

The Sacramento Movimiento Chicano and Mexican American Education  
Oral History Project

**Carmen Segovia**

Oral History Memoir

Interviewed by Jonathan Martínez  
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Transcription by Technitype Transcripts

**Martínez** So please state your full name.

[00:00:09]

**Segovia** My name is Carmen Ramos Segovia.

**Martínez** Please provide your birthdate.

[00:00:17]

**Segovia** My birthday is February 19, 1949, so I am sixty-three years old.

[laughs]

**Martínez** Do you have any children?

[00:00:28]

**Segovia** I do. I have two wonderful girls. My oldest graduated from Sac State, I want to say in 2009, with a bachelor's degree in kinesiology. And my second one is graduating with a master's degree in school psychology this month, so I'm very, very proud of my girl.

**Martínez** From Sac State as well?

[00:00:53]

**Segovia** From Sac State as well. She did her undergraduate work someplace else, but came back to Sac State to get her master's.

**Martínez** So where were you born and raised?

[00:01:04]

**Segovia** I was born in Mexico, in the state of Michoacán, in a very, very small village by the name of Villa Victoria, Michoacán.

**Martínez** What did your parents do for a living?

[00:01:20]

**Segovia** My parents were farmworkers. Both of my parents were the oldest in their family, and my dad had a small ranch and he had a few cattle. What he used to do, he used to buy pigs and then transport them to the capital of the state of Colima and resell them, so that's how he made his living.

**Martínez** How many brothers and sisters do you have?

[00:01:52]

**Segovia** I have five brothers and no sisters. [laughs]

**Martínez** No sisters?

[00:01:57]

**Segovia** No sisters. So sad!

**Martínez** Yes.

[00:01:58]

**Segovia** Yeah, I really miss not having a sister.

**Martínez** What do your brothers do for a living?

[00:02:05]

**Segovia** My brothers, the oldest is a real estate broker. That's Ruben. The one after that, Antonio, became an educator as well, in Mexico, though, and he is retiring as a school principal as we speak, as well. This will be his last year. Then the one after that, Geraldo, he became a very well-known auto mechanic here in Sacramento and invented some kind of gadget where you can make electricity with a bicycle. His name was in the *Sacramento Bee*, and we felt very proud of his small invention. And then let's see. The other two younger ones, interesting enough, they're by my stepfather, and one of them is a construction contractor, and the youngest one is a farmworker. [laughs] Very unusual, yes. He has a small farm, so he works on the ranch.

**Martínez** So can you please describe your experiences as a child and youth in your family and neighborhood?

[00:03:26]

**Segovia** Well, interesting, my childhood was—I don't want to say that it was sad, but it was very sad. My father was shot when I was six years old. He was working on his farm and a couple of young men were paid a few hundred pesos by a neighboring businessman to go shoot my dad, and so the boys, who were only eighteen or nineteen years, came and shot my dad. My dad was only twenty-eight years old when he passed away.

So right after that, it was really a very sad experience, not only for me but for my younger brothers and my mother. Mother decided that she needed to leave the small community and take us to the capital of the state so we could go to school, and so I began my elementary schooling in Coalcomán, Michoacán, and were there for

two years. The nuns were teaching me and were not charging Mother for my schooling.

Then after that, one of my uncles got me a government scholarship where I could go to the capital of the state in Morelia and go to school there, and so my mother, not really wanting to, but felt like she should have—and I'm glad she did—took me to this boarding school, and I lived at the boarding school for my fourth, fifth, and sixth grades. I made friends with the school principal because she was blind, and so I used to walk her home and pick her up every day. So I learned a great deal from her. And I guess subconsciously I must have decided way back then that I was going to become an educator.

So after my sixth grade, my mother came to the United States on a twenty-four-hour permit, and one of my uncles brought her all the way to Marysville, California, where she would work at a Mexican restaurant for just a couple of months, four to five months at the most, and met an American citizen, a gentleman by the name of David C. Hall [phonetic]. I want to give him credit, because soon after they got married, they brought us into California legally. [laughs] So this was in 1964, when we first came to California, and I felt like I had died and gone to heaven, you know. I just couldn't believe the beauty of the state.

