

All in all, my dislike with WSU’s campus helped me seek for a different type of college campus. Living without my parents has been hard, but I have been able to overcome my struggles and feel like home at EWU. My decision on coming to EWU has been the best college choice that I have made. Moreover, my peers have made my college classes a success and great experience. Likewise, I enjoy every minute and second that I spend in the class room because of the professors’ style of teaching. My first week has been a blast, and I can picture myself four years from now with my graduation gown and waiting in line to receive my diploma.
When asked to compare and contrast something in my English class, I had absolutely no idea what I wanted to write about. I thought it would be easier to write about something that I can relate to my personal experience, an experience that I have lived through. Since this is my first time writing a compare and contrast paper, I want to explore how some people’s ideas are wrong about college and high school. I have heard so many stories that differ from other people’s point of view, but in this paper I want to express my way of seeing it. Therefore, this essay compares and contrasts financial elements, academic elements, and retention elements between high school and college.

Thereby, helping high school seniors make their decision whether college is for them.

Financial problems are a major issue in college life and throughout high school. I would like to start off with high school financial problems. As a senior, I was faced with many financial problems. For example, I would drive my car in the morning every day to school and after school. I would also drive back. As you know gas prices are expensive and at the time gas was four dollars a gallon. I lived about three miles from school, so I would have to drive six miles every day to get to school and back. It was costing me about fifteen dollars a week to drive to school everyday. Now on the other hand at Eastern Washington university, I walk everyday to campus since I am about four blocks away from school. The only time when you need to drive your car around is when you need to go to the store or some other place. I also spend the most money on gas going back home to visit my family in Mattawa, it’s about two and a half hours. The only difference is high school you’re closer to your home and college you are farther away from home but that does not apply to everyone.

Probably one of the biggest differences when comparing and contrasting high school and college is academic elements. College is on a whole different level than high
school. Everything from grading to in class work is not the same as high school. For example, if your paper is due Friday that is the due date there is no extensions to it. On the other hand, high school students do not have such strict due dates. Sometimes if you have a good reason why you did not do your work the teachers can extend the due date. College is more, you do it, or you don’t do it. There is no such thing as turning in late papers. That is why you are given a student syllabus, which has all the due dates for every assignment.

To continue, high school can relate to college in some ways. What I see in both is the help you can get. In college there are tutors offered for free in a program called College Assistance Migrant Program. No only that, but professors can help you after class in their office if you didn’t understand the homework. However, this does not apply to every professor because some professors have as much as three hundred students in their class, so it is impossible to help every student individually. High school offers academic help as well because of its smaller class sizes. The teachers can help you a lot in high school. What I like is that all your questions can be answered in a small class size.

Something that popped out when thinking about my topic is retention elements. In high school your parents will be there to push you or constantly be reminding you of what you need to get done. Not just that but you also have to push yourself to do the work. College is a little bit more different. Your parents will not be there to be pushing you and reminding you. Determination is what keeps you in school. It is very had for me to sit and do homework, but I have to do my work or else I will not pass the class.

All in all, college and high school have the same elements, but each element is different. I think if it this way, college is at a different level than high school. There is a time to play around and there is a time to get serious. Sadly high school to me was a time to play around until my senior year. College now for me is the time to get serious and focus. The reason for this is because I am paying for my education, and if I screw around it will be as if I was giving free money away. Nevertheless, I think when it comes to comparing and contrasting high school and college it depends on the person’s life that determines how they are going to compare it.
The first time I worked with charcoal drawing I had no idea what I was doing. My paper looked like it just came out of a coal mine. Even though I had a bad first experience with charcoal I didn’t stop, but instead I kept practicing. Pretty soon enough I found this medium to be relaxing because it eases the mind when drawing. Today I would consider myself an expert in charcoal drawing. I have created many portraits, landscape, and free style drawings. Although I love everything about art, I would have to say that the medium of art that I like the best is charcoal drawing. Therefore to make a perfect charcoal drawing the potential charcoal artist will need the proper equipment, idea/outline, and develop a strategy to finalize their masterpiece.

