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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

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Equal Hiring Policies Sought

SDSU Develops Affirmative Action Plan

by Dr. Joseph M. Samuels

Dr. Joseph M. Samuels is Director of Affirmative Action Programs and Professor of Secondary Education at San Diego State University. He has been deeply involved with people through teaching, administration, and community action.

In the article which follows Dr. Samuels discusses Affirmative Action and its implementation at San Diego State University.

While the concept of Equal Employment Opportunity is not new in our society, the requirements that public institutions maintain written Affirmative Action Programs is comparatively new.

To be sure, efforts to alleviate discrimination generally in our society go back as far as the Thirteenth Amendment of our Constitution and beyond. There have been several significant Executive Orders, committee formations, and Acts signed into law since the Thirteenth and Fourteenth Amendments. The most far reaching one is the 1964 Civil Rights Act. Thus, the year 1964 has a great deal of significance for all who are interested in the fair and equal treatment of minorities and women in America.

The passage of this Act, especially Titles VI and VII, is having a direct impact on the employment discrimination historically suffered by women and minorities in this country. Under Title VII of the 1964 Act, the Equal Employment Opportunity Commission was established and became effective the following year.

Under the Lyndon B. Johnson Administration, Executive Order 11246, signed on September 24, 1965, stated that government contractors and subcontractors must agree to refrain from discriminating against any employee or applicant for employment because of race, color, religion, or national origin. This Order was amended by Executive Order 11375 in October 1967 to include discrimination on account of sex.

Revised Order No. 4, December 4, 1971, makes it clear that both nonpublic and public institutions are required to take action to ensure nondiscrimination and to comply with Executive Order 11246 Revised Order No. 14 goes beyond this and requires public education institutions to maintain a written affirmative action plan.

Executive Order 11246, as amended, embodies both the concept of nondiscrimination and the concept of affirmative action. The HEW Higher Education Guidelines for Affirmative Action state that "nondiscrimination requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertant. A university contractor must carefully and systematically examine all of its employment policies to be sure that they do not, if implemented as stated, operate to the detriment of any persons on grounds of race, color, religion, sex, or national origin. The contractor must also ensure that the practices of those responsible in matters of employment, including all supervisors, are nondiscriminatory."

Affirmative Action requires that the contractor do more than ensure nondiscrimination and equal employment with regard to race, color, religion, sex, and national origin. Affirmative Action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept of the Executive Order is that unless positive action is undertaken to overcome the effects of systematic,

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There is a need for minority and female instructors and clerical help at Mesa College. Contact Greene Farmer, the Affirmative Action Officer at 279-2300.

COALITION SEEKS INTEGRATION FUNDS

by Shuf Swift

In two months ten non-profit community groups interested in quality education for all students came together, and with the support of the San Diego Human Relations Commission, prepared and submitted to the U.S. Office of Education a 256 page proposal to alleviate racial isolation in the San Diego schools. The groups were: the San Diego Urban League; Samahan Youth Project, (Filipino); American Indian Talent Search Project; Model Cities; Guamanian Alliance Project; Cooperative Educational Systems, Inc. (Chicano); Project SAFE, (Asian-American); League of Women Voters; National Conference of Christians and Jews; and CURE. These last three

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TENNIS BREAKS BARRIERS

by Dorothy Lloyd

Tennis has never been a stranger to blacks. Approximately ten years after tennis was introduced to America, blacks began to popularize the game in various parts of the country. A reverend W. W. Walker, exponent of the "chop and net game", sponsored an interstate tournament in Philadelphia in 1898. Edgar Brown introduced the "top spin and base line game" to black tennis shortly after 1900.

Among the blacks who starred in early "integrated tennis," were Richard Hudlin of the University of Chicago, who was the first black captain of a varsity sport in a big-10 school; Douglas Turner, lettered in tennis at the University of Illinois; and Reginald Weir played with the City College of New York.

Blacks produced a number of outstanding women tennis players. The most outstanding prior to the advent of Althea Gibson was Ora Washington of Philadelphia, who probably was the "Josh Gibson" of her sport.

It is true black tennis players, like black baseball players, were the victims of racial prejudice. They were not allowed to play in USLTA tournaments hence the founding of the American Tennis Association.

Tennis is not a common popular game among blacks. There is still the aura of a "white man's" game. What black other than Arthur Ashe do you see in top-flight competition ? Black tennis players in the United States insist that by now, there should have been developed many outstanding minority youngsters on their way to becoming future Arthur Ashes. Unfortunately, this is not the case.