I, I guess, started in the eighth grade. They didn't realize that I should have started high school, and I didn't mind, because I didn't speak the language, so they told me I needed to start eighth grade, and I did that. Then transferred to Marysville High School, where I did my high school years.

Right after graduating from high school, I was recruited to go into the California Mini-Corps Program.

**Martínez** What's the Mini-Corps?

[00:07:52]

**Segovia** It's a program that recruits migrant students, or they have had that type of background, and I certainly did. We used to work in the fields in Marysville. We used to pick tomatoes and peaches, and I distinctly remember being out in the fields with 100 degrees temperature, and looking at the freeway and seeing all those cars just swing right by us, and I used to tell myself that when I grew up, I would be one of those driving those cars that would just drive by really fast, instead of me working in the fields.

**Martínez** So continue.

[00:08:38]

**Segovia** Well, let me see.

**Martínez** Because I was wondering, so, like, as a student and child in your community, that language barrier, was there such a thing as that? Like, did it make it more difficult, or how did that work out for you?

[00:08:50]

**Segovia** Extremely difficult. I mean, you can imagine. Oh, but I didn't mention that I cried from the moment we left Michoacán all the way until we got to TJ. My brothers were so tired of hearing me crying, and they couldn't figure out why I was crying, and I guess it would have helped if my mother would have asked me, you know, "Why are you feeling so sad? Please don't cry anymore. You guys are going to

be fine.” I just felt like I was leaving my friends, I was leaving my school goals that I had there, and I didn’t think that I could do the same thing here.

So when I got here, though, it was real interesting. There was just another Latino family in that area where we lived, Olivehurst, California, to be specific, right outside Marysville. I had to carry a dictionary with me, you know, so that if I wanted to talk to the kids, I had to look up the word in Spanish and then have them read it in English. So I did that for a whole year, until I was totally immersed, as they call it now, total immersion, and I had to begin like a child to pick up on the sound of the words and to begin to pronounce them.

My brothers, on the other hand, it was real interesting, within a week’s time, they were calling out the days of the week. [laughter] My Tony was the one that began to speak the English language much faster than I could. It took me really about a year, if not longer, for me to have the courage to speak up. Of course, I made a lot of mistakes, a lot of mistakes, but I didn’t shy away from that. I knew that I was going to be successful in school and that the only way I could get through that experience was by just going at it all the way. So that’s what I did.

**Martínez** And then, like, in schools, like, was it just, like, the struggle within, like, just like writing papers or communicating or was it much more than that?

[00:11:20]

**Segovia** The writing of papers was really my toughest challenge that I had. I was very good in mathematics, and so I survived that. But I began to see the discrimination in high school. That’s what really troubled me, because I discovered that I was taking advanced Spanish and I didn’t see the students that were in my

advanced Spanish class in my other classes. So I began to ask some questions, you know, “Where do you go after your Spanish class?”

“Well, we go to biology.” “Oh, we go to Algebra II,” or whatever classes they were taking.

So I went to my counselor and I said, “I want to be prepared to go to college.” I was in business classes, okay, and home economics classes. So I kept asking her why was I in those classes.”

And she says, “Oh, you’re doing very well in these classes, Carmen. Why would you want to change it?”

I said, “Because I want to go to the university.”

And she says, “I don’t think your parents will be able to afford for you to go to the university.”

So, you know, I guess I didn’t push it anymore, and graduated with—in fact, let me just retract a little bit. I finished my junior year, and what I did is I transferred to the community college and just took the classes that I needed, the requirements for the high school diploma, and came back in the middle of my senior year, I guess it would be, and graduated with the class before me. That’s how I did. I distinctly remember that. That’s right. I felt bad that I was a year behind my colleagues. I was older than the rest of the kids, and that bothered me. So that’s why I left in my junior year to Yuba College, and finished those requirements and then came back and got my high school diploma.

This is real interesting, because one of my now Chicano friends that was at the community college said, “You don’t need to go back and graduate. You don’t need the high school diploma.”

And I said, “Yes, I do.” And, you know, whenever you applied for work, they always ask you, “Did you graduate from high school?” So I was so glad that I went back and completed that goal anyways. Yes, that’s something to remember.