Before you begin charcoal drawing, you will need the proper equipment. For example, artists utilize charcoal in many forms. There is vine charcoal, which is a burned vine or willow sticks. Charcoal is available in different textures such as soft, medium, and hard. Each project will require a lot of vine or willow charcoal sticks because as you draw the charcoal sticks lose their surface area quickly with every stroke. Another form is compressed charcoal, which is finely ground charcoal powder that is mixed with glue and is formed into round or square hard sticks. Compressed charcoal is the darkest and is used to draw in bold black areas. There is also powered charcoal, which is charcoal that is
finely ground into a powder and is used to create tones. Chalk is often used to make white tones emphasize or to lighten up shaded areas. Another essential piece of charcoal drawing that the potential needs is paper. When choosing paper make sure that the paper has texture because charcoal doesn’t stick to smooth paper. Also for big projects it is recommendable to use thick paper. To make your masterpiece come to life blending the tools are essential. There are various blending tools you can use like stumps, which are pointed on both ends and have a felt like covering. Stumps can be sharpened but unlike a pencil they have to be sharpened on a sand paper block. One more blending tool you can use, but is not recommended, is your fingers. It is not recommended because your fingers leave oil behind that causes the color to smudge and at times you can leave finger prints behind to. One more way you can make your art piece look breathing is my using erasers and putty. There are various different erasers and putty that works as marking tools. What these tools do is lighten up dark areas by picking up charcoal. Erasers are often used for hair. Putty is used for clouds and making texture.

Now that you have established the proper tools phase three is developing a rough idea/outline. To do a drawing the potential artist will have to be organized. Have all the equipment that you are going to draw with ready. Then, think or have an idea of what you want to draw. I often use a black and white copy of a picture. This makes it easier to distinguish the shadings. Then you should figure out where you want to position or start to draw the picture. Now that you have an idea of what you want to draw and where you want to position it, you have to start outlining it on the paper. When you outline you have to sketch it lightly with a pencil. If you make lines with a pencil too dark or too thick, the graphite tends to leave behind a shine. After you have finished outlining your masterpiece you start filling it in with shades to give it depth. Shading is very simple because you are just filling in the outline, or in other words giving your art life. When shading it is best to make every detail very dramatic, this makes it easier to distinguish different surfaces. Some techniques use for shading is making the darks extremely dark with the compressed charcoal, than with the stump you drag the dark to the clean white paper causing a fade.

After you have finished drawing your masterpiece, you have to clean up accidental smudges or little minute errors. Add details that would make your art standout. For example, I often draw in a two inch black frame that creates the art in the middle to pop-out. The final touch is your name or initials and year at the bottom right hand corner. One downside of charcoal is that it blows off easily. To help reduce damage on your art, it is recommend to spray the paper with “blue label workable fixatif” or hair spray if you don’t have another choice. Another way you can protect your masterpiece is by putting it in a glass frame to reduce air circulation.

Over all, charcoal drawing is a beautiful and relaxing medium of art if you get passionate about it. Charcoal is easy to manipulate and to work with. If you are not very good to begin don’t worry because with practice and time you will improve. In order to do a perfect charcoal drawing you will need all the proper tools and materials. Second, you need to have an idea of what you want to draw. Third, you need start to outline your idea on the paper. Finally to finish with your art, clean up all the accidental smudges the best you can. Spray your paper with protecting spray and or frame it. Follow these steps and you will have the perfect charcoal drawing that will remain beautiful and well kept.

Voices From Camp
Leadership

by Ricardo Mendoza

To learn how to become a leader is a difficult task but not impossible. Being a leader can improve people in many ways such as self control, determination, enhancing communication skills, and other beneficial and extraordinary skills. For the past two years, I have been demonstrating my leadership skills in about twenty-four different organizations with about five hundred hours of community service. For all the people out there in the world who feel out of place, lost, or excluded from your society, and feel the urge to get involved you should consider the following steps that can guide you in becoming a great leader.

Enlisting into organizations is the first step in becoming a leader. Do not get overwhelmed because before the extroverted person can lead they need to learn how to follow. Becoming a part of a club or organization helps build your confidence and strengthens your communication skills. Enlisting will help you meet people who will support you in your school, community, and help you with personal problems. Choose organizations or clubs that interest you or connect with you. Another way to make your decision easier is to enlist with friends or family members, so you can have someone help you get involved. As tough as this first step might be, it’s the most crucial one because if you don’t find the strength to step out of your comfort zone, the rest of the steps will be more difficult.

When you enlist in an organization, it’s up to you to participate and learn anything and everything you can. Participating in organizations helps you meet new people while you contribute to your community. Getting involved can mean that you will have to step out of your comfort zone. Getting involved is one of the toughest things to do for people who are shy and don’t speak out much. Signing up for an event such as sports, food, blanket drives, club socials, and other activities that are in your school and community enhances your communication and social skills. Prepare and make time for your activities because I can say from personal experience that it is difficult to keep track of all the dates and meetings for your clubs and organizations.

