

Tape One
Questions cannot be heard
on tape.

APRIL 12, 1989

CHARLEY LAUSTANAU- ORAL HISTORY

**Charlie: My name is Charley Laustanau and my address is [REDACTED]
[REDACTED] and I've lived here about 20 years.**
I was born April 11, 1942 in Bakersfield, California. My middle
name is Leon and that comes from my mother's side of the
family. A lot of my brothers and sisters have nicknames but I
was one of the fortunate ones that stayed without one.

I'm on my second marriage right now and I've on May 17th; it
will be approximately three years that I've been married. My
second marriage.

Back home in Bakersfield, in fact, my father still lives in the
same house that he built himself and, of course, I was again,
born in 1942 and I stayed there approximately eighteen years
before I entered the military. My father still lives in the same
residence where I was born. My father also was born in
California. He was born in Bakersfield and also my mother, so
they are old California residents.

It was a combination of wanting to go and having to go. Because at that period of my life, I was a drop-out from high school. I never finished high school and there wasn't much of a future in Bakersfield in those days. Because, coming from a small agricultural town, not much of a future, maybe working in the fields and without a skill; it is sort of like a dead-end. So at that point, I was in a little trouble and trying to get out of that trouble and then looking for an escape hatch to get out of the ??? which I consider a turning point in my life, as far as maturity, responsibility, and overall education about life itself.

Question:

At that time, we are talking about 1959-1960 and during those years there weren't programs like the EOP Program. Some of the older programs that sprang up later like Educational Talent Search, that were recruitment programs looking for minorities to recruit into higher education. Those type of programs didn't exist. There wasn't Financial Aid available. Or counseling or tutoring. Now that presently exist; so again there were no supportive programs to help anyone at the time that were interested in College. Those programs didn't exist.

Question:

Getting in trouble and again being a drop-out from High School; no opportunities or whatever just a dead-end in my life. The military was the vehicle for me to get out of Bakersfield at that time. I have six brothers and two sisters. And my parents. Everyone at the present time is still living and there is a total of nine of us. There were three others that didn't make it. So you know, you could say we had a total of nine kids and my mother and father, it's quite a big family. I'm about in the middle. I'm about the fourth down. My oldest brother is 58 and I have a sister in Sacramento; she is 51 years old. Then I have a brother after her and then of course, I'm the fourth one down the line. My oldest brother in Los Angeles, he works at a warehouse. His name is Tony Laustanau. The next one is my sister; her name is Lena. She lives in Sacramento and she is 51 years old and she's a Principal in a Sacramento, in fact, she is the first Mexicana Principal ever hired in Sacramento. Which was quite an accomplishment for her and the family, of course, is quite proud of her. After that I have another brother; his name is Joseph; his nickname is Pelon and a lot of the people that you will be talking to, they've met my brother Pelon and.... That was just a nickname that they gave him as a kid and the sister above him that I just mentioned, her name is Pelona. Just about everyone in the family had a nickname; a couple of us. Anyway, my brother, Joe, right now, he is disabled at this point. He is three years older than I am. He is going to turn 50, the 16th of this

month, which is April 16th. And at this point, he is disabled and unable to work.

Question:

He's had his own shop as a mechanic. He's been a mechanic most of his life and sort of a jack-of-all-trades, but as far as any one particular job; I would really say mechanic to be his main occupation.

Question:

Presently, at work, most of the time, I am a mail handler at the Main General Mail Facility here in San Jose. And it's the Post Office. I've been there for about four years now. On a part-time basis, I work as an Affirmative Action Officer for the Affirmative Action Program and what I am trying to do right now, at the present time is work myself into Management.

Question:

There are plenty of other names. The next person on the list is my brother, Aldoph. He's a year younger than I am. His nickname is Nochi. That nickname has several connotations. We've feel very comfortable. In fact the whole family; we get together; we don't call him Aldoph. Aldoph is alien to us. Nochi is very common, very comfortable with the whole family.

Question:

His occupation was..He used to work for the Sheriff's Department. He was a Sheriff for about fourteen years, but he had to retire because of medical problems. He had some open heart surgery, heart problems, so he had to retire. The next brother after Nochi, is Henry. You know, Henry and he just recently left San Jose State. He was a counselor there for the EOP Program for about 17 years. Locko is his nickname; that's what I call him again, Henry sounds alien to me.

Question:

Some people may say that and that's debatable but seriously. He has a pretty good head on his shoulder. And just the nickname that he was given when he was born by my father and again, most of us were given nicknames. And they just stuck

Question:

Right now, he was trying to get into the Correctional Institution because he was working for the State and he just wanted to continue for a couple of my years to qualify to get all his benefits and he does remodeling and carpentry work on the side.

Question:

After Henry, there is other family. There is another brother. There are four of us that have degrees. Four of us out of the family.

Question:

Going back to the top of the list, there is oldest sister Lena, who has the nickname, Pelona. She's the Principal in Sacramento. She's got a Bachelor's of Arts in Education; and a Master's Degree in Educational Administration or something to that effect. Again, she is a Principal up in Sacramento. She went to College.. Bakersfield Community College situated in Bakersfield. At that time, they had an extension program through Fresno State and she went through the extension program in Bakersfield and she ended up getting her degree there in Bakerfield through the extension program in Fresno. Of course, later on they built, Cal State University which is recognized as one of the nineteen state campuses and that's where she got her degree. The Master's, she got after fifteen years of working in this little ^{ve} peublito called Arvin, CA with migrants. She had plenty of experience. as far as working with bilingual education, in fact before a lot of the materials were out, she was having to develop her own bilingual materials and then I was up here in '68 going to school and I'd speak with different professors at San Jose State whatever, any resources that I could get a hold

of and I would send her also bilingual materials to help her with her students there in Arvin, CA. Then I eventually, I think in 1971 or '72, she moved up to Sacramento to pursue her Master's and that's where she got her Master's was in Sac State. Next down the line, the person that has a degree is myself, and I received my B.A. in Sociology and I received that degree in 1973. I graduated from San Jose State University in 1973. I also pursued Graduate School at that time, in fact, I was in the Mexican-American Graduate Studies Department and I received about 18 units towards my Master's before I dropped out of school and I wanted more of the practical experience. Working with a different diversified programs here in Santa Clara County. The next person down the line who has his degree is my brother Henry Laustanau. And he received his degree in Speech Communications. I believe he received his degree about 1975. San Jose State also. He has a B.A. The person who comes next is my sister, Sylvia. She's about a year younger than Henry is. She lives in Bakersfield. She's lived there all her life. And she owns her own Beautician business in Bakersfield. Very successful and doing very well. Education has really never as far as college or whatever been her pursuit. She was interested in raising a family and, of course, opening up her own business and she's done very well at it. She went to Beauty School, got her license and opened up her own business.

Next down the line is my brother, Bill. His nickname is Baba. And again a lot of people would know Baba. He was pretty active here in San Jose at one time and he attended San Jose State University, also. He received his B.A. in Political Science and I believe this was in 1975. Right now, what he is doing is working for this private organization. It's working with disadvantaged youth, that are in the process of transistion to CA Youth Authority and he is an Administrator with that program. Plus he is pursuing a Master's on a part-time basis at this time. He lives in Sacramento right now. The next person down the line would be my brother Tini. His real name is Sidney. Sibney, yes there are different ways of spelling it. But, that's the way we spell it.

Question:

Tini came up here about, '74 and he attended SJSU for a couple of years and at the time, he had a couple of kids and he was pretty frustrated. He didn't complete his education here. He just went a couple of years and after living here for about five years, he decided to go back home to the valley. He didn't want to raise his family here because of the city getting so big and all the congestion and so forth, so he wanted to go back to Bakersfield and that's what he did and at this time. He works for the Sheriff's Department. He works in Lardo, outside of Delano at the road camp. Actually, he works for the jail. But's what you call the Road Camp. It's out in the County area of Bakersfield.

Question:

Sibney would be the last one. Done the line, yes. My mother and father, of course, they are both still living. My father's name is Joseph Leon Laustanau. And my mother's name is Lena Laustanau. My father is approximately 76 years old at this time and my mother is 77. And they are both still pretty healthy. As far as their education, they only went up to the 8th grade in that era. Most old-timers they were lucky if they went up to the 5th grade. In those times, it was just get out and work and survive.

Question:

As far as emphasizing education, a lot of times, it was very difficult, as far as books in the household. I don't think a book would last ten minutes with that many kids in the house. A book or a toy. Because you had so many kids and things were torn up. There was so much vi?? It was tough. My mother and my father both, always said, at least we would like to see you get your High School diploma because we never got ours. And as far as having, dealing with any type of higher education than that, they would push High School and, of course, if any of us, happened to attend College. That would be frosting on the cake. I think what helped us and encouraged us as a model was that I had a cousin that lived next door. Her name is Amanda and she's

about 57 at this time. And she's my Uncle's daughter. My Uncle lived right next door to my father all of his life. He had his casita, right next to my Dad. But, he only had two kids and he could afford to give his children a lot more and during the early '50s, he sent her up here to San Jose State and she got her degree in Education and she's been living in Los Angeles now for about 30 years since she's been teaching there about that long. She was a partial model, but I think the one that really encouraged us the most was my older brother, Tony. The one that works at a warehouse in L.A. He got out of High School and he went directly to the Navy when he graduated, but he was always talking about seeing some of us go to college. He would always talk to me and say, hey if you want to go to college, I'll help you myself if I can. After, his four years in the Navy, of course, he moved to Los Angeles to make room and we had so many kids in the house, he went there and got a job and, but, he always emphasized if any of us decided to go to College, he would try and help. My oldest sister Lena, again, she was the first one that went to College and again, she was somewhat of a model. And she every once in awhile would emphasize education. But I think by using them, subconsciously as models or whatever, we basically did it on our own. Once after, we were out in the world, a little bit, we decided the importance of having some type of skill or some type of education and I know, I always did and I always felt that way, even though I didn't talk about it much. But, I always knew that I could go to College

and do the work if I was ever given the opportunity or if I ever made up my mind and, of course, I decided to go many years later and when I got there. I was already a little older. I was already 26 when I entered San Jose State.