**Martínez**      What year did you graduate in high school?

[00:14:22]

**Segovia**      I graduated in 1968.

**Martínez**      So were you a Fellow or Felito during the Mexican American Education Project?

[00:14:34]

**Segovia**      I was a Felita, yes. I was one of the undergrads.

**Martínez**      How did the Mexican American Education Project, like, influence your thinking and involvement with the Chicano community and your career?

[00:14:54]

**Segovia**      Oh, I think it really had a tremendous influence in many different ways. When I began the community college, I thought I was going to be an accountant or a business manager, was going to focus or major in those fields. I was so fortunate that right after that freshman year, I heard about the California Mini-Corps, and what the Mini-Corps Program does is it recruits migrant students, students that have worked in the field, and by exposing them to the educational system, wants to encourage them to go into education.

So that very first year that I participated in that program, we had a professor over at Sonoma State that talked about the needs of the migrant students and how there weren't teachers that were taking care of those needs, and so they were in desperate need of bilingual, bicultural educators. So I thought to myself, "*Voilà!*" That's the field I want to go into."

So, in fact, that very same summer—no, this was 1969, summer of '69. I want to say '69-'70 because that's when I heard about the Mexican American Project, and I applied and was accepted. So I was just really fortunate to have been accepted, because if I had stayed in the business field, not only would I have not committed myself to serving my community, but it just sort of changed me politically all the way around, all the way around. I mean, I didn't even know about Cesar Chavez prior to that, I didn't know about the *huelga* issue, and we were exposed to all of the needs of the community, not just the farmworkers, but the needs of the *barrio* kids in the Sacramento area as well.

So I became very active, politically speaking, and it affected me personally and professionally as well. In fact, that very first year that I was in the program, I had a fiancé. The gentleman was a white guy by the name of John Sweet [phonetic], and we married that first year, and it was *very* difficult, more for him than it was for me, because we would boycott Safeway on the weekends, and he felt like I was neglecting the relationship because I was so involved with the boycott, the boycott that we participated in.

We became very active in terms of having an Ethnic Studies Department within the university. I think we were really a tremendous contribution to that

department because I, for example, didn't have to major in Ethnic Studies. I could have majored in Spanish, you know, which would have been a lot easier for me, but instead I opted to major in Ethnic Studies and a minor in Spanish.

So I think that we played a big part in bringing the teachers that first started at Sac State. In fact, when I came back to do my graduate work, Miguel Martinez [phonetic] was a part-time professor at the Department of Education, specifically the Counseling Department. And so we felt very strong that we needed a full-time Chicano professor within the Counseling Department, so my colleagues and I, we wrote a letter asking the university to bring him aboard full-time, and we gathered over 200 signatures from students and submitted our request. And before the end of that year, Miguel had been hired as a full-time professor, so we felt very proud of ourselves.

**Martínez** So you did undergrad at Sonoma State?

[00:20:29]

**Segovia** No, here.

**Martínez** At?

[00:20:31]

**Segovia** At Sac State. I just took a class at Sonoma State that very first summer with the Mini-Corps, with the California Mini-Corps Program.

**Martínez** And then you did graduate school—

[00:20:43]

**Segovia** Here at Sac State.

**Martínez** At Sac State as well.

[00:20:45]

**Segovia** I did my undergraduate here, graduated, got my teaching credential, and then went to Visalia, California, where I worked as a migrant resource teacher, and I worked with high school students over in the Cutler-Orosi High School.

**Martínez** What was your experience as a teacher there?

[00:21:10]

**Segovia** It was really challenging. It was really humbling and extremely challenging at the same time. I was the only Chicana in the staff at that particular high school, and I recall staying in my class, in the resource room that I had created for the migrant students, having lunch there with the students, rather than mingling with the rest of the teachers, the rest of the staff, and my main goal was to get the students to stay as long as they could to get their credits, the quarter credits, so they could graduate from high school. So I worked with the students and the parents as well. I had monthly meetings with our migrant parents and talked to them about how the educational system worked and how the students needed to stay maybe just two more weeks so they could finish that quarter, and then they could move. And I also made sure that the students took their transcripts with them so that whichever high school they would end up at would have record of where they had been.