As you start to get more recognition for your participating and volunteer work, more people will start coming to you for advice and leadership guidance. Thus, as you start to shine don’t forget about all the people who helped you grow, start by giving back to your schools, clubs, communities, and other organizations. This will finalize your goal in becoming a great leader. The process of giving back can be anything from helping school programs, religious communities, the homeless, sport interactions, and other programs that will help in the future. One person might not be able to do much, but in a group of hundreds one person can make all the difference.
Literature from Students
I AM THE FRUIT OF LIFE

BY NANCY MUNOZ

They see me as weak, intelligent, and inferior
Solely seeing what’s on the exterior
Cook, clean, and reproduce that is my only given gift
I refused to believe that God sent me to this world only to conceive
For one to think that is the ideal life for a woman must be truly naive
I strive for excellence, I thirst for knowledge, and I long to escape
To be silent and obedient is not the life for me
I have more to give to this world, I wish they could see
I have other purposes, dreams, and qualities
I will not settle for less, I would rather take their path of shame
If I walk alone, I walk with my dignity in hand, for I will not be tamed
I will take a stand and throw their traditions and morals into the flames
The ones I love will turn their backs on me, but I will not fold
Faith and inner strength I will contain no matter what I have been told
I may be feeble in their eyes and useless, but they are even more in mine
For I am the fruit of life

THE LACERATING IRON GATE

BY CARLOS MUNOZ

The sea breeze tugs at my shorts,
my feet sink into the soft and finite earth,
my fingers glide over the twisted and damaged iron links.
I stand at the shoreline where the sea meets the earth.
The seawater stimulates my hairy toes.
To my right, I see the border patrol guarding the fence.
To my right, I see mothers, fathers, and children enjoying the surf.
To my left, I see one people, one landmass, but two worlds.

I walk towards the rusty iron links,
I grasp the iron curtain and wonder—
who is watching who? Who encloses who?
And what affects crossing the Iron Gate inflict?

THE TREE OUTSIDE MY WINDOW

by Carlos Munoz

The tree outside my window does not grow like the rest.
Its tortuous, mangled, and bare body grows contiguous to my window.
Its presence fulminates the canonical landscape that surrounds it.
To the witling, its enigmatic is feared and unwanted, but it continues its arduous task.
Sending aggrandized roots deep into the penurious soil,
sending prodigious hands and curled fingers upward into discarded space.
The symbol of life and death, the embodiment of the heavens and the underworld.
The tree outside my window does not grow like the rest.
I AM SEARCHING

BY CARLOS MUNOZ

On a once forgotten dusty road I walk.
I travel in the past.
I have been walking long.

I am searching.

The dust coils around my body.
I can hear its fading vibrations in the chambers of my heart.
Buscame.

I am searching.

There is a monstrous substance that traverses my veins.
It howls at the moon underneath my skin.
It pulsates immensely when she is near.
It salivates profoundly when she is in sight.

The substance bites deep.
My organs malfunction.
My vision blur.
My arteries pressurize.
My sweat glans disperse.
She is near.

I am searching.

The sound of raging water collides with stone.
The smell of forgotten timber levitates in the air.
The substance bites again.
It tears, twists, and mangles.
She is closer.

I am searching.

The raging waves rise.
The timber at my feet.
The timber splinters and punctures my flesh.
I am weak. I am tired. I fall.
Her vibrations gone.
The transformation begins.
She is gone?

I am searching.

A faint vibration.
Two ropes, a noose.
She swings motionless.

Her tongue severed.
Her blood coils around her cold body.
Her blood ripples in the water, disrupting the water's path.

Her vibration gone, again.
Our connections split.
I tie the other noose around my neck.
I slither down the side of the bridge.
I let go.

I hold her hand firmly.
Who did this to her?
What is her crime?
Why did this happen?
What creature is capable of this?

I am searching.
The rope tightens.
My lifeline diminishes.
Our connections gone.
She is gone.
The rope breaks.
The waters carry me away.
Her motionless body fades.
My journey beings.

I am searching.
I am healing.
I will find her.