Question:

Yes, I was. I think I did. I can say I did because I remember when I got out of the Army in 1966, I went back home and I spent six years in the Army and planned to make it a career, but I ran into problems because finally I was sent to VietNam and after that one year in VietNam, it was a pretty negative experience, I decided the best thing to do was to get out. I had a family by the time I served my one year in VietNam, I had a one year old son and I had added responsibility and I had a duty to my family so, I got out of the service which I loved and again, I had planned to make it a career, but I knew the VietNam war would go on for quite a few years and the odds were against me to stay in there especially with the unit that I was in. I was in the Infantry at the time. The one year that I was up I had seen enough. So I decided that my responsibility was to the family not just to myself so I got out and when I got out in '66, I went back to Bakersfield my hometown and took my wife and my son; my wife I meet her in the service. She was from Kansas City and a whole new experience for her so, plus myself, being away from my family. Going back home to my family after being gone

for that amount of years, you leave a bunch of little brothers and sisters and you get back and they're all grown men and women. Young men and women with families, married some were in the service, just going back home to a totally different home. It's like you say, once you leave home; it's never the same and that's the way it was, but, I remember I went back and I, the first thing I did was that I enrolled in High School, Bakersfield High School. They had a program to get your High School diploma. I always wanted to get my High School diploma. I always had a bad feeling about being a drop-out or whatever. Now, it's just regular High School program part-time for adults sort of like a night school and so, I wanted to go back. I had gotten my GED in the Army. I just took a test and I passed it with no problems and I didn't have to study for it. I just took the test and I passed it. But, still my High School diploma was very important; it was an accomplishment that I wanted for myself so, I started going to night school and anyway, a semester before I was going to get my High School diploma, I went to this counselor and this was a very unique experience. It happened to me and I want to share during this interview but, I'm sure it happened to a lot of other Mexicanos and Mexicanas in school right now and it's still happening but I was again about 24, 25 years old at that time and I was doing alright with my grades, my average or whatever, working part-time and going to night school but I went to see this counselor and I told the counselor that I was interested in going to a Community College

which was in Bakersfield at the time as soon as I got my diploma, the counselor looked at me and said, well, according to your grades, you know, I really don't believe that you are qualified for college. So, that, after he made that statement it made me real angry, I told him, I said, Look, how dare you tell me that I am not qualified to not go to College. I said, First of all, it's an open institution, I can do what I want, secondly, I said, how do you know what type of aspirations or what type of goals I have? Who are you, to tell me that I don't have the qualifications to go to College. What am I going here? So, what I did, was I just got real angry and I dropped out of the High School and I said, Screw it.

Question:

I said, I don't need a High School diploma. I'm going to College. I made up my mind. I'm going to go to College. So what I did was entered into Bakersfield Community College and I started taking night classes, because at the time, I had a family and had to work, had to work eight hours plus go to school. Go to school at night and it was pretty difficult. Those two years I was over there because I had a lot of things to get out of my system. Six years of regimentation in the Military, the VietNam experience, itself and I don't know, I just had a lot of problems at the time and holding a job, I mean going to a job for eight hours and then going to school, you know. Then, of course, I was sort of

drinking and well, I wasn't, sort of drinking, I was drinking a lot and so, you know, I ... as far as my school grades, they weren't too good. I'll give you an example, after two years in Bakersfield, one day I just decided, me and the wife, let's get out of here. Let's start a new life, let's go somewhere else. Family is nice but, we're young, we have our own family, we should be make a move; there's too many distractions, so. I heard about an EOP program here in San Jose, a new pilot program called the Educational Opportunity Program and what I did was, I sent up a letter to them, to inquire about it and I got a little bit of information and then what I did was, one week I jumped in my car and came up here and it was during the summer and I ran into some people that were just starting the EOP program, people like Alice B. Nor?? , L Caranza??, Umberto Garza, Jose Carrasco, and these people I didn't even know at the time. And they gave me the bits and pieces and it's still very confusing to me. Higher education, a four year state university, it was just like Chinese arithmetic, totally alien. So anyway, I decided to get my family together and back up and I think at the time, I think I maybe had about \$1200. in my pocket. Four hundred dollars, I put down a deposit for an apartment here in San Jose and just moved the family up and just started out. Either you make it or you don't; there were pretty lean times for me again with the family with very little money and no guarantees, but, your own initiative and whatever that's how I came up here.

Question:

When I first got here in '68, I remember in September of '68, I got here and I remember they had a big orientation in one of the classes at San Jose State. In fact, it was the Education Bldg. Right there, that was on the corner of San Carlos and 7th Street. I was in the orientation, I looked around and I looked around and I saw a couple of people. I saw, at least, two people that I saw were from Bakersfield and they had just started, but anyway these guys were a lot younger than I was. And I talked to them, introduced myself and they knew a couple of my younger brothers and at that time I was the only Laustanau up here. And so, I started school right away, of course, Sept of '68 and I think, after the first semester, I got involved with a program called the CCP; it was called the college commitment program, the recruitment arm of the educational opportunity program. At that time the EOP program was split up, you had a Black EOP program, you had a Mexicano EOP program; of course, I started working for the Chicano EOP program and the College Commitment Program, again was the recruitment arm, and I started working there with that program as a recruiter. At that time the Director of the Program was Arnold ??? who is a close friend of mine. We were looking at techniques and concepts of recruiting Raza into San Jose State. And, in those days, we did not have professors; we didn't have educational administrators

showing us techniques. We had to go in there; we had to compete. We had to get our grades, but at the same time, they made us administrators overnight. We had to develop our own techniques on how to go out to the schools, the community, etc. And recruit. We had to develop materials, training manuals, whatever on how to train our recruitment counselors on how they would conduct themselves. And be recruitment. We had to train people and we had to send them out to schools and different areas and whatever. Just talk about a learning experience. We had to become so called middle line administrators overnight, with really not very much assistance from the University system. Or at time, it was called the State system. I believe at that time too, the EOP programs that were throughout the States, they were hoping that they would fail and they were geared to fail. But, ironically, I think with all the hard work of the different minority groups, or whatever, the pressure groups from outside, the program survived because definitely there has always been a need and there still is today even more so, because I know that the numbers are down throughout the California State University system and even the University system, the problems are still there. If not the same, they are possibly even worse then they were in 1968. But anyway, working for the College Commitment Program, I remember that I .. I remember one key incident. After working in that capacity, I looked around and I didn't see any Mexicanos, or Mexicanas from the Valley.

Question:

I wasn't even talking about the Valley. I looked around; we didn't see people from Los Angeles, from Bakersfield, from Fresno, whatever, so I remember at the time; I went to, .. I had a concern about that because at that time the recruitment area was limited to Santa Clara County and the program was good and just starting out and you have to start at some point. I really don't blame the program or anybody at the time because everybody was really just learning. Going through a learning process but my concern was for Razas to broaden their knowledges. You not only broaden your knowledge from the institution, but, you broaden your knowledge from different people from different areas from all over the State or even out of the State. Everybody has got a totally different experience and I think from these totally different experiences you learn as a person and you make other a lot wiser, stronger, and that alone is a form of education itself. I learned that in the Military by meeting different people from all over the country and different countries and their experiences. That's a form of education itself, but, they were just recruiting at that time in Santa Clara County. So I went up to the EOP director and I, ... we had a confrontation about ... a form of argument, whatever, you want to call it... and I say, this is a problem, we are limiting ourselves. By not opening up the doors and not only that we are

looking for numbers, let's bring them in. I said, it's hard enough to recruit in this county and I said, we can't get people that are interested here, let's go elsewhere, so we argued about that and so finally the EOP director at that time, I give him credit, he was wise enough and he opened up the doors. So after the argument or the dialogue or whatever you want to call it. The first thing, where I started recruiting was where I was most familiar. I was looking at my home town. I started with brothers, cousins, you name it. People that I knew. So the following semester, we brought in eighteen people from Bakersfield and I had two brothers in that batch. That was in 1970. Arnold ?? and myself planned the strategy to open up those doors and to start bringing people in from Bakersfield and ..

Question:

My brother Bill, Baba, and my brother, Loco, Henry, came in. And then after that, of course, we started bringing in more people from Bakersfield and Delano and then the doors opened up and people from all over, Los Angeles, and you name it. I think the significant thing is that they opened up the recruitment area to bring in people from all over and I'm not sure whether it was policy at that time to... for the College to keep the doors closed. I don't think it was, but, the EOP Program itself was just developing it's own policy and, of course, it's was a learning

experience and the first time you had Chicano and Chicana administrators. So, that's a trial and error period.

Tape 2

**Questions cannot be
heard on tape.**

CHARLEY LAUSTANAU - ORAL HISTORY

CHARLIE: Going back to the Programs, a lot of Programs, whether it was Manpower, whether it was Educational, or whatever, you had a lot of programs, that had an established track records over the years but, depending upon what type of administration, what the politics were on top, a lot of programs were defunded whether they were successful or not. As far as the Educational Talent Search Program, I thought it was a very successful program. I'll give you an example. In 1976, the last year that we recruited students, I remember from '75 to '76 we had recruited about, I would say about 1300 students we recruited, our program. And out of those 1300 students, we had an 85 percent placement rate which is unheard of, had the stats documented everything, submitted them to San Francisco to the regional office and then from there they submit those to Washington, D.C. And again, those types of stats are unheard of, the people that we would recruit again, the bulk of our people, I would recruit would go to San Jose State because I had all the contacts there. I had administered the College Commitment Program there two years prior and most of the counselors and the new director, all the Administration at San Jose State, I was

totally familiarized with; I had all my contacts there, so the bulk of my students, we would refer to the EOP program.

Question: Did you guys also do follow-up?

Charlie: Our follow-up was limited. It was just placement, after we placed the student. We didn't have the manpower or the money to do the follow-up and we would send them again to EOP and I know EOP did some follow-up, but, our program wasn't geared or funded to do the follow-up. Which I think is very important also.

Question:

Do you recall the walk-out at SJ City College.....