It was really interesting. During the summer, we created a hiking program, a two-week hiking experience for our migrant students, and so I was instrumental in providing some of the equipment that they were going to need to hike in the High Sierra, so we made sure we bought them the proper socks, proper boots, proper sleeping bags, proper backpack, and taught them not only to shop for whatever food

we were going to need, you know, while we were up in the High Sierra, but also did some group participation so that they supported each other, so that I knew that some of the girls would be afraid to sleep by themselves up in the High Sierra, because they were all coming from different high schools, and so I remember we had a two-day orientation and training, and then by the second night, they were singing the *Colores* with us, so it was really, really wonderful. I have some very fond memories of those kids.

**Martínez**      What are some of those memories you can share with us?

[00:23:54]

**Segovia**      Well, like, for example, I remember some of the *chulitos* trying to fight with some of the newly-arrived kids, and I remember standing right in between them, you know, and just really separating them from the fight, and saying “What are you doing? We’re all *raza*.” So that was interesting.

I also remember one time there was this kid that was trying to catch this fish, and he just couldn’t get it, so I said, “Well, let me try it and see if I get it.” And so I threw the line really slowly and caught the big fish. [laughter]

Then my co-worker, who was the one that had taught us how to do fly fishing, says, “Why didn’t you let him catch it? You took that experience from him!”

And I went, “Oh, my god!” So it was really learning. I always made sure that I learn from them, rather than thinking that I could teach them, you know. You have to think it’s a different point of view. It’s a different paradigm that you have to adopt. So it was good to pick up on some of those skills and techniques that have served me well throughout my career.

**Martínez** What did you do? What is your career?

[00:25:34]

**Segovia** Right after those two and a half years as a migrant resource teacher, I came back. Well, there was a program that was starting here at Sac State. That's why I had to end in the middle of the year. They were putting the fellowship program, bilingual, bicultural counseling program, at Sac State, and I applied and, lo and behold, I qualified, I met the criteria, and decided to come and pursue my graduate work as a school counselor.

**Martínez** As a school counselor.

[00:26:12]

**Segovia** Yes, so for thirty years, I've been counseling students and parents as well.

**Martínez** Where did you do, like, your career, your counseling at?

[00:26:22]

**Segovia** Here in Sacramento, here with Sacramento City Unified School District.

**Martínez** How's that?

[00:26:30]

**Segovia** It was extremely challenging, first of all, to get in, and then once you're in, you have to be competent, because usually the counseling program in those years, which were—I began in 1982, they were on soft monies, so those monies came and went, and so for five to seven years, I was a new kid, a newly-hired employee, and so I had to do a good job with all of the—and here we go. The educational system

has its way of identifying kids that doesn't serve the students well when we do that, but at the time, they used to call them at-risk kids. So I found myself working with at-risk students, boys and girls that had emotional problems. So I contend that the child cannot do it all by himself, you know. The parents have to be part of that challenge. So I always made it a point at making home visits. Sacramento City Unified now, thirty years later, has implemented a Home Visit Program. Well, we started those programs thirty years ago, making home visits, outreaching to our *familias*.

I also developed some parenting classes for our parents. I did that at Oak Ridge Elementary, to be specific, way back in the mid-eighties. I also brought an ESL teacher so that our parents didn't have to come all the way downtown to take English as a Second Language. They could just go to the elementary school where their kids were attending during the day, and they could go in the evening and take English classes.

**Martínez** So when you say "we," who is "we"?

[00:28:52]

**Segovia** I mean I. Yes, I did the paperwork so that we could have an English teacher onsite, and then I also did the paperwork so that I could have the parenting classes in the evening for our parents. And basically what these parenting classes were about was just basically teaching our parents how to better support their kids in school, sitting them down in the evening, turning off the TV so they could do their homework, looking at their homework. Even though they couldn't read the homework, they could at least see it and maybe put their initials on the corner so that

the teacher could see that the parent had checked the homework. So, small strategies that eventually were very good strategies in helping our kids at the elementary level.

**Martínez** So what, like, attracted you to the Movimiento Chicano? So, like, your earliest memories of what attracted you to it.