**WHITE WALLS**

BY NANCY MUNOZ

Here again, white walls, and translucent windows.
Light shines in but all they see is darkness…
Machines to breath, machines to live, machines that kill
Stomach aching, hands sweating, hard to breath
I hold her hand with a joyful smile when inside the truth hides
She looks at me smiling while the last of her hair falls onto the floor
The pains eat away at my soul, while trying to restrain my emotions
Polished eyes and pastel skin, as the life is sucked from her face
Her body feeble and aching with pain, barely moving, barely living
Vomiting, bleeding, and all I can do is observe as if it to be all a dream
Placing a rosary in my hand, feeling foolish until I hear her pleads
Learning to believe again for the slight chance He can save her….
**The Heart of a Barefoot Migrant Child**

By Carlos Munoz

Biography of Trevino Hart

Elva Trevino Hart, author of *Barefoot Heart: Stories of a Migrant Child* (Bilingual Review Press, 1999), was born in south Texas. She grew up in a family of migrant farm workers. Trevino Hart spend most of her childhood traveling back forth from Texas and Minnesota, while working in the fields. She has a bachelor degree in theoretical mathematics and a master degree in computer science/engineering from Stanford University in California (http://www.asu.edu/brp/backlist/bio/EITre.html).

Summary of the Novel

*Barefoot Heart: Stories of a Migrant Child* is a vibrant account of the life of Elva Trevino Hart who grew up in migrant farm working family. The family worked in the fields of Texas, Minnesota, and Wisconsin to earn enough money to allow all the children to graduate from high school and attempt to breach the poverty line, while revealing the harsh conditions of poverty, discrimination, and working environment. In addition, Trevino Hart stories forges into existence the experience of the migrant farm working family during this period. The experiences of a marginalized Mexican female who is trying to fit into the traditional mold. The experiences of limited access to education, financial stability, and fair working conditions and wages for migrant workers. Likewise, Trevino Hart creates a new model for farm working women, men, and families by demonstrating her ability to venture back and forth through the spheres of inequality and extraordinary opportunities of the Untied States.

**Novel Review**

This is a wonderful book that presents a powerful story that will leave readers astonished by Trevino Hart’s ability to put the reader in the fields, the boarding schools, and experiences of the Latino people in the United States. “Even though they were only specks in the distance, I could always see my family though the blurred heat waves, so I felt safe” (Trevino Hart, 1999, p. 39). The reader can feel the pain and suffering invoked by the arduous labor. “The dirt was heavy black clay that had trouble absorbing water. Then when it rained, the dirt held the water for a long time... My older brother and sisters had to work mercilessly hard, while I had time to dream and create out of nothing...” (Trevino Hart, 1999, p. 41).

**My Recommendation**

I recommend the novel to any person interested in learning about the memoirs of the Chicano/a and Latino/a migrant farm working experience. The struggles of the Chicano/a or Latino/a people, and the injustices the Chicano/a people faced during this period. In addition, I recommend this novel to anyone who is struggling with gender roles, and wishes to explore new roles that women and men can create.

*Quotes from the Novel*

“Then the nine-to-five life seems dry as a stone and without a soul.”

“I was wearing a sundress that my mother had made out of the twenty-five pound flour sacks that we bought.”

“Apa always worked two rows of beets at once, walking right, like a dance.”
**Book Review**

**The Complete Persepolis (Pantheon, 2007)**

By Jackie Gomez

Do you remember your high school history class? I remember the monotone teacher, the class clowns, and the failing tests, but not the actual lessons. The high school experience differ among people in many parts of the world. There are those who understand us and those who exclude us. This was the experience of Marji Satrapi, a women growing up in the Islamic Revolution in Tehran.

Marji “was born into religion.” She undergoes major changes in her life from public to private school. Persepolis is a story of a young child who must grow up in a world full of political upheaval. She walks with you hand in hand showing you her life from the beginning of the revolution to the very last day of it. This is why I liked reading this book. It made learning the history of the Cultural Revolution interesting. It’s from the view of an actual Iranian woman living there. It is explained from the point of view of a little girl, so you understand more without having to think much. It tells about all the hardships she had to face. For example, Marji recalls 400 victims dying in a burning cinema because police “forbade people to rescue those locked inside.” Her grandpa was left locked in a cell filled with water for hours because of the Shah. Yes, I remembered the teacher talking about the Cultural Revolution, but I didn’t know much about it, until now.