Charlie: I remember the.. a lot of the walk-outs I remember, in fact. I remember the aftereffects of the walk-outs as far as Roosevelt, I wasn't involved with, but at some of the other High Schools I remember when I took over the program at San Jose State for recruitment we had this stigma attached to us as EOP students, minority, Mexicanos, and so did the Blacks because they also had their recruitment program. I notice in trying to get to the schools, it was like pulling teeth. That's why I would always personally go into the school myself and make my contacts to try and recruit students into San Jose State because I couldn't send a representative, they didn't have a title; they

were students themselves and they didn't have the experience. You had counselors and Principals that already had their education and consider themselves experts and so they were saying, who are you? Minorities come into our schools, what type of experts do you think you are? Determining these students have the potential or the grades to go to school while we either recommend them or we don't, so we were sort of invading their turf and they were very threatened at that. Having to go into the schools, I had to talk to the Principals, or to the counselors, I couldn't reach them, what I would do is, I would directly go to the Superintendent and talk to him. Why deal with a janitor when you go to the boss, and that's what I would do. I would ride all the ?? to the top. And then they'd talk to the Principal and say, hey, this person is coming over to see you and I think it was a good technique; it always worked for me. To answer the main point, we had the stigma attached of the walk-outs from Roosevelt not only that we had a lot of High School students that had walked out because of the inadequacies of ... or the lack of post-secondary education opportunities, plus a drop-out rate. You have to remember that in those times, there was a lot of things happening in education. People were taking positions. The VietNam war, everything, I think there was a consciousness there. Not so much nationwide, I can say, as far as being very advanced in Northern California because of the influence of Berkeley, Stanford and SJSU. There was a lot of activity. A lot of elementary school, high schools picked it up and they started demanding. They started looking

around at the issues or whatever in this particular case, it was education. But anyway, all those things were happening when I jumped into recruitment and those are the type of obstacles and barriers that we had to deal with in going to the schools. People didn't want to let you in. Because they looked at you as an agitator. You were inciting the walk-outs and it was somewhat difficult trying to convince them that hey, you know, we are not trying to take away your authority or your responsibility or your role. We are ^{even} hear to complement it. I think, once the message was, we are here to help you complement it your effort to help you relieve your case load. Then I think they felt more comfortable. Some schools were harder to get into and some schools, you couldn't even get in. So there were very difficult times.

Question: About what year was that?

Charlie: This was in 1969. When I first got into recruitment and faced with hostile attitudes and not only that.. a lot of the educators at that time were just conditioned to an old system that had permeated; they had been in the system for so many years from the old school for the first time. For the first time, this many minorities wanting to go into College or sending minority recruiters or counselors into the schools, it was just totally unheard of. These things started happening overnight and the so-called establishment was very threatened with this. They had never seen so many brown faces in the College setting

and then, not only that, trying to recruit so many brown faces. Or not only brown, but Asian, Black or whatever, minorities, into a post-secondary setting.

Question: Did the walk-outs...??

Charlie: There were walk-outs at, I forget the name of the schools now. I know they had some at San Jose High, some of the other high schools, I believe, they had it at some at Lincoln. It was so many years ago but, you had quite a few walk-outs in those days and then again, in the Professional capacity that I had to deal with and to train my recruiters, but not only that to make the contacts to get access to the student transcripts in the schools, to look over the transcripts or to even get an assembly together, a group of students or individual student together, to get on that campus, a lot of times was very difficult. And you had to attend many meetings, like I say, I had to attend with Superintendents, I had to attend them with Principals, with head counselors, I had to do a lot of circumventing; I had to go around a lot of people. Like, an example, if I had a recruiter that would go into a school and they were telling me they were having a bad time with this counselor what I would do is I would personally go and I was like a troubleshooter and that was my role. Put out the fires or whatever. I'd go over there and see if the recruiters opinion or estimation was correct and most of the time, it was. So what I would do was, pick a counselor, I would find out, OK, who are

your counselors here that work with minorities, who are your counselors that do good jobs and would find a contact there and work with that person and we would circumvent the trouble spots in the school and work with somebody who was going to work with us.

Question: What about???

Charlie: I didn't make the parade itself, but, I had a lot of friends that were there and some family and, anyway, what happened was instead of what happened to be a cultural parade and celebration, what happened, turned out to be a case of a riot and plus a lot of police brutality. A lot of people were injured, mainly Hispanic and it was an overreaction by Police and by their overreaction, of course, Raza had to defend themselves. I remember a lot of students were there and some got into it with the Police themselves. They couldn't stand the brutality. I remember a very personal friend of mine, running after a cop and attacking him and fighting the cops and families because the cops started beating up families and women and children with their clubs and trying to run over people, like I say a total overreaction by the Police Dept and a case of police brutality, so people had no choice but to defend themselves or their loved ones. In fact, one of the persons that tackled the policeman is a good friend of mine; he is a highly respected Professor and he

has a Doctorate degree. I'm not going to mention his name but, he knows who he is.

Question: So you weren't actually at the ???

Charlie: No, but I, like I say I heard about the incident from everybody and at the same time it came out in the papers, plus

Question: Were there rallies together related to that?

Charlie: A lot of students took positions on that took positions on that and wrote articles. It's too bad that I didn't save any of those but I know, there were a lot of groups that were really irritated and I think at the time, I really had a strong, cohesive group of Mexicanos and Mexicanas. Anytime you had a big issue that effected the community, you always had the students that would take up the rally. They would be the first ones. If it wasn't the community, it was the students. A lot of times it was the students before it was the community. So think you had a very astute group of students that were very community conscious at the time.

Charlie: As far as what my parents, my dad used to work in the lumbar yards. He did all kinds of work for different types of lumbar yards in Bakersfield and then they...My mother would

usually stay home with the kids until, of course, the oldest brother and my oldest sister were big enough to watch the kids and she would seek part-time employment if she wasn't working at Woolworth's or whatever. Which was mainly part-time and in those days, they were called the Kress stores. She would be working in the fields but, mainly my father would work in the lumbar yards and then besides working in the lumbar yards he would at night, or during so-called vacations, I never remember him ever having a vacation or the familia having a vacation because there were so many of us, we couldn't afford a vacation. What he would do was anytime he had some time off he would take odd jobs and do remodeling, fixing homes and whatever. Basically, that's what both parents did all their lives is they just worked. You got nine kids and that was the goal, just to make enough money to survive and support the family and I give them a lot of credit. They managed to do that until we were all leave the household, one by one, but they worked all their lives just supporting the family.

Question:

Yes, there was an age gap there between my sister Lena and my oldest brother Tony; it was about seven years difference and I would say my oldest sister is the one that helped raise most of us and when she was old enough, a teen-ager, she started watching the rest of the kids very young, while my mother worked and my dad both worked.

Question:

Charlie: We covered partially that but, the elementary school we were went to is in Bakersfield is one of the oldest schools, in fact, it was the only school at one time in that little town. It was the.. it was called the Lincoln School and at that time the school must have built in the late 1890s, early 1900s. Because my father and my mother went to that school. They went to the same school. It was a very old school and you had, Italianos, very few Portuguese, very few Blacks in those days. But, just about every old family in Bakersfield went to the Lincoln school. It was a pretty famous elementary school.

Question: What high school did you go to?

Charlie: High school, we went to East Bakersfield High and we all went to the same high school also. The sons and daughters.

Question:

Charlie: Since the early 60s, Bakersfield started to grow and then they started building a lot of different high schools but, mainly, our generation, my brothers and my sisters, we all went to East Bakersfield High. Then different areas of Bakersfield started expanding and they built other new high schools.

Question: We had talked about you going on to College. Now you said there weren't that many programs back then. To help you through it. Were you doing some?? or were you working your way through? Was it a combination of the two or how did that go about?

Charlie: The vehicle that assisted me to pursue my education was that I had gone into the Military and I had completed six years of service and at that time they had the G.I. Bill available. So that really helped me. I took advantage of the G.I. Bill plus I also heard about a new program that was just being developed and this was in '68 when they started providing financial aid for students in the form of grants and the form of loans which they call the Nat'l Direct Student Loans and your Federal Insured Student Loans. So I utilized my G.I. Bill plus I used a combination of grants and NDSL and federally insured loans to complete my education. I think without that assistance; there is no way that I could have pursued my education, because when I did start up at San Jose State I already had two sons and my wife. I had a family. It would have been sort of difficult for me to continue my education or even to attempt going.

Question:

Charlie: Yes, my first two brothers that came up, that I recruited up here were..this was in 1970 was, my brother, Baba, Bill, and then my brother Loco, Henry. I like to throw in the

nicknames there for a little spice. They were both veterans also; so they utilized their G.I. bill, plus the combination of the grants and the loans and they both also had families when they came up here to school.

Question:

Charlie: I think the Military had a its positive role and it also had its negative but, I wouldn't care to talk about the negative, rather elaborate on the positive things. I put six years in the Military and as I stated previously it was a vehicle for me to get out my situation in Bakersfield. Being 18 years old, a drop-out with no avenue for opportunity or just felt like I was at a dead end. The vehicle at that time was the Military. When I went in, it did a lot of things for me; I could say it gave me a lot of responsibility. Gave me a lot of self-esteem plus a lot of things that I learned in the Military. As far as education, there were different schools that they sent me to, there were different coursework plus there was personal challenges that I took upon myself and I accomplished. I wanted to make the Military a career but, that didn't happen because the last shift that I was in the service is .. they sent me to VietNam. They sent me there as an infantryman. I was with the 101st Airborne and we were one of the first troops to go over in 1965; this was in July of 1965 and that one year over there completely changed my mind as far as what my future had in store for me because the odds weren't too great if I would have stayed in the service at that

time because the war was just escalating and had just started and I could foresee that it was going to take a long time before the war ended. My last year I had a boy that was born in the States while I was in VietNam; I didn't see him until three months after I got out of VietNam but, one of the things that made me realize was that I had a lot more responsibility to my family rather than to the military. I had to decide whether I was going to look at my career or whether my priorities were to my family and again, realizing that the war was going to take a longer period of time and also realizing that they would send me back a few more times. Well, I decided to get out of the service and start a new life and that's the reason why I got out.

Question: Was the 101st the Army?

Charlie: The 101st was the Army, yes, and it was Airborne Paratroopers. Very elite, very well trained outfit.