The Mountain View Tennis Club, since its founding in 1969 has had its main focus on developing future tennis stars. Special emphasis is on the programs for junior members, who are an integral part of all activities. They receive special coaching from the club pro and other members. Three juniors were sent to tennis camps last year, one of whom was the finalist in the Morley Field Easter Tournament, and the other two were semi-finalists.

The first Annual Spring Doubles Tournament held in 1973 marked the first time in San Diego a tournament was held to finance a Junior Tennis Development Program for youngsters in Southeast San Diego. Over 260 youngsters received instruction twice weekly as a result of this tournament.

Mountain View Tennis Club is a unique tennis club in San Diego that enjoys a highly diverse membership. Geographically, it is countywide with a few members living in Los Angeles. Culturally and ethnically, its members come from many backgrounds. Ability ranges from beginners to skilled advanced players who have nationwide ratings. Organized in 1969 by four persons it is one of the younger tennis clubs in San Diego. In this short period, membership has grown to 120.

Although a tennis club, it is also a social club where a spirit of helpfulness and friendship prevails among the members. Activities center largely on tennis-related functions--interclub matches, intraclub tournaments, clinics, round robins, chop suey tournaments, junior tournaments --all culminating in some kind of social celebration.

In former years, tennis was a sport for the affluent but, MVTC has changed that scene in Southeast. Watch that La Jolla housewife coach that black youngster. Watch that white marine Lt. Colonel pair with the black sanitation worker to play winter league doubles. Watch the doctors and the lawyers host the little black girl who can't afford tennis shoes or a racket. Tennis is a great sport; it breaks all barriers.

For more information about joining, call Virginia Glass at 299-2840.

OPERATION SHARE

SHARE is a person-to-person tutoring program. One person is a child having difficulty in school. The other is a friend, a listener, and sometimes a teacher. SHARE is commitment. It's giving time and energy to share experiences with the child you choose to help. It means helping your child to turn on to learning. It also means helping him or her turn on to his or her own special "neatness." It's reaching out to a small, important human being. It's knowing that when you reach out to touch another, you also are touched.

If you would like to share in this useful and rewarding program, call Sandra Stokes, 278-6400, ext. 375. The demand for tutors always exceeds the supply.

ANNUAL MEMBERSHIP FEES For Fiscal Year June 1, 1973 to May 31, 1974
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I am unable to send money now, but want to remain on the mailing list. _____
Sometimes CURE receives requests for use of its open mailing list from groups dealing with solutions to racial problems. Should your name be included on the____ open list or____ restricted list?

COALITION

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joined together to submit a single proposal. The Human Relations Commission was designated the administering agency. They supplied the administrative support for the preparation of the plan as well as much technical assistance and advice. The consortium adopted the name Education Unlimited, (the full title is HRC/ESAA Education Unlimited).

Lynn Stuve, LWV, was elected chairperson of the consortium. Virginia Glass, Health, Education and Welfare Officer of HRC, coordinated the support provided by HRC. College students and other young persons from Samahan Youth Project, Guamanian Alliance Project, Cooperative Educational Systems, and Project SAFE, in addition to preparing their own proposals, did the lion's share of work in reproducing and assembling the final copies.

The proposal requested a total of $1,255,296 from funds made available by the Emergency School Aid Act of 1972. In very general terms, the funds are to be used to reduce racial isolation and its effects. The proposal was submitted on December 21, 1973.

CURE

Office 295-5800

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The purpose of this newsletter is to provide a forum for the dissemination of information and the expression of opinions among those concerned with combating racism. CURE believes the opinions herein need to be expressed, although they may not represent official policy of CURE.

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The San Diego Unified School District also applied for funds. The district appointed a broadly representative advisory board, (parents, teachers, students, community representatives), to establish needs and priorities. Education Unlimited based their proposals on the needs developed by the district advisory board. In addition, Education Unlimited met with representatives from the district and maintained a liaison with the district administration as both proposals were developed. The final proposal of Education Unlimited was reviewed by a district representative.

The final proposal is made up of the programs developed by the participating organizations. There are a number of elements common to several proposals. One element is to inform the community of the facts of racial isolation. This is to be done through resource kits, films, tapes, speakers, panels and publicity concerning resources. Several of the programs have elements which promote cultural programs aimed at bringing the majority and minority communities together to enjoy the rich cultural heritages this community shares. Another element common to several programs is recreational programs whose purpose is to bring diverse groups and cultures together in order to increase interaction and understanding. A number of the programs have tutorial elements, designed to work with potential drop outs, with bilingual students, or simply to provide needed support; counseling is a part of some programs. Almost all programs have an element aimed at increasing communication between administrators, teachers, parents, students and the community. One program is designed to advocate and facilitate effective involvement of minority and majority community residents in education decision making activities that affect racial isolation.