I also enjoyed reading this graphic novel because of the humor. Throughout the story you may find yourself laughing every once in a while. From the very beginning, when explaining the veil she tells how kids didn’t take it seriously and would say “Ooh! I’m the monster or darkness” and run after one another, or you could see them playing jump rope with their sacred veil. As Marji got older, she did what many of us have done, lie to get out of trouble in school. Her best lie was telling the nun her mom had passed away, and if she got in trouble her step-mom would burn her with an iron and put her in an orphanage. Miraculously the teacher let her go.

A picture is worth a thousand words, we have all heard this cliché. I have been told many times that I am a visual learner. So by reading and looking at all the different pictures I can imagine and visualize the scenarios much better. You can see the facial expression of the characters, or how they have changed over time in their appearance. You can see how Marji grew into a young adult and all the stages she went through. Her simple black and white drawings capture what it was like during these times.

Although as a young child Marji was forced to wear the veil, she later learned that there is nothing worse than revenge and resentment and it is best to always keep your dignity and be true to yourself. She no longer wore the veil to obey the law, she wore it to obey and respect her God. Satrapi was proud to wear it now and understood the meaning of doing so.

I would recommend this novel to comic readers and non-comic readers, especially to those interested in the Cultural Revolution in Tehran. It’s a good mix of seriousness and humor. Even though it is a “novel,” it will not feel like you are reading one. Rather it’s like a long comic book that you will finish before you know it. It’s definitely the kind of book that you want to keep reading to see what will happen next.
Oscar Zeta Acosta was a writer, a lawyer, and a political activist during the Chicano Movement. Acosta was born in El Pasco, Texas and raised in California. Acosta is often referred to as the robin hood Chicano lawyer because he battled against American legal establishment. Acosta enlisted in the Air Force and honorably discharged after serving four years. Acosta attended Modesto Junior College and San Francisco State University. Acosta graduated from San Francisco State University with a creative writing degree. Acosta is the author of two “important novels of the [Chicano/a] Movement,” Autobiography of a Brown Buffalo, and The Revolt of the Cockroach People. Acosta mysteriously disappeared in May, 1974. “The journalist and author Hunter S Thompson, who was Acosta’s close friend” believes that he was politically assassinated or murdered by drug dealers” (http://www.popsubculture.com/pop/bio_project/oscar_zeta_acosta.html).

Summary of the Novel
The Revolt of the Cockroach People (Vintage, 1989) is the sequel to An Autobiography of a Brown Buffalo, which captures a first hand account of the Chicano Movement in the 1960s and 1970s. Acosta presents his representation of the struggle for Chicano/a rights in a nontraditional manner. Acosta’s syntax and style puts the reader in the streets with the cockroaches, in the courtrooms confronting the American legal system, and in his egotistical desires for sexual encounters, acid trips, and physical confrontations.

Novel Review
The reader is often left astonished, shocked, and disgusted by the syntax of Acosta’s style. Acosta inspires the inactive person buried deep within our souls to twist and kick. “I remember jumping up on a parkbenchandgrabbingabullhorn and telling the people to return, to listen to the voices of thunder and lighting: we may be the last generation of Chicano if we don’t stop the ware. If we don’t stop the destruction of our culture, we may not be around for the next century” (1973, p. 200). The reader is left shocked in by Acosta’s courage to retaliate against the strongest establishments in the United States—the government, the government’s legal system, and religion. “I tell them that the Church and government have combined to exterminate us. ‘We are the Jews of Nazi America,’ I tell the people of Berlin... I try to explain: ‘But we aren’t against religion, we’re not attacking religion,’ I tell them. “It’s power of the Church, the administration of funds. We want the Church to become more democratic. We want them to become more involved in social-action programs. The people make up the Church. They should be the ones who control it” (1973, p. 78-79). The reader cringes in disgust in Acosta’s egotistical desires as he partakes in the abusing of his three underage cousins. The reader is gripped in mix feelings when Acosta places bombs and encourages violence when protesting for freedom and justice. The reader rises to his/her feet as their hearts applaud and cheer after Acosta delivers one of his infamous speeches. Above all, the readers learns to understand the cockroach people, the Chicano/a people, the meaning of community activism, and how to do chicanismo. “Ladies and gentlemen... Senores y senroas... Brother, hermanos and fellow Mexican-Americans... This is a historic moment... We are ten-thousand strong tonight. It is the first time that we have publicly come out... Many of us have been in the aisles for years. We’ve been backstage, or looking at the television set while so many of you have been on the fir-
ing line... We who have reaped the rewards of this society because we are Mexican-Americans have hidden our anonymity, now we come out and publicity declare that we are of Mexican-American ancestry; that we are, in truth and fact, and proudly so: Mexican-American!” (1974, p. 169).