Question: How many Chicanos .

Charlie: In the Infantry or in the Airborne for those type of troops, usually what you found in those outfits, you found poor Anglos from the South, the Midwest, poor whites, a lot of Chicanos, a lot of Blacks, Puerto Ricans, ?? Those were the type of people that you found in that type of unit.

Question: The richer ones were the ones that went into the Coast Guard?

Charlie: A lot of people would go into the National Guard, people that had influence and money or whatever but, sometimes every once in awhile you would find a lot of athletes that had scholarships that went into pro ball, who excelled in physical endurance and athletics or whatever. The macho thing about going into an outfit that was rough and tough, you found a good percentage of those in there too, so you had all those ingredients and that type of unit, you needed the so-called rough and tough. People that already had been exposed to, for example, as I mentioned the poor white from the South, they were used to doing a lot of hunting, growing up in the boonies, and whatever. When they got into the Infantry or you got into going to a lot of rough terrain; they were sort of comfortable with it. Raza, Mexicanos, or whatever, that grew up in the ?? as far as violence or whatever were accustomed to it. It was another good ingredient. Then you had a lot of people from the cities from Detroit, from Boston, people from the ghettos, again, that was their turf and anyway. People that were that young, 17, 18, 19, they always had a saying, it was a saying that I picked up later on. It took me a lot of years to learn is: The best soldiers are the young and the ignorant. I don't know where the coin was termed or where I picked it up; I think it is a very true saying.

Question: Would you say it was deliberate?

Charlie: Oh yes, I think for every war; it always is deliberate. To fight wars, you pick your poor people from geographic areas. The government knows what it is doing; there is no doubt in my mind and I think, if anyone would take on the task of doing any kind of research for any war; it could be proven over and over. Except maybe for an exception, the 2nd World War where they just brought in everybody. I would say, if you look at the Infantry units. Like in Korea, you look at any Infantry unit, even during peacetime and look at the composition and it would reinforce what I am saying.

Question: Did everybody have to go there or Chicanos????

Charlie: I think each group that's partly true. You could always relate with your culture or your ethnic group. You have those things in common or say, you are from the same State. From the same hometown. But, there was something more strong; it was the strongest that I've ever seen and it existed in the Military and you're put under a situation where you are in an environment of survival and it doesn't matter where you are from. Whether you are white, black or whatever, you become very close, very tight, so it's a type of, I'm trying to think of the term. Comradeship or whatever the term you want to use. But, you eliminate the barriers of race, religion or whatever, you

become very close and you take care of each other. You have to. For survival.

Question: What ???

Charlie: I got out in 1966, in June, 1966.

Question:

Charlie: They have certain ranks that you get out as. At the time, I got out I was a specialist, 4th Class, E4, after six years. Specialist, 4th Class. That's a step down from what you would say is Buck Sargent or E5. I had been promoted to Sargent, the first three years I was in, but, I lost my strips a couple of times, because I was in a very, very strict outfit. And any little thing is they would take your strips. Because they commanded discipline at all times. But, with the type of guys that I hung around with again, the make-up and whatever, when we go to town or whatever, we were just hell-raisers. And you get a bunch of young men together and they train you in the type of techniques that they use in training and sometimes you go to town and you start raising hell and whatever. You are full of piss and vinegar. I think your behavior gets a little deviant. To me I looked at it as normal behavior, the way that they trained you. You are supposed to be an ass-kicking machine and I think, at the time, that's what I was.

Question: Did you get any commendations?

Charlie: Yes, I got a few commendations. I was wounded. I got the Purple Heart. I got the.. Our unit got the Presidential unit citation; there were other citations that I put in for that I don't even know if I received them or not. And then the unit got a lot of others because we were in quite a bit of battles. I haven't even bothered to look up exactly what type of citations or awards that we did get totally. I was there. Just a year and then as soon as I got out, I got out.

Question: How has that impacted your ???

When you went to school, did any of the military stuff help you out?

Charlie: I think it did. Quite a bit. I was an instructor with my Unit. I used to train troops. I used to teach in the classroom and I used to teach troops. Map reading, compass reading, a lot of other classes, that I taught. Those were some skills that I did pick up in the Military. You can relate those to the supervisory, administrative, or whatever or human relations skills and, I think, once I got out, I again after six years, I looked and I say, Wow. What skills do I have? I have to do something, as soon as I got out, of course, I started working to support my family and immediately I started going to school part-time, but yes, I think the Military was a tremendous influence as far as what I could do. I figured I could do

anything. I figured I could go through six years of rigid training, physically and mentally and I tell you they really did give you some good training as far as keeping yourself in shape physically. I would say the strongest asset is the mental. The techniques that they use in dealing with the mental. Applying those skills in school, when I went to Bakersfield Community College and San Jose State, they helped me tremendously.

Question:

Charlie: A lot of the discipline, too. There was a lot of discipline involved and you need a lot of that in school. Your study habits, your commitment to your studies and your job or whatever, but, discipline is very important.

Question:

Charlie: As far as wanting to raise my family, my two boys, I don't think I wanted to raise them military style. Most of my influence was my family. My experience growing up with my family was is totally different. Some of it was good, some of it was bad. But, the only thing a person can do is go by their experience and the dos and don'ts or this is the way I want to raise my children and that's what I did. I'm very proud of the way I raised my sons. They are both now young men and they are doing very well. As well as expected, anyway. I have no

problems with the way I raised my sons. And I think if I had to do it over again, I would do it the same way.

Question:

Charlie: I have two sons. I have one that is 21 and one that is 23. The oldest, his name is Tony Leon Lastanau. And the youngest is Tracy Lee Lastanau.

Question: What do they do?

Charlie: Tracy works at a credit union here in Santa Clara County and he's in the process of enrolling at DeAnza. My oldest son Tony works for some security outfit. And he's trying to define what he wants to do in life. I'm not trying to push him at this point. I think sometimes when you do that with family or with sons they become somewhat defensive. The only thing I can do is by my own experiences, give them advice indirectly and when they are ready, you give as much support as you can. And encourage them. At this point I think they are just sort of looking around and but I think they will do fine.

Question: Did either one of them consider the Military?

Charlie: My youngest son went into the Reserves and he was in the Army Reserves and then he went to the Carolinas for Boot

Camp for one summer and he sort of got a taste of the Military and I believe that he found out it wasn't his cup of tea. The older one, when he was a young boy, he would talk about the Military and you know how kids are. They look at their dads and they want to be their role models but later on, I think he outgrew that and but, he never pursued trying to follow up into the Military.

Question: Did you recommend it to them?

Charlie: I wouldn't discourage a young man or a young lady from going into the Military because it's got it's assets besides its drawbacks. But, I think it has more pluses than it does negative things. I think people have to understand first of all if they are going to go into the Military they have to know exactly what the role of the Military is. We need one whether we like or not. We have to have one. It's too bad that we do, but, anyway, that's the reality of life. If people recognize what it is there for but not only that, but, look at the positive things that they could get out of it. I think it's an advantage. I think if they don't want it while you know, that's also there choice. I can respect that. And I do. I've had a lot of friends that were during VietNam, that were conscientious objectors, and I totally supported that. I didn't blame them or I didn't judge them for doing that. Because, later on, as the VietNam war went on, I could understand and I could see a lot things. I completely changed my mind about the war. But, as far as a person's choice, I think,

Fine, I think that it has more pluses because there is a lot of things the Military could give you, responsibility, give you a lot of self-esteem. You can pick up skills, different skills, different schools and a lot of times, it's hard to measure what education is. It's such a broad term, but as far as molding a person's broad education. I think, it's very good. It gives you good human relations skills because you pick up other people's experience from all over the country. Different people from different areas, you learn from them. Just so many things that, different areas that they can send you overseas to different countries, different cultures, different regions here in this country. It's got all these goodies as far as broad education, so. I don't think education just comes out of a textbook or the classroom, there is other forms and I think the Military is an excellent vehicle for that diversified type of education.

Question:

Charlie: In '65, while I stationed in Fort Campbell, KY with my Unit, I had been stationed with them for five years and I went over with my original Unit to VietNam, in fact, I was the oldest guy in the Unit. I had been in there six years where most people stay in a Unit two to three years and then they rotate them. They get out of the Service; they get sent overseas. I was with the Unit for six years and in July of '65 is when they sent us over.

Question:

Charlie: I really don't mind sharing that in fact; it's been so many years that it just brings back a feeling that's ironic. You know, the feelings that the question brings back was because at the time, I was with a Unit, a very elite Unit, very well trained and I think that is one of the things that really helped me to come back was, the training that I got. But, I remember as far as going over, there were a bunch of us going over on the ship and I remember one night we were looking at the stars and a bunch of us Chicanos were sitting on the boat and we were saying, Hey, this is really strange. I remember I brought up the question. I said, Look, it is really weird because you know what, some of us aren't going to come back. I said, some of us aren't going to come back. Some of us are; but, some of us, but some of us aren't going to come back. It's just like trying to touch something and you can't touch it. And you don't know what is in store for you but, you've been training and preparing all those years and it's just sort of like in a twilight zone, but, anyway, those type of feelings come back as far you know. Of course, you went over and you had to deal with the reality and it wasn't theoretical anymore. It wasn't anymore war games or practice or whatever you had to put the theoretical concepts into practice. It's just strange that this type of feelings come back but, exactly where my mind was then, going over.

Question:

Charlie: Of the ... what era is that? You're talking about '68, when I first got here to San Jose State.