In general it can be said that there is an effort to involve parents, teachers, students, administrators, and community residents in various interactions; cultural, recreational, tutorial, and decision making. The aim is to improve communication and understanding between groups, and to strengthen the basic skills of students.

A TOAST TO MELBA

Melba Margolis, (our Melba Margolis), was given the 1973 Civil Libertarian of the Year Award by the San Diego American Civil Liberties Union on December 1. Her contributions to CURE alone are enough to deserve such an award. For the first several years of CURE the CURE phone was in her home. She produced the CURE Directory. She initiated and was the principal worker in publishing the Integrated Cookbook. (Copies are still available for $4). Melba initiated, and was again the principal worker, in producing the maps showing the status of segregation in the San Diego schools and how it has increased since 1965. These maps were used extensively by many groups. For a year now Melba has been riding a school bus from her area to the Encanto School. About 35 white children, including her own Mimi, are voluntarily attending Encanto, an integrated "magnet" school, in order to improve racial balance. During the school day Melba works in the learning center of the school.

Most recently Melba has served as chairman of the citizens advisory council helping the school district to prepare proposals requesting federal funds for programs to reduce racial isolation and its effects.

Melba has very strong opinions about justice and fairness and the importance of integration as a natural consequence of fairness and justice. More important, Melba practices what she believes. She doesn't preach it, and she is not abrasive about her strong feelings, she lives them. Congratualations from CURE.

Affirmative Action (cont'd)

institutional forms of exclusion and discrimination in employment, present practices will tend to perpetuate the status quo.

Under Affirmative Action the University is required to maintain detailed records regarding its advertisement or solicitations for employees, its applicant flow, its hiring activities, including the names, sex, race, and qualifications of applicants, and its training programs, promotions, reclassifications, and terminations for review by the Coordinator of Affirmative Action.

Affirmative Action requires that the University determine whether minorities and women are underutilized in various segments of its workforce. This means that the University must first determine what the availability data is relative to women and minorities and whether they are fully utilized. Underutilization is defined as having fewer women and minorities in a particular job than would reasonably be expected by their availability.

If an analysis of the work force reveals some areas where there is underutilization, the University will be obligated to set goals and timetables for overcoming the deficiences. Naturally these goals would be accompanied with some effective recruitment plans designed to utilize more fully those female and minority persons qualified to fill vacancies.

There is nothing in the Affirmative Action requirements that supports the often stated fear that this program will dilute university standards necessary for excellence. The program is committed to the task of eliminating any criteria which have had the effect of excluding women and minorities, unless such criteria can be shown to be pertinent to a successful performance in particular instances. It may be that in some cases the manner in which candidates are judged qualified will be revised to include factors other than performance on objective tests, which have often been found to be biased against minorities.

There are some who feel that a condition of reverse discrimination will prevail under the Affirmative Action Program. This fear is understandable. No one welcomes unfair treatment. Yet, the Affirmative Action Guidelines prohibit the kinds of actions that would permit this fear to become a justified reality. It is true, however, that there will be those members of the majority group and also those male candidates, who heretofore would have been hired primarily because of their race or sex, who now under Affirmative Action will not be hired. Instead, qualified minority and/or women candidates who previously would not have been hired, will be hired. If candidates are judged equally qualified, thus, the new policy will improve the quality. In the past the best qualified person was sometimes not hired because that person was female or a minority or tests were biased. Elimination of these practices can only raise the quality of the University.

At San Diego State University we are in the process of making the final revisions on our Affirmative Action Draft Policy Document before we seek final input from the University community. At the same time, we are prepared now to begin the generation of the availability and utilization data necessary to set goals and timetables. We have set the month of January as the wrap up month for collection of this data.

Panels Expose Racism

One of CURE's aims is simply fair and equal treatment of everyone regardless of race or ethnic background. The root of much injustice to racial groups is personal bias. A first step toward eliminating personal bias and the resulting prejudice, of which we are often unconscious, is to help people become aware in a personal way of everyday examples of hurtful incidents.

To this end CURE has been presenting People Panels. Panels consist of three to six persons of different racial or ethnic backgrounds. Each panelist tells briefly of his experiences with bias and prejudice as he grew up and moved about in this country. The audience is invited to join in the discussion. Panels are informal, personal, and warm, and, in a very low-key way, the panels increase awareness of the subtle racism in everyday life.

CURE can provide interracial panels for all types of organizations - church groups, school classes, PTAs, service clubs, fraternal groups, educational organizations. There is a wide variety of panelists, and consequently panels can be arranged to meet any special interest a group may have. Put a panel on your 1974 program. Call CURE, 295-5800, or call Vi McKern, 469-3777. We will be pleased to set up a panel for you.

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