My Recommendation
I recommend the novel to any person interested in learning about the Chicano Movement, the struggles of the Chicano/a people, or the injustices the Chicano/a people faced during this period. In addition, I recommend this novel to anyone who is struggling with understanding the meaning to Chicano and wishes to understand the elements of chicanismo. I myself have struggled with understanding Mexican-American and Chicano. However after experiencing this cockroach’s Chicano struggle, honesty and truth, and injustices he fought against, I began to internally understand Chicano and chicanismo. The term goes beyond blood, race, and geographical locations. The novel pushed me deep into dark spaces my Mexican-American mind resisted. The novel help me begin the revolution of my mind to traditional domains of thinking. I am still growing, learning, and experiencing life through my own lenses. However, the Revolt of the Cockroach People is highly recommended for those conflicted with the identity spheres of Mexican-American and Chicano/a or social injustices of these people.

Quotes from the Novel
“Three hundred brown-eyed children of the sun have come to drive the money-changers out of the richest temple in Las Angeles.”

“The Chicanos are beautiful people. Brown soft skink, purple lips and zoftig chests. Their fists are raised in victory, though all we may hear is the most reactionary voice in America sing ‘Joy to the World.’”

“Yeah, the Cockroach People...you know, the little beast that everyone steps on.”

“My name is now Zeta. I have given up my slave name. I do not intend to graze happily until I am slaughtered like Robert.”
First of and foremost, we are Movimiento Estudiantil Chicano/a de Aztlan (M.E.Ch.A) of Eastern Washington University. Our organization’s history dates back to the Chicano Civil Rights Movement during the 1960’s. During a mass conference in Santa Barbara several Chicano/Latino organizations came together to form one organization, M.E.Ch.A.

The students came together because they were in the same movement, for the same cause, that of social justice for Chicano/Latino students in the education system and society in general. So our organization was created by students and for students. That is why we are a ‘movimiento estudianti.’ Today thanks to the struggles of this movement things have changed, we no longer get beat for speaking Spanish, yet we Chicano/Latino students still have many battles to fight. For instance in education dropout rates from high schools are still high and the college enrollment rate is still low for the Chicano/Latino youth. Our undocumented youth is denied the opportunity to further their education. The few who do manage to get into college have an insecure future.

In society, immigrant families are targeted by the anti-immigrant sentiment that are bringing raids, hate crimes, low wages, and poor working conditions to our communities. M.E.Ch.A believes in fighting both in the schools and in the streets against the barriers that are keeping our communities, our youth, our women, our indigenous brothers and sisters, and our brothers and sisters in the LGBTQ community oppressed. M.E.Ch.A is an organization that embraces the differences between people.

This quarter we began educating our new members about what we stand for. In our struggle for undocumented youth, we helped bring a D.R.E.A.M Act forum to the university. During the summer, a couple of members and our advisor Dr. Martin M. García, met with our Spokane representative to petition for her support of the DREAM Act. Last month a group of students attended a Latino Summit Conference in Bellevue, WA. Members of our organization participated in this year’s homecoming as well. We also supported Native American Student Association in celebrating “Indigenous Day.” In an effort to de-stress our members and to come together with other organizations, we held another of our Karaoke Nights at Dr. Martin and Dr. Christina Garcia’s house where once again we were welcomed “con los brazos abiertos.”

This week in December members are planning to take a trip to Pasco where another D.R.E.A.M act forum will take place. Other members are planning to present workshop for the annual L.E.A.P Conference. Further, our chapter is working with chapters in our region (UW, WSU, WWU, CWU, YVCC, and more) to plan our 17th Annual MEChA National Conference which, for the first time in its history, will be held in the Pacific Northwest Region.

Our office is in PUB 324, please feel free to stop by if you have any questions or are interested in our organization. Or email us at mecha@eagles.ewu.edu. Or for information about MECHA in the national level visit: http://www.nationalmecha.org/nationals2010.html
Hello all! With great pleasure I am proud to say that it has been another successful start towards the 2009-2010 academic year. Once again we are working with Chase Middle School out in Spokane, where we meet every Tuesday after school to mentor 6th-8th grade students.