[00:29:56]

**Segovia** Well, in the early seventies, we used to be called—again by the system—Mexican Americans, and that’s what we used to say we were. So the word *Chicano*, to me it meant we were proud of who we were. We were proud of our ancestors. And this was really interesting because I remember working out in the fields, you know, on the SP, and I used to call my cousins, “Hey, Chicano!” And they would call me, “Hey, *pocha!*” So, anyway, then I come to the university and it’s a good word to be used. We can say we’re proud of being Chicano, Chicana. So I adopted as my description of who I was, and I think that it should stay that way, although now everybody says we have to be inclusive, so we have to include everybody, and in order to do that, then we become Latinos.

**Martínez** I see. So since you graduated in ’69, right?

[00:31:11]

**Segovia** High school, ’68. I graduated in 1974-’75 out of Sac State.

**Martínez** So when you were in high school graduating, that’s the time where the East L.A. school riot—did you, like, ever hear about this?

[00:31:26]

**Segovia** I did not hear a thing about them while I was in high school, not at all. In fact, I think I might have been like only the second or third Mexicana that

graduated from my high school in that year. There were very few of us. And I didn't hear about the L.A. riots until I came to Sac State and was taking classes in the Chicano Department, and, of course, the Anthropology Department, where Steve was a professor.

**Martínez** So what role do you believe that Chicanas played in the Movimiento?  
[00:32:07]

**Segovia** As the students or *raza* in general?

**Martínez** Both.  
[00:32:13]

**Segovia** Well, I think as students, we became, of course, very active in demonstrating whether it was on campus whenever we wanted something that we didn't have. For example, we demonstrated at the president's office. Or if it was when Cesar wanting to fight for the rights of the workers, we supported Cesar. We walked with Cesar. I distinctly remember walking with him in that first trip that he came all the way to the steps of the Capitol, and I remember joining. I had a friend that was blind at the time, and I remember I took my friend and we walked from Lodi for about ten to fifteen miles, and it was really a wonderful experience.

**Martínez** So, like, you were part of the marching?  
[00:33:11]

**Segovia** The march, yeah. We were part of the march, yes.

**Martínez** And, like, how was that?  
[00:33:15]

**Segovia** Oh, my god, that was so fantastic. What I don't remember doing, and, of course, I didn't have a camera like we do now, was to have taken pictures. And I just remember seeing Senator Alatorre walking with Cesar, hand-in-hand. And Senator Alatorre used to be my best friend's boyfriend. And it was just so wonderful to see what was happening and to be part of it. It was amazing. And my friend, Juan—I want to say his name was Juan—I want to say—yeah, Mr. Martinez, who was blind and would have never been part of that event, was really thankful to me because I took him to be part of it.

**Martínez** Did you meet Cesar personally, or did you just—

[00:34:10]

**Segovia** Absolutely. I met Cesar personally, and we also had him come and speak at one of our conferences that we organized for our Latino students within Sac City Unified. We organized a conference over in the Radisson Hotel, and we also asked Cesar to come and speak to our students, so we brought him. So I had the honor and the pleasure of meeting Cesar.

**Martínez** That's amazing.

[00:34:41]

**Segovia** Very humble, though. I mean, he was just—the aura about him was—he was a very humble man.

**Martínez** So what changes did you see within, like, your personal relationships, family and peers or significant others, because of, like, the way that you—I don't—so, like, the way you—like, symbolize the Chicano in your or the Chicana in you? How did that affect those relationships?

[00:35:13]

**Segovia** Well, I didn't want to get personal with this—

**Martínez** Okay.

[00:35:18]

**Segovia** —but I guess I will. Right after I married this guy, John Sweet, I realized that I made a mistake, you know, because he wasn't supportive of my participation in the Movimiento, and he said he felt like I just abandoned him, you know, and forgot about our relationship and just got gung-ho into the Movimiento. So I felt very sad, but, you know, after two and a half years of being married, I felt like we didn't have as much in common as I felt we had, and so we went our separate ways. He, in fact, dropped out of college and went back home and became an almond grower. He grows almonds. And I stayed on and completed not only the bachelor, but got my teaching credential, and stayed single for a long time.

Yeah, that was interesting for me to see. I didn't think that the Chicano men were particularly very supportive of the women at the time. I just felt that. I retrieved within myself and had friends, but not committed relationships. In fact, I was single for five years after that relationship. I didn't like how a lot of the men in power would have the *casa chica*, you know, the girlfriend on the side and the wife. I really had a very, very bad feeling about that, and I spoke about it with my close friends.