Question: You mentioned earlier between '66 and '68 what had happened or you wanted to

Charlie: I'd like to dispel a myth for myself. And I could say, it's a myth in education where sometimes, grades measure a student's potential. But, looking at transcripts, when you look at set of transcripts, high school transcripts, whether it's from high school or Community College, grades don't always measure a person's potential. A lot of times they do, but, not always and I'll give you an exception to the fact. It's because I remember during the '60s when they first started recruiting students into San Jose State and of course, I have to speak on my personal experience plus other experiences to back up what I'm going to say. Again, I'd like to mention that I was a drop-out when I went to school but yet, I had the motivation and the potential but, on paper it didn't show that. When I left Bakersfield I had, I was attending Bakersfield College, nighttime, raising a family and at that time trying to get the VietNam syndrome out of my system so, I had a lot of problems and that's one of the reasons why I left Bakersfield to come up to San Jose. When I had my transcripts sent over from Bakersfield Community College, I think my grade point average was about a, well, it was about a D+ actually. I really didn't have the grades and the EOP Program

at the time with the supportive services that it had; they had links with Financial Aid Office. They would help you which was important, but, I think, the most important was the support of all the other Mexicanos and Mexicanas that were going to school at the time. We all had a vested interest to help one another. The tutors that were available, the counselors. The supportive services were extremely important. I didn't have the grades when I first went up there. But, eventually, I got into school and I started doing all right. I just, you had a Program that was available and the Program was geared to give you the self-esteem and to provide those services and, I think, without those services there was no way that I could have finished school at San Jose State. I had skills, but, of course, I had to develop as I went. It's always good to be a little more prepared.

The other myth that I wanted to dispel was as far as, not talking about my personal experience, and my grades, but, I became a professional recruiter. I first started recruiting for San Jose State and I became the coordinator for the College Commitment Program there at San Jose State. And I started heading the recruitment program and I wasn't taught administrative skills and this and that because I was an undergraduate student just trying to do my coursework. And at the same time, I was there trying to train recruiters and counselors to go into the schools and recruit students into San Jose State. I had to get the materials that were available at the College and revise them and gear them towards the nontraditional minority that we were

supposed to recruit in school. And I did that, I had 18 to 22 recruiters under me and we started going into the schools and we started recruiting people left and right from the schools. We not only recruited from the High Schools. Anywhere, we would go, whether it was a social activity, anybody we ran into whether it was at a football game; whether it was at a restaurant, a bar, whether it was a woman who was Head of Household on welfare, we'd give them the spiel on the importance of education, what was available and if they were interested. We'd have them apply and let them know what type of services were available if they wanted to go to school and I think a lot of times... I learned over a period of time that you had to be somewhat careful on who you selected through the process and I think the safeguards were pretty good with the letters of recommendation, the autobiography. You could determine some type of skill that they had, I think, you also had to had to use your instinct as to what type of motivation these people had. The more I got into recruitment, is that I learned that you could hurt someone just as much as you could help them by recruiting them into the school and seeing them fail. So I think the type of programs at San Jose State that existed in those days, those were the type of things that I would teach to a recruiter is that you had to look for those special things that a student had. That potential, that motivation instead of completely looking at the transcripts, the type of grades that they had; you had to interview them, talk to them and try to determine what motivation whether they had the potential and

a lot of times with their family. So, I think also, that can attest to me dispelling the myth as far as just looking at transcripts to determine student's potential is. I got into another recruitment program at that time. At that time, the recruitment program is called the Educational Talent Search Program and it was sponsored by HEW from Washington, D.C. and they had the regions and whatever. Health, Education and Welfare, at the time and we were funded by the federal government. The educational talent search was part of the trio programs at that time. We had the umbrella programs. Upward Bound, Educational Talent Search, and I forget what the other one was, but anyway. My portion of the program was mainly recruitment. What our program would do is, we'd go into three counties. The three counties that I serviced were, San Benito, Santa Clara, and the Salinas area. Santa Cruz County. What I would do, is I would get the stats from the Office of Education, from all three counties and determine where the highest concentration of minorities were located in the schools and after I would do that is I would pin point contacts in each of those schools whether it was the head counselor or the Hispanic or any other type of minority. I'd make those contacts and we'd personally go talk to those people to see if they could work with us and what our program was as far as recruiting students into post-secondary education. Running that program, again, you were dealing with minorities and non-traditional students and you wanted to do.. have a good record and you wanted to pull in as many students as possible. The techniques again with training counselors and

recruiters in those days was in those days, again, was, yes, you know the transcripts are important to determine the potential of a student, whether they can make it in College, but that's not always the case. I always look for the extra potential that usually isn't on a piece of paper. I always stressed that. And I think there was always a good parallel to use and it worked very well because counselors picking up that extra technique and would bring in a stronger student into the educational system. So it did work.

Question: How long were you doing this?

Charlie: I did it actually for four years. I did it with San Jose State for two years, I was the recruitment, a total of five years because I was a recruiter under Arnold ??? before I became the Director of the College Commitment Program at San Jose State, I did that there for three years. And after San Jose State, I got my own program and with Educational Talent Search. By the way, with Educational Talent Search, I think we gave our students a broader opportunity or more opportunities there, because our program, we used to recruit students into the University of California System, California State Colleges which is 19 colleges, we recruited them there. We recruited students into your private universities, like Stanford and Santa Clara University; sent students back East, recruited them into Harvard, Yale, you name it, Brandeis. We got students into the Claremont Colleges which was down in Southern California so all the high

powered colleges, private colleges, our program recruited students into those universities, plus; we also had a portion of our students that we would also recruit into vocational schools, job training or whatever, so it just wasn't post-secondary education. We also realized that everybody cup of tea wasn't going to college that other people wanted to get into the trades. We even recruited students into the construction trades because I made contacts with people that, like organizations like Bay Cop, which was Bay Area Construction opportunity program. Some of the trade unions and we were looking for any type of vehicle to tailor student's needs.

Question: How long did..

Charlie: I administered the program for two years.

Question: Was it defunded or did you move on?

Charlie: In 1976, they defunded the program because of a lot of cut-backs. In those type of programs or
(end of Tp2/Sd2)

Questions cannot be
heard on tape.

Charlie Laustanau/Tape 3

Question:

Charlie: I was involved at San Jose State with different organizations like many students were. Some more involvement than others.

Question: Were you a member of MASC? Or any other student organizations?

Charlie: I was involved with MASC organization at San Jose State and MASC which was the Mexican-American student confederation. They usually used to meet about once a week and they used to meet at a church facility on, I believe, it was 5th and San Fernando, I think it was the Newman Center, I'm not sure exactly what the name of it was. But, we used to have quite a few meetings. Basically, it was a student organization and the objectives and concerns of the students at the time were basically educational, on campus. What type of services were available for Mexicanos or Chicanos and

Question:

Charlie: Hired into the Chicano Studies and basically to.. all types of concerns. Teachers, curriculum, and also we dealt with

community issues, so it was a joint thing as far as the issues. They mainly were addressed towards the issues on campus and community issues. A lot of the individuals that were actively involved in those days, I remember, were, well you had Juan Oliverez, ???, Gabe Reyes, Ramon Martinez?, Pat Alderete?, myself, Carrascos, M? Chavez, Arnold ??, you had a lot of other students that even before that were, you even had some professors that were involved. You had people like E? Caranza?, Jose Carrasco, a lot of the students at that time now are either professors or they're attorneys and they're professionals now in the field. Of course, they were all at that time, they were either instructors or students and it was a pretty upbeat group. Because it was a form where you could get students together to discuss issues on a continuing basis and then you know, you'd form some type of strategy. You could either use it in the classroom or at the same time, a lot of the students at the same time were plugging into the organizations that existed out in the community. You had grassroots people working out in the organizations but a lot of the students out were developing skills. We had writing skills; we had speaking skills and whatever, so both efforts complemented each other very well. Especially, when you needed people, when you needed to mobilize a lot of people. You had the combination of students and community people together, working on those things. But the students were very, very instrumental because they were very active also with the community.

Question:

Charlie: Yes, usually the meetings were on a weekly basis. And a lot of times you used to get into some pretty heated arguments. You get a bunch of young students together dealing with a lot of theory or whatever and we were learning a lot of in the classroom, plus, a lot of it too. Even the students that were young, it just wasn't theory because they had relatives that were out in the community and a lot of students lived out in the community so, the issues directly affected them. So, I could say they were very viable and effective organizations and they helped complement the so-called at that time, we called it The Movement, or whatever. To get some changes made that were long overdue.

Question:

Charlie: Usually, they were. You had a combination of male, female, sometimes we had guest speakers, community people, sometimes people from city government. We'd confront them on issues and whatever and let them know what our concerns were. And what they were going to do about the concerns we had.

Question:

Charlie: It was the majority of students, mainly comprised again of San Jose State students, sometimes we would have other students from some of the Community Colleges because there was the network also, went into the Community College and at the same time there was City College. That was even before Evergreen College had even been built.

Question:

Charlie: Yes, those students were active in some of the High Schools and again, that was part of the network because again, when you needed to mobilize a big group of people, you have that network. You had them from City College, from High Schools because a lot of the students at the time were at San Jose State; they had younger brothers and sisters and relatives at the High Schools and I, the group, MRSC, at the time was aware that there were students from Mio? were going to be entering San Jose State and also when they would enter, there would be another organization that they could get into right away.

Question:

Charlie: Yes, it was. It was a pretty good network at the time. And some of the EastSide high schools were also involved. So, you could say it was a fairly, good communication network.

Question:

Charlie: I was doing recruitment and I had recruiters that would go to the High Schools and that's how we maintained a lot of the network and we went into the High Schools and we would go into the High School organizations like Mio? and whatever organization existed on that campus because we knew if you could approach a group of students rather than an individual, a bigger audience. That way you could be more effective in the recruitment into the university.

Question: You were aware...

Charlie: When I first got to San Jose State in 1968, in '68 was the first year the EOP program started throughout the California State College system and immediately, yes. I was a one of the first group of students to go into the program and I was very familiar with it and at that time, the educational opportunity program was formed throughout the 19 state colleges, the California State College system. What they did was they, just like it was almost overnight, that they made administrators out of students and there were students going to school full-time and at the same time, there were demands that we needed administrators, that we needed our special programs, we had to develop tutoring and counseling programs to help our people. To retain the people in the State College system. And I tend to think originally when the system set up the EOP program, EOP

programs throughout the 19 state colleges, they didn't expect the programs to succeed. I really believe that they thought they would fail but, the programs managed to survive. I really give a lot of credit to the so-called professionals that are out there now and to the students that went in at that time. Became administrators overnight and made those programs work. I can say that is a tremendous achievement towards Chicano students in that era. That overnight they had something thrown in their laps, something that they demanded, that they made a success. They made a success out of it and someday, I think, down the line as far as historical research, I think, that's going to be a very significant accomplishment that Chicanos did throughout the educational system as far as setting up a base. So for newer students going in and I think, that the thing that bucks the ?? statement is that you look around the 19 state colleges and your EOP programs are still around, your tutoring, your counseling programs and we still have students going in. We may not have the amount of students that we had going in as we did in the early 60s but, we still have those programs. And they have sophisticated over the years.

