Introduction

During the 1960's there was an emergence of aversion towards the inequality that blackened the beauty of America, erupting the beginning of a movement era. It only made sense that the Mexican-Americans, who had experienced generations of discrimination and mistreatment, to create their own call to parity.

Education was the core to changing the oppression and the instrument to equalization. By identifying the flaws in the public academic system, introducing improvements to help better their chances at success, and fighting to initiate these improvements, the Chicano/a generation opened the doors to possible success and served as a beacon of hope for a brighter future.

Mexican American’s American Education

- Not equivalent to other student’s education
  - Native Spanish speaking students v. an English education
  - Lack of teacher enthusiasm
  - Lack of proper resources
- Assimilation to the “American Way”
  - Not educating but training
  - Conditioning an oppressed people into conforming into the status quo
  - Those people’s aspirations are limited and thus an acceptance of low social standing emerges

The Chicano/a Generation: 60’s

- Generations reflect different states of awareness in concerning their relationship with the larger society
- An awareness to the benefits education emerged
- Education as an instrument to success
- Started questioning the role in which public education played to future success of the community
- Although the chicano generation experienced the highest graduation ratings compared to previous Mexican-American generations, however they had the highest dropout rate compared to other ethnic groups during this time

1968 East Los Angeles “Blowouts”

- Chicano/a students v. Los Angeles Unified School District
- Sal Castro - teacher leader and key figure in organizing
- 1967-36 demands sent to the Board of Education for educational reform
- Included:
  - Bilingual/ bicultural education, Latino teachers and administrators, smaller class sizes, better facilities and the revision of text books to include Mexican American history
  - By adjusting academia to serve the students, rather than train them, the school system improves the chances of possible student success
- Demands not met – led to the blowouts: March 1, 1968
- By walking out before attendance was taken, the students could hit the schools financially
- Meeting held- Board claimed that could not meet demands because of finances.
  - Gradual minimal change to the education

Significance

A sufficient education would lead to the prosperity of an individual, making it at least possible to have a notable impact on the course of their life. Therefore, it is only fair that every American student receives equal education. The actions taken by students at this time would play a paramount role in future Mexican-American’s educational success, and thus the success of their lives.

References