Some of the daily activities involve tutoring. We help students in different subjects from math, English, to learning how to play a musical instrument. The goal of this quarter was for everyone to build a mentor-mentee relationship and break the ice. We wanted everyone to feel comfortable with one another. This was accomplished by doing activities such as play-doe Pictionary, charades, name game, thanksgiving turkey, and many more.

Students also get to participate in offsite field trips once a month if their involved with the program. This quarter we attended the bowling alley for a recreational activity. Mentors and mentees had the opportunity to just have some fun and show their bowling skills. To end the quarter we took student on an educational trip down to the public library for a tour. Students were presented about different resources for their use, instructed how to get a library card, and then participate in a competition to build a bridge of straws. (Will include pictures)

I would like to thank this year’s mentors for their outstanding commitment with these students. It is all volunteer work but that is greatly honored. Mentors lead small group discussions and activities; help with math, English, and other subjects, along with a hundred other things. Mentors of this fall 2009 quarter are: Amaris, Yesenia, Ricardo, Ivan, Angela, Perla, Tanya, Vanessa, Veaney, Elsa, and a big thank you to my Supervisor Jennifer Nunez and the newest team member Eric for all their support!

We had a good turnout of mentors but the more mentors the better. If there is anyone that is interested please stop by my office or by Jennifer’s office for more information located in the Chicano Education Department.

Happy Holidays!
During the spring of 2007, a group of women gathered together to discuss the growing campus population and the increasing diversity amongst students. These women had the idea to create more opportunity for the current and future women of Eastern Washington University (EWU). They formed an interest group for Sigma Lambda Gamma National Sorority, Inc., known as Beautiful Educated Lovely Ladies Achieving Success (B.E.L.L.A.S.). After a year and a half of drive and dedication, six women founded the Sigma Lambda Gamma National Sorority Inc. Colony at Eastern Washington University. The Colony was recognized as an official sorority on the campus of EWU during the fall of 2008.

Sigma Lambda Gamma National Sorority Inc. (SLG) is the largest growing Latina-based Multicultural sorority in the nation with women representing over 149 different countries of origin. Sigma Lambda Gamma is dedicated to promoting the empowerment of women in higher Education. The sorority’s motto “culture is pride, pride is success” signifies the diverse sisterhood that sets the sorority apart from other organizations.

Sigma Lambda Gamma’s primary goal is to promote the evolving and diverse cultures by sharing it with others through the five principles which are: academics, community service, cultural awareness, morals & ethics, and social interaction. These are important aspects that sisters of Sigma Lambda Gamma strive to incorporate into their everyday lives.

The sisters of SLG at Eastern Washington University hold events throughout each quarter to fulfill the five principles of the sorority. The sisters of SLG held many events for the fall of 2009. These listed are some of the events that the sisters hosted. For Academics, the sisters put on a tour of Eastern Washington University, and also provided bookmarks with contact information of offices and services provided on campus. For community service, the Colony put on a clothing drive, and all clothing was donated to the House of Charity. The event for cultural awareness and morals & ethics included providing information about AIDS at the Chicano Education Dia de Los Muertos event. During the fall gamma week, morals & ethics included tabling for breast cancer awareness.

At the table, pink ribbons, breast cancer information, and a free raffle for breast cancer scarves all took place for the public.

Also, a round wire was placed for the public to place a pink ribbon on it to signify if they or someone they knew was affected by breast cancer. For social interaction, the sisters had socials within the Colony, and also with other organizations. Last spring quarter, one of the major events that sisters of SLG helped put on was the cultural explosion event in collaboration with Eagle Entertainment. The women take pride in cultural heritage and organized a fashion show for the event, which signified their dedication to valuing all cultural backgrounds.

For more information about Sigma Lambda Gamma on Eastern’s campus, email slgewu@yahoo.com
**FOUNDBING LINE**
Rosie Covos  
Degree: Social Work  
Minor: Military Science  
Graduation Year: 2009  
Juana Tolliver  
Degree: Social Work  
Minor: African-American Studies  
Graduation Year: 2009  
Noelle Keller  
Major: Communications  
Graduation Year: 2011  
Angelica Galan  
Degree: Social Work & Sociology  
Minor: African American Studies  
Graduation Year: 2009  
Yesenia Guevara  
Degree: Psychology  
Graduation Year: 2009  
Arden Rios  
Major: Secondary Education- Social Studies  
Minor: History  
Graduation Year: 2011  

**ALPHA LINE**
Melissa Kelly  
Major: Undecided
This quarter has been an exciting one for my line sisters and I. We officially became part of the Lovely sisterhood of Lambda Theta Alpha Latin Sorority, Incorporated on October 31, 2009. Yes, EWU has an LTA chapter. We had our coming out show on November 5, 2009, where we introduced ourselves to the school; it was a successful night for us.