Question:

Charlie: I was in Bakersfield from 1966 to 68 but, I came up in September of '68, in the Fall of 68 to pursue my college education.

Question:

Charlie: Yes, I was familiar with the program and I wasn't directly involved with it but, I remember, the lawsuit that was filed against the Sheriff's Department because a group of students plus? the combination with the community people started looking around law enforcement and at that time there was a lot of police brutality here in Santa Clara County and the police brutality just effected the whole community; it was really bad and one of the issues that the community and students brought up was that we need more Mexicanos and Chicanos in law enforcement because they could relate with the problems that were out there. And not only that, not only with a consent degree, there were other demands too, that they replace the Sheriff and even at that time, with the San Jose Police Dept. There were very few Chicanos and Chicanas in law enforcement at the time. And that concent degree helped change that here in Santa Clara County. They had a big shake-up not only in the Sheriff's Dept, but, also with the San Jose Police Dept. A lot of the students again were involved with a lot of the issues again. There were students from MASC and professors and whatever that as far as the pulling together the technical papers or the advise of the community people. That's how it came about. A lot of students, indirectly and directly helped with the.. push the lawsuit. It was a combination of organizations that were in agreement at that time. At that time you had organizations, you had CSO, you had the ???? la Raza, you had Mexican-American

Community Service Agency and others. You had people involved with the model cities program that were active in that era and other organizations also, that helped push that lawsuit. Again, you have one group or one or two people that file those lawsuits and those ??? but indirectly all those organizations and people were involved. I remember that for a fact.

Question:

Charlie: I remember the name and I remember basically, I basically remember the name, again that was a long time ago. I have to pass on that but, as far as people, I'm sure again I was pretty active. A lot of friends, a lot of students and community people at that time. They were involved with quite a few organizations and at this time, I can't remember what the goals and objectives of the group were.

Question:

Charlie: There was some paranoia by a lot of different groups and individuals depending on their activity. We all knew at the time that the Government was having surveillance and that they had surveillance of community groups. They had surveillance of student groups. For example, SDS, as far as all the groups that were active whether they were Black, because you know if you remember in the sixties, you had the Panthers you had all these radical organizations. You had all these things

going on and it was totally new. For the so-call system. And as far as how the Government would approach us, then they had an obselete method, so what they did was again, they were playing their FBI surveillance from the McCarthy era. And what they were doing was they were was they were tapping people's phones or making files on people. And it took years later to find out through the Information Act, people starting finding out they did have their names on file. I know for sure, I have a father-in law down in Kern County that his name. I had a real good friend here, ?? Moriaty, he was listed by the CIA and I'm sure by the FBI and there were a lot of other community people here that I know were listed. So there was actual surveillance, so the paranoia did exist, but, at the same time, it didn't hinder the groups or it didn't hinder people. And sometimes, I wonder, maybe, we will never know how much disruption the FBI caused. Or how much dissension or whatever. There was a lot of surveillance.

Question:

Charlie: Did they plant FBI people in groups? None, that I am aware of. But, I'm sure that it did exist. You had campuses like Berkeley, San Francisco, some of the more radical campuses and I don't know if they were more radical or not depending on what the issue was or the community. Or you know who got the media attention, but as far as Santa Clara County, I've seen a lot of activity there and a lot of philosophy and a lot of ideas

developed that spread throughout the Southwest. Other Chicano groups picked up on. Like in the Valley, Los Angeles, New Mexico, some of the other people that, of course, getting back to the question, as far as the surveillance, not talking about Santa Clara County but, if you remember the name ???, from New Mexico, he was one that the FBI went after. In fact, they even imprisoned, they took over some Federal Parklands over there and he took some strong positions and.....

Back to the question, as far as paranoia and possible government surveillance of individuals and organizations, there were other parts of the country, Denver, Colorado and Corky Gonzeles, you had ??? in New Mexico and of course, you had ?? in New Mexico and of course in California, you had Cesar Chavez. You had groups, like the Brown Berets in Los Angeles and then you had the Berets here in Santa Clara County. So you know there were different groups and people involved with all these groups and there's no doubt in my mind, that they were under surveillance by the local law enforcement authorities and even as high up as the FBI and the CIA. There is no doubt in my mind and I consider myself a very rational person and I'm talking about 20 years back.

Question:

Charlie: I think it's been continuing for years and years ever since J. Edgar Hoover. I don't think it ceased. I think they may

have sophisticated their methods or whatever. I think it will always continue. And, ya, I think it still continues.

Question:

Charlie: With MACA?? I used to go to a lot of the meetings at MAXA?? I never worked for the organization. I always had close friends that did. I had close friends that were always on the Board of Directors. People that worked there. People like Jouquin ??, Jose ??, Leo Gallegos??, I believe that was his name, anyway. We used to have a lot of meetings at MACHA^E? It was a grassroots, ?? organization. Very strong organization. In fact, it still exists today. It's funded by United Way. And provides excellent service. The MACHA^E has been around for years and the conception of the organization deals directly with mental health, health services, youth groups, elderly, whatever. It's always been an excellent organization to address those issues. And you know, it was formed many, many years ago and still very viable organization.

Question:

Charlie: MAPA?? I forget, exactly when it was formed but, I remember some of the people that were involved in it and I never belonged to MAPA, myself, there were other, indirectly, I would help a lot of people that were in MAPA. I remember even before, MAPA, there were trying to form La Raza Unida Party ??

here. And we tried that, registration of people. MAPA to me was a little more of a conservative organization and I had friends that did participate in it and personally myself, I was involved in voter registration and I remember myself, a brother and some other friends, we had the first Southwest voter registration project here in Santa Clara County and this was about, I believe in 1974 and 1975. We got funded from Texas by, I believe his name was Willy Dale?? Just recently passed away about a year or two years ago. He was a colleague of a Mario ?? who used to work for Gov. Jerry Brown. And the Southwest voter registration project has registered millions of Mexicanos throughout the Southwest and been somewhat of an effective machine to help us elect Hispanic representatives.

Question: Was that also

Charlie: No, that was totally separate. The Southwest voter registration project in fact, in some years it's picked up by different groups. Your different groups have sponsored it. Such as I remember, when we sponsored it we had a Loulac ?? Chapter that we set up here in 1975 and then other groups had been funded by the Southwest voter registration project. There main organization is located in ??? . But any group can set up the voter registration project and apply for funds and usually it's a formality of applying for the paperwork and usually they try to just fund one group. It's something that I encourage very much, again, as a vehicle to register all Mexicanos and

Mexicanas into a well, the choice of the party whether it was Republican or Democrat, the main thing is that we get our people out to vote and try and get some elected officials into office.

Question:

Charlie: What we would do is we would, is we would set up our booths and maybe, at that time, we would set them up on the East Side where we would target where there was a high population of Hispanics, Mexicanos, Chicanos. Your fiestas, the Fairgrounds, Supermarkets, even at Churches, we would coordinate it with the Churches and the main thing is we'd catch all the people we could at dances. To target groups of people. To register to vote.

Question:

Charlie: During that period, there were quite a bit of writing, going on. For example, Berkeley had a magazine called ??? Sol. They used to put out a magazine and it had some real good articles in it on social issues, on political, whatever. You had here in Santa Clara County, I remember as San Jose State in particular. You had a magazine that a bunch of Chicanos put out that was called: ??????. And a few of the people... it would be interesting to get those copies, some of those articles that they were writing, because they were students here in Santa Clara County, and particularly from San Jose State. And we had an old

printing press, we would meet in the basement of peoples houses and staple and we would solicit articles from community people and community organizations, from students whatever. Anybody that wanted to submit an article and on a monthly basis we would put out this magazine. And if I remember correctly, ?? was around probably for about five or six years. And you always had a new group of students. A group of students would graduate, you already had another group, already. Pulling in to take over the magazine. It was a very effective magazine. You also had a couple of community papers out there. You had a couple, maybe three papers out there.

Question:

Charlie: El Salvador?? wasn't out. That came into print, maybe in the late 70s, in the 60s. I can't think of the names of the other ones, but there was There was one, I'm trying to think of the name of it but, it'd been around probably since the 50s. It was pretty viable community newspaper.

Question:

Charlie: The Macheto^E ?? was another one. That's one .. another student paper. Macheto was one, ??? and again, I'm trying to think about the community one. Andy Rameriz was active with that one for years, too. He now has his advertising firm. But, anyway the name will come to me later.

Question:

Charlie: The paper I think is an excellent resource for research on this called, I recall the name now. It's called the Excentro?? It'd been around for years and years. Excellent paper. It was like a little booklet. And it always had a lot of pictures in it also. You had pictures of people in it and like I say in the early sixties, late fifties and whatever. So, it would be interesting to us. It would be a valuable resource if we could ever get a bunch of copies of those old magazines.

Question: Would the student papers, did they, were they productive in organizing students together?

Charlie: No, the magazines, were very informative on campus and the community papers, as far as events taking place. We even utilized, the Spartan Daily. We even had people that were majoring in Journalism, Advertising or whatever and we would take on controversial issues that came out in the Spartan Daily. Sometimes, you had racist remarks that were made or whatever. I remember one incident at San Jose State, a group of students went around campus and got every issue of the Spartan Daily and they dumped them in the fountain on the campus. That was a big controversy there on campus. That was in the 60s. All the Chicanos and Chicanas really got upset so

they confiscated all the papers and threw them in the fountain right there by the Tower Hall. .

Question: What had happened?

Charlie: I forget what the controversy was, but, I remember the papers being confiscated and being thrown in the fountain.

Question: What about the farm workers, boycotts at the time, a lot of marches, did you go to any of them....?