In fact, I remember one time—this must have been in 1975—one of my dear friends, Norma Fiero [phonetic], came from San Jose to work on her master's degree, and the Royal Chicano Air Force was going to have a celebration of Día de Las Madres, so we were really excited to go and be part of that. So we get there to the

Community Center, and who's on stage? All these men! You know, they were talking about how the Chicanas would not be separating themselves from the men and they were extremely supportive of the Chicana Movimiento, and they were recognizing José [Montoya] for something that he had done. And, you know, I love José.

**Martínez**      José?

[00:38:45]

**Segovia**      José Montoya. He was my art teacher. But I didn't appreciate that no women were being celebrated. It was Mother's Day! So my friend and I looked at each other and said, "What is this?" And we turned around and left the building. So I was very heartbroken about that.

When I went out into the field, I was outspoken. I was working for the Migrant Education Program that was managed by Tulare County Office of Education, and again we had a lot of strong males. They were having relationships with other young women. And again, I developed another relationship with my professional colleagues, but it was always on the professional level, never intimate. And it was not until I came back to do my graduate work that I began to have relationships with guys. In this time, of course, they were Chicanos, and I was very fortunate to meet my present husband, Roberto Segovia [phonetic]. He was extremely supportive of me, and not only did he support me in my career, but he was motivated to become a counselor himself.

**Martínez**      So when were you married?

[00:40:40]

**Segovia** We married in '81, I want to say, yes. See, we get so used to counting the years in academic terms, '81-'82 academic year, because my daughter, Sadita [phonetic], was born in 1983.

**Martínez** So how did the Movimiento Chicano impact the community here in Sacramento or where you stayed at the time or in Marysville also?

[00:41:13]

**Segovia** Right after I graduated, I stayed here in Sacramento and then went to Visalia for those two and a half years, then came back to Sacramento and chose to stay here. I felt that being out, whether it was Visalia or Northern California, away from Sacramento, I didn't have the political support group that I needed to have, and so we opted to stay here.

I want to say that the Chicano Movimiento really made a tremendous impact here in the school community in a lot of ways, not only within the Art Movement, but also—well, I do want to stay with that, because, you know, everyone in Sacramento, whether they're Chicano or not, knows about Day of the Dead because it was established by the artists here in Sacramento.

Another area, of course, is the political connections that we have with the State Capitol. I contend that because Joe Serna was one of our strong professors at the university, he built that support with his students, and so when he was running for mayor, my husband and I had no doubt that he was going to make it, and we had a couple of meetings at our house and made sure that our neighbors came to know José Serna, and my husband was active in his campaign so that he could win, and he won. I had the honor of celebrating his becoming a mayor that very first year.

**Martínez** So what impact did you see at the time, or do you now see, within, like, the educational system because of the Movimiento Chicano?

[00:43:23]

**Segovia** Well, absolutely there was a tremendous change within the educational system. The educational systems at the university, as well as the K-through-12 level, began to hire Chicanos and Chicanas, no question about that. And I guess that brings me back to say that towards the latter part of the seventies, the Chicano Movimiento began to then support *la mujer*, you know. We now had—a good example is Isabel Hernandez, who now was hired by the university, and other women began to hold positions of power within the educational system. Lena Del Campo, who was one of the few Felotas, was now a school principal within Sac City Unified. In fact, she was in the panel that interviewed me to be hired as a counselor within Sac City Unified.

So, yes, the system did change to open doors for us to come in. I contend that I could not have come into the university had I done all of that on my own, you know. I definitely feel that if it had not been for the Mexican American Project, I would not be where I am today. So I remain very thankful to both Duane and Steve for bringing me in, including me into the program.

**Martínez** Right, right. So what do you see as current or future challenges for the Chicano community?

[00:45:24]

**Segovia** Well, I think I did write what would be some of the—oh, I don't want to forget—excuse me—

**Martínez** No, go ahead.

[00:45:34]

**Segovia** You may want to cut off. Can we stop for a minute?

[recorder turned off]

**Martínez** So we left off with what do you see as current or future challenges for the Chicano community.

[00:45:52]

**Segovia** Bear with me for just a minute.

**Martínez** No worries.

[00:45:56]

**Segovia** Well, the challenges are that unless people like ourselves continue to be active, politically active—I'm a member of the LULAC organization here in town, and I know that CBEA continues to be strong. I was a member of the California Bilingual/Bicultural Education Association, as well as the California Association of Counselor Educators. I think that those associations make an impact in different ways, one, by giving to the community, serving the community, which we do, and, secondly, we continue to evolve. For example, in the seventies, the goals was for us to break into the systems, you know, to get into the systems and become educators for our kids, and I think that that has continued, but it's different now.