On November 7, 2009 we went UW stroll show where we were able to perform our salutes during their intermission.

We volunteered along with the gentlemen’s of MOV and our lovely interest groups with a food drive on Saturday November 14, 2009 and Sunday November 15, 2009. The food that we collected went to the Cheney Food Bank.

We participated in the international week by volunteering to hold the flags at the flag ceremony on November 16, 2009, and we also participated in the fashion of the world show where we model dresses from Mexico on November 18, 2009.

We had a bake sale on November 30, 2009 where we sold Mexican hot chocolate and doughnuts.

We are looking forward to next quarter. We want to wish you all a great Holiday and be safe.
CONTACT: Maria G Barajas
Tel/Cell: 509-830-3155
Email: correspondingsec_alphalamda@hotmail.com

Fall 2009
With classes up and going we had our annual Homecoming Week full of exciting events and activities. The Alpha Lambda chapter successfully participated in the Homecoming parade with banners, candy and our high spirits. The following day there was more cheering at Eastern Washington University’s (EWU) Homecoming football game. At this event, many sisters strengthened their bond with laughter, cheers, food and strolling.

An event that also strengthened us was Dia de Los Muertos celebration. The purpose of this event was to educate others about our Latino culture and heritage, along with, high risk diseases and illnesses. Alpha Lambda participated in educating the EWU community about breast cancer and prevention.

Alpha Lambda participated in our annual 24-Hour Freeze Out held at a local twenty-four hour Wal-Mart location. At this community service event, we asked for Thanksgiving food donations for the needy families of Spokane. The food was later contributed to the Union Mission Gospel where it was distributed evenly for this special holiday. We also asked for monetary donations that were distributed to breast cancer awareness, Cardiopulmonary Resuscitation, and the local Star Foundation for cancer patients. Thanks to the collaboration with the Sigma Lambda Beta Fraternity Chapter at EWU, this event was highly effective and successful.

On November 19, we held our 5th Annual Christmas Social where we invited other organizations for the purpose of unity and celebrating the holidays. We did a presentation about the history of Kappa Delta Chi prior to eating our traditional Hispanic dish of posole. This event is held annually so that we may be reminded that no matter what organization we represent, we are minority students helping other minority students become successful leaders of the future.

This quarter, we are ending with a rush week to invite interested ladies to learn more about our values and our standards. We will be having an Alpha Lambda Chapter birthday party on December 4th to celebrate all of our accomplishments. We will also be ending the quarter with the initiation of the Theta class, where these ladies will bring forth new ideas and even higher standards for Kappa Delta Chi Sorority, Inc.

If you would like more information on this topic contact Maria G Barajas or email at correspondingsec_alphalamda@hotmail.com
A Warm Farewell

SPEECH OF APPRECIATION

BY CARLOS MUNOZ

Introduction

Sally I have a problem. Sally can I talk to you, I have a problem. Sally do you have a moment, I have a problem. Sally we need to talk, I have a problem. I came to know these phrases very well over the last two years as I sat in my office outside Sally’s door. Sally truly possesses a heart of gold that impacted the lives of many students because I never saw her close her door to any student or to any issue that hindered their academic success.

Body

Sally’s heart of gold revealed to me what it means to be a director, a leader, community activist, but above all, she revealed to me the importance of never forgetting where we came from, where we are going, and who we are taking with us.

Conclusion

Overall, Sally’s contributions to the Chicano Education Program and the College Migrant Assistance Program shall forever be remembered in the hearts of the staff, faculty, administrators, and most important the students. Sally is truly one in a million, and I am grateful that I was given the opportunity to learn from her. Lastly, Sally is more than just a director, she is a friend to the Chicano Education Program, College Migrant Assistance Program, and to all the students she has touched with her work, her smile, and her heart.

Thank you Sally for everything you have done and will continue to do.

Sincerely,
Carlos Munoz
MORE THAN JUST A DIRECTOR

THANK YOU FOR ALL YOUR HARD WORK ANDDEDICATION

SHE IS A FRIEND TO THE

CHICANO EDUCATION PROGRAM,

COLLEGE MIGRANT ASSISTANCE PROGRAM