Charlie: I went to a lot of those meetings. I boycotted a lot of the .. on behalf of the farm workers at the Lucky Stores, right there on campus. Safeway, I boycotted against Safeway. I boycotted against construction projects, right there on San Carlos Street and remember, they were taking people to jail. Some of us would run. I remember they had two marches to Sacramento. We at that time at one in 1972. I had a younger brother that helped coordinate that one with Jose Carrasco and he participated on the first march. And on the second march, I worked with Jose Carrasco and other people on the second march in 1974. Those two marches were educational pilgrimages, that's what we called them to Sacramento. In '72 and '74 we mobilized groups of students and community people and the first march, we had over 100 people and the second march we had probably an excess of 100 people and it took about five days to march to Sacramento and to the steps of the

State Capitol. Once we arrived to the Capitol, we talked to elected officials, about the inadequacies of education towards Chicanos at all levels of education and they were very effective. I think the second march was pretty effective and a lot of that documentation was taken in written form, in tape recordings and in photographs. In fact, I was in charge at that time of the documentation and I had all that material until recently and I lent that material to a friend of my who was a Professor at San Jose State College and he wanted to do a project, so I turned over all that material for him. I'd been saving that material for a long time because eventually what I wanted to do, in fact, what I'd like to do is donate it to the Graduate Program or the Resource Library that they are developing. I've held on to that stuff. I must have about thirty boxes of slides that.. plus a lot of notes, a few tape recordings or interviews. Plus some of the music that was played along the march and I'd like to donate that to the resource library.

Question: ...Teachers association, Associated Chicano Professors, or the Association of Mexican-American Educators, do you know there role?

Charlie: I was aware of all those groups. We had students that were in transistion from graduating become teachers whatever.

Question: These were on-campus groups?

Charlie: Some of them were formed on-campus directly from the campus and they funneled out to groups of professional teachers and they became associations and whatever and the students that were active on campus formed their own associations were the ones to become professionals in the field such as teachers, counselors and whatever. And some of the organizations even formed a statewide to form associations or whatever and again. The role of the organizations were to address educational issues that pertain to that particular group. For example, teacher's association, teachers and how it effected or how it related to students. I was very familiar and I've been involved with, not only as a student but, as a professional recruiter. With those groups. And I kept close ties with those.

Question: The model cities ...

What exactly were they doing and how did it evolve?

Charlie: Model cities came into existence here in Santa Clara County about 1969 and what it was was a pilot program funded by the Federal Government to different communities and I believe, throughout the United States. There was either two or three pilot programs throughout the country. Where they poured in millions of dollars for the model cities programs where you could plug into education and housing, health care and whatever. What they did was here in San Jose, they targeted the low income areas and the model cities program was formed. And you set up, they broke up the model cities program here at

that time into four areas. For example, you had Tropicana Assembly covered around King Road and King Road and Story, along 101; and then you had the Olinander Area, I believe that covered San Antonio to Santa Clara Street. You had Mayfair, you had the Mayfair area, off, I forget which area that covered. And there was one more area, that I forget which geographic area here in San Jose that covered. What you had in San Jose was four distinct areas. And then they had their main office located in Almaden. If I recall correctly the first Director of the Program, his name was Carlos Esparza. And, of course, he wasn't there too long and the second Director, his name was Bob Martinez. Bob Martinez was in charge of directing the Program, then within those community groups. What they would do is for example, Tropicana, I remember getting here in '68 and I moved off of King and Story and 1969 and I heard through school and different groups that they had a Tropicana Assembly but, to get into Assembly, to have a vote to participate you had to have an election. I remember my brother, Bill, a younger brother of mine and myself and we ran for.... we got so many votes to get on the Assembly and we both got on the Tropicana Assembly and we started participating and then what they would do from that level. They would set up a task force; they had different task forces, like say; they had a job task force on jobs that Raza needed. Maybe they had an educational task force, different groups. I remember I was on the jobs training task force. We would meet to talk about how to help people get jobs or job training and whatever. I remember the model cities program at

that time, they also had a newspaper that they would put out to those areas in the community. Those four areas, Tropicana, Mayfair, Oleander and again, I can't recall the fourth neighborhood. To let them know what issues that they were looking at, in the area of education, jobs, health and whatever and The program to a big extent helped a lot of people because what it did was it. It helped people get involved, helped people organize, how you set up meetings. I think for the first time, you really had an organization that was funded. You had a lot of monies involved. You had to set up your records. You had to hire staff. You had to train staff. It was a start to funnel Raza into their own organization where they could train people. Where they could work with their own people. You set up people; you give them skills in administration, counseling, recruitment; you plug people into jobs. You had a vehicle to coordinate with City, County, Federal, and whatever and you had a form to bring people together and to address issues where before that form didn't exist. With the sophistication that it did with the model cities program. At the same time, I think people that were voted in for every meeting that they attended they were given \$20.00 for a meeting; it was sort of an incentive, but, at the same time, it got a lot of people involved. Where people weren't involved with the community before, it was a vehicle for getting a lot of people involved with key issues that were effecting the community. The model cities program was around for about, I can't remember know how many years from, 1969 to ... say, maybe five or six years, maybe

1974 or '75 before it wasn't funded anymore. But I think the program over all.... you have a new program, you have your trial and error and you have a lot of things done.

Question: How long did you serve on the Board?

Charlie: About two years. That was... of course, I was a student at school. I had a family, working part-time, going to school, I wanted to.... for me, that was a vehicle to familiarize myself with a totally new community who were the so-called power brokers in town. What were the issues. I was just hungry for meeting people and getting involved and trying to make some changes. All the theory....the theory was good on campus but, I believe the theory had to be applied also. That's one of the things that I did as a student. I not only went to school and learned about the theory but, I applied it also. I thought that was very important.

Question: You had that one point about model cities.

Charlie: I wanted to get back to the point dealing with the model cities program. I remember at the time; they had a program for students at any college if you were a full-time students carrying a full-time load at that time it was twelve units. I believe it's still the same. You could qualify for a model cities grant of \$1000.00 a year. If you were in the model cities and if you lived in any of the neighborhoods and you were a full-

time student, you could apply through the model cities and you could get a grant up to \$1000. per year. And that assisted a lot of students to help them continue their education and a lot of students did apply for the \$1000. a year and it did help them with their education. I thought that was very good. There were good and there were bad things about the model cities program; some of them we were discussing. There's other areas, too. Like you had mentioned about city government utilizing the different areas of their model cities programs for development of whatever... I'm not an expert in that area but, I'm sure there's other people that were involved in urban planning or involved with city planning commission that could go ahead and they could expand on that particular segment.

Question: EOP....

Charlie: If I remember correctly, what led up to the creation of the Educational Opportunity Program in the 1960s was the State Colleges, the 19 State Colleges in California always had a quota where you could bring in people into the colleges that didn't have grades. At that time, I believe, it was a two percent quota, for example, what I mean by quota is... usually they say, you have to pass an ACT or SAT score to get into college and if you didn't; you couldn't get in or had to have so many units or whatever, but, the way.... the loophole existed at the time was that there were a lot of professional athletes. There were a lot of musicians. In fact, there were a lot of politicians, sons and

daughters that didn't meet the requirements of the standards of the College State system. So what was happening was that they were bringing them in into that two percent quota system. So eventually minority students started to questioning that quota system and saying, what about minorities? Why can't we get in. So, I think what happened there was the system or the college system was finally confronted on the quota system, so finally they had to open up the doors for equal opportunity for other segments of the community and that's how the creation of the Educational Opportunity Program came about. Minorities and different ethnic groups and low income groups challenged that quota system and that's where the inception of the Educational Opportunity Program came about and that was about 1967, '68 and that when those programs were created. The MAGS Dept. - Mexican-American Graduate Studies Dept. - there, of course, weren't many or any that existed. I believe that when San Jose State's was created about 1969 and at that time, you had a group of students and a couple of professors that were there part-time that also challenged it. We needed a Graduate Studies Dept. to address the issues of higher education for graduate students. Once they got there undergraduate degree; we wanted a higher degree as far as ethnic studies or Chicano studies. And eventually, after confronting the system, confronting San Jose State. And having to go through the Chancellors Office and whatever, Mexican-American Graduate Studies Dept was developed at San Jose State and up to this date exists. Some of the people that were very instrumental in that

were, I know for one, Jose Carrasco, ??? Caranza, and there are other names that I can't I remember a lot...I remember almost all the professors at the time but, Umberto Garza was another one. Of course, some of the other people, I don't recall. I remember going to a lot of the meetings at the time. I was a student and indirectly, yes, participating in the meetings but, as far as just participating. It was the students just here locally that took on that issue with also a group of community people, that supported the concept and therefor, eventually through those demands, you had the Graduate Studies Dept. formed.

Question:

Charlie: Yes, I worked on my Master's Degree; I took about 15 to 18 units through the Mexican-American Graduate Studies Dept and when I entered the program this was in 1973; I went straight into the MAGS program and at that time, the program comprised of courses such as History, Economics, Philosophy, Research Methods, excellent curriculum, I thought at the time. Although that a lot of people felt that the degree didn't have the validity. I thought it did and the concern of a lot of people of pursuing a Master's Degree in that area was: how much of a market is there? You know how many Mexican-American Graduate Studies degrees are in demand out there? Which is, I can still say is very few; but, as far as the education itself, it's very, very sophisticated because I remember one particular course, Research Methods. It trained you on how to do a lot of

research. How to do a Doctorate Dissertation. Your Master's Projects and whatever. You had some excellent instructors and it taught you some excellent skills, in fact, to this day a lot of those skills that I learned in Graduate School, I apply wherever I go. I'm working for the U.S. Postal Service now and As I was saying, I'm working for the U.S. Postal Service. Right now, I'm working towards management.....