I think we may have to revisit the Civil Rights Movement in some way, because my daughter, who is now working on her master's degree for school psychology, is having a hell of a time right now, you know. The professors that she has are older people. They're not talking about bilingual/bicultural education and how language affects children's learning styles. So that needs to be revisited.

So how do we keep the educational institutions aware of our needs and our challenges? I think the younger generations have that challenge, and so I'm thinking how do we pass these on. I have passed it on to my daughters. I mean, both of my girls are politically active, and hopefully they'll marry someone that is also politically active. I don't know how else we can be influential in keeping on not only the language, but the *cultura* as well. And in places like Sacramento, that's going to remain, I contend, because there's enough activism here in the city, but I'm thinking of smaller towns like Marysville and Yuba City and Chico and so forth. How do we mobilize the masses so that we can remember?

**Martínez** Have you personally ever thought of, like, going back to Marysville, since that's where you, like, grew up your first years here, like, and just, I guess, be politically active there and strive for change?

[00:49:16]

**Segovia** That's a very good question. I have often thought about that. I've often thought about, you know, I should go back and either run for school board member or city councilperson, and it has not worked for us because we're just finishing raising our girls. In fact, I want to say that we didn't kick them out of the house; they kicked us out of the house [laughs], because they kept the house we were in, and my husband and I are in another home.

I'm actually right now, I think that I have come back to saying, okay, so I have served the community and have worked for all those thirty—in fact, thirty years at Sac City Unified, two years in Visalia working with migrant education, and two years being a coordinator of the Puente Program in the Bay Area. And so all this time

my mother has been away from me, and my stepfather has passed away, and she is eighty-seven years old, so I have brought her to live with me. So I'm real focused right now on taking care of her needs. It seems like we're at the doctor's every week, if not every other week. I take her to do her physical therapy two to three times a week. So I guess I'm standing back and not being very active in the community right now.

**Martínez** So are there any last things that you want to incorporate that we probably didn't touch upon? You did mention the CAMP [College Assistance Migrant Program] group? You mentioned that.

[00:51:17]

**Segovia** Yes, I just quickly want to mention the California migrant assistance program. Right after I received my master's in counseling, I didn't find any work right away, and I wanted to get started in working, coming back to work once again. So Steve was looking for somebody to recruit migrant students for the CAMP program, so I said, "Well, *voilà!* I don't think there's anyone else better than me."

He says, "Absolutely."

So I took it upon myself to go recruit thirty migrant students from the surrounding counties to come and attend Sac State, and that was extremely challenging, because Sac State didn't have connections to the high schools at the time like they do now. See, they have an Outreach Office now that outreaches to Woodland, to Clarksburg, to Marysville, Elk Grove, and so forth. I had to set up those networking situations. I contacted all these different high schools and said, "Give me the names of three or four migrant students and their telephone number and

addresses,” and they did. So I went out and visited each one of these students’ homes and their families and explained the program to them, so that their kids could come to Sac State. I remember having Rafael from Winters, and Guadalupe from down here, from Clarksburg, and Guamena [phonetic] from Woodland, and a couple of other girls from Marysville, and some from as far away as Stockton.

So we had thirty migrant students attending Sacramento State, and I helped them to find their housing and helped them to—we set up a Tutoring Center for them so that other college students, *raza* students, could come and tutor them so that they could survive the first year on campus. I took them on the tour of the campus so that they could familiarize themselves with the Health Center, introduce them to the director of the Health Center, Dr. Susan Sniveley [phonetic], who had been extremely supportive of me when I was there. It was wonderful.

I would have stayed with the CAMP program. However, they didn’t provide retirement benefits to their employees, so I decided right after the first year that the program was implemented that I would go and work with the K-through-12 system, and that’s how I ended up as a school counselor.

**Martínez** Nice.

[End of interview]