Classes that I took there were very excellent. Those type of classes taught you how to do research methods; develop highly technical skills. They were showing you how to prepare you for your Master's Degree; your Master's Projects and even for your dissertations if you were going to pursue a Doctor's Degree. A lot of people that went through those programs, took those research methods classes; it helped them very much in law school. People that became administrators later for city, state, federal government; I know a lot of people personally to this day, I could talk to where they developed the best of those skills where through the Mexican-American Graduate Studies Department. They had a program there also, that dealt with administration and they had a lot of excellent skills dealing with administration emphasis. Emphasis on public administration. A lot of people went out and went into public administration and got high, visible jobs in city, county, state and whatever. And a lot of people took those skills, those areas, plus private industry itself. The program not only enticed Chicanos and Chicanas because there were a lot of Anglos and a lot of other different

groups that went through the Mexican-American Graduate Studies. Also, talking to those people later on during the years these people also becoming professionals still highly praise the program, the curriculum, the instructors that were there. And I strongly recommend anyone that goes to the Dept., and I'm sure that it has sophisticated itself even more now. It was an excellent program at the time and I'm sure that it's even an excellent program because some of the people involved; some of the names and some of the people that went through school with, now that are professors and hold, possess their Doctor's degree. They are still teaching there and I'm sure that it's even more of a viable...

Question:

Charlie: The School of Social Work, I remember the School of ... I remember when they were proposing that we should have a School of Social Work at San Jose State because of the large Hispanic community, population here. We have the second biggest population here in the United States, second, to Los Angeles County, here in Santa Clara County. And if you look at all the Bay Area itself, look at the amount of Raza that's located here. You can see that there's a big demand and a big need and as far as economic, social, and whatever, problems, the School of Social Work, that was another concern. And through the concerns of students, professors, community people, again, you had another program that was developed. And, of course, I

think throughout the United States, San Jose State with a main position of targeting the Hispanic population and the issues is the only, second School of Social Work that's really targeted towards the Hispanic community and it's an excellent Social Work Program. It doesn't just address the needs of Hispanics but all different groups. That's what Social Work is all about. Again, you had a lot of Hispanics that pushed for that program, developed it and now San Jose State has the reputation throughout the country for having one of the finest School of Social Works here in the United States.

Question: From your perception what was the impact
what kind of activity took place....

Charlie: From my perception the impact of Chicano movement on the local Chicano and Chicano community is 1) that in the early 60s, I got here, excuse me, the late 60s. I saw something that really hadn't ever taken place. The closest thing you could say reading about it is the revolution where you take up arms. I can say this wasn't that type of revolution but, it was more of an educational and social revolution. I think even to attest to that fact is first of all, they say ingredients of a revolution. In a revolution, you are supposed to have things like art, music, literature, dance, writings. I think you know as far as the Chicano revolution we had all those things. Not only that, not only having them, but they survived to this day, you still have your Teatro groups. You still have people writing. You have

different magazines that have come up. Different newspapers or whatever. They are still addressing issues and I can even say now more on a sophisticated level. The impact as far as the philosophy that started in the 60s during the student movement educated different generations of students. We still have younger brothers and sisters, cousins. We still have Chicanos and Chicanas and in those universities, not as many numbers as we did then, but, because of all the cut-backs; but, still a lot persists and as far as the impact; the impact has been tremendous. You look around, we have Chicano lawyers. We have Chicano teachers, principals, counselors, professionals, you name it. But, at the same time if you look at the total degrees that we have in the Hispanic community compared to the population, it is just so minute. There is so much more of a need, but as far as the impact. I think it was a tremendous impact, something that happened that hadn't been there before. For the first time, the doors had been opened up. You had the opportunity for people to pursue an education. To better themselves, their families, their loved ones. You can look at it somewhat like a trickle or just a small amount, but, still it was a start. I think it's something that can be built on and people are still working on it. People that were around twenty years ago are still around. I think that it's self-evident by the names of the people that I mentioned that are in this interview that are still there at San Jose State. Some of the old community activists are still around in different professions. I'm in a different profession myself now. But, I'm still an activist

wherever I go. The skills that I learned the things I've picked up; my activities, I don't keep in contact with a lot of the people I did twenty years ago because I established different contacts and different friends but I've grown in different directions and different ways. Plus, I've sophisticated my skills so, I think it's just such a big world out there. You take those skills elsewhere and you share the knowledge. I believe you should and you take it everywhere you go. And you know you grow up; like they say, your and then you fly and you get out there on your own. And that's the name of the game. You take it with you and you share it with somebody else. And try and take 10 or 15 people with you. Ethnic alleg established with other minority groups; I think many were. In those days in the 60s, you dealt with... we all grow up in our barrios... and neighborhoods. We through assimilation or through exposure being in a different institution, you are not segregated anymore. You are more integrated and you see other people. You establish other relationships. There's other organizations, not just Chicano organizations out there. I think those are good; I think you can expand different organizations and relationships; there are a lot other knowledge out there not just within the Chicano community. I think as you get older as you become more sophisticated you establish those alleg plus with different groups. The institutions through the activities that took place on how institutions were impacted, churches, for example. I remember with Cesar Chavez, one of Cesar Chavez's big symbols is the Catholic Church and the Hail Mary. I remember that there

were other churches that got involved with Cesar Chavez before the Catholic Church even got involved with him. And the same with Martin Luther King. The Church was an important viable vehicle to utilize. The Church uses us, why can't we use them. I think it's a complementary thing, really. I have nothing against the Church; I think it has its role. But, I think when the Church can complement you and you can complement it. Then you can give each other something then. Then it becomes a viable vehicle. That's basically what I would like to say about the Church. City government works the same way. Or any other institution. Once you learn the game on how to complement each other then you have a viable tool that you can use effectively for both of you and I think that is the key for any institution whether it is religious, educational. Learn how it functions, learn the loopholes and learn how to complement one another and I think that's when you can open up the doors. To the next question. What kind of impact did my involvement have on my family? I think it had tremendous impact on my family because I remember coming up here again in the late 60s and the philosophy in those days was just totally new. There were certain terms that people were using that I could sort of laugh on, but then not laugh but, still feel a little serious about them, like they were terms like Chicaneemo?? , Carnalismo??, and things like that. Those were very important terms and they were very important terms that lead to a very important philosophy. I remember going back home after coming to school here the first semester in '68 and talking about some of the

concepts that I was picking up here. Bakersfield, California is a very conservative area and at the same time, family that has never been in an educational setting. College or whatever. I remember a lot of the concepts I'd take home with me and I'd argue with my family to a point almost where we wanted to get into a fist fight. And I come from a very big family and eventually my being persistent, I managed to bring the three brothers up here that picked up there degrees. I have a sister that moved to Sacramento and she already had her degree up in Bakersfield, but, she was stuck in this little farm town in Arvin, California and she had picked up her education during the 50s. Again, it was a very conservative education and as far as social issues, she wasn't too familiar with until she got her fill from me and then moved up to Sacramento and got more of a progressive education. A lot of the philosophy from Berkeley, San Jose State, from Stanford had already spread as far as Sacramento. So, it wasn't too hard for her to pick up on the concepts and she eventually became the first Hispanic Principal in Sacramento County. The first female, excuse me, she became the first female principal in Sacramento County involved with bilingual education programs and whatever. Got an excellent career. Now she is been the principal now for the last twelve, fourteen years in Sacramento. Other family members became sensitized to issues through family pressure, peer pressure. But, you know that's the name of the game. You get a new piece of knowledge, you either superimpose it upon someone or you share it with them. Or discuss it and that's how you all learn. Sometimes you

don't want to listen, but, you shove it down somebody's throat and you'd have to listen and that's the way it starts.

As far as impact, that's what I see as impact. On family. As far as the impact of what you learned. Basically, that's what I have to say on that particular question and now, I could move to the last and final question on the interview and it states: Could you list the names of five persons that were instrumentally involved in the activities of this period and who were they?

The people that I would like to acknowledge, not just, I think it's more than listing names, but, people that are still very close to me. I may not see them for three years; I may not see them for four years but, if I run into them or if they give me a phone call and tell me, I need you; I need a favor; I need some help. I'd be there and I think they would do the same.

Number one, I'd like to acknowledge Jose Carrasco. I'd like to acknowledge Tino Esparza?? . I'd like to acknowledge Arnold Boho??? . I'd like to acknowledge Gabe R??? . And I'd like to acknowledge a brother of mine, Henry Laustanau.

One more important thing too, in conclusion, or you can say in form of a summation, I'd like to state that... I'd like to thank David Ocampo??, for giving me the opportunity for the interview because it's sort of taken me back a long time ago. Twenty years back and I was mentioning to David... each question, I

could have researched, made a few phone calls or whatever and given him exact information for each question, but, I wanted the interview to be as pure as possible, just right off the top of my head. And I just wanted to give statements from my perspective and, hopefully, somebody can pick up on them and go into more depth, if they want to use it for research. I'd like to mention that the experience in those years, I won't trade for a million dollars. The people that I came into contact and the skills that I developed have been excellent. The education I won't trade either. I believe that the so-called Chicano Movement or revolution is still around. I think it's just sophisticated somewhat. In a lot of areas, we've lost it. You still need a lot more participation. I know there is a lot of people that are still continuing it. A lot of people that still believe in it including myself and take it wherever they go. A lot of people say, well, there was never a Chicano movement. There was never a revolution, I disagree. I'll always disagree and I think that can be disproved easily if anybody ever wanted to challenge it. And that, I believe that our curriculum at San Jose State College needs to be developed a lot more. In the elementary schools, it has to start. One of the biggest problems that I see in education right now is curriculum itself. I strongly believe that we need a strong curriculum in Chicano Studies even.. especially at the lower level growing up. We didn't know about our history. We didn't know about our culture. We need to know about all aspects, different disciplines, economics, political science, you name it. We don't have that many

textbooks in the elementary schools to teach our children that there are so many of our young people walking around with identity crisis. And it's a shame that you have to wait until you get into a State College and you go into a Graduate Program and then you start learning about your History. When you should have being taught that when you were three years old to start off with. My own experience is only told in the form of stories. And every once in awhile you are lucky if you could pick up a book, that you could read and it could tell you about your culture and that's the biggest disfavor or shame that you can give to your children, not having some type of established curriculum to teach them who they are, what they are and where they are going, what the contributions of their ancestors. What their family or their loved ones is; it will make them feel important and to give them that self positive image. I think that is so very important and I think that's the biggest thing that is lacking in our educational system. Pretending to Raza, we need that so badly. Basically, that's all I have to say and still, I'd like to acknowledge the people that are still in the area, wherever they are at. Whether they are in the professional field in education and still pursuing what they started a long time ago. Thank you.