



Irene Gomez-Bethke Papers.

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UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

19 June 1980

MEMORANDUM

TO: Minnesota Spanish Speaking Research and Data Collection  
Task Force

FROM: Edward L. Duren, Jr., Coordinator *ELD*

As you are aware, the SSRDCTF was to have met to discuss the recently completed study entitled: Employment Patterns Affecting Chicanos and Latinos in the Twin Cities. Since only one person attended that meeting, and I have received no calls relative to the results since that time, I must assume you are not interested in continuing to meet.

Because of the apparent lack of interest I am disbanding the Minnesota Spanish Speaking Research and Data Collection Task Force.

Relative to the survey, the original intent was to gather the data, often getting input from the Task Force concerning the commonality of concern in the Hispanic community. In short, we wanted the Task Force to verify the concerns raised by persons interviewed. If statements were made that were atypical to the concerns of the Hispanic community, we wanted to know so we could issue a disclaimer or at least tone down the strength of the statement (and vice versa--if we wanted to emphasize the position).

In the absence of this we can and will complete the survey merely indicating our results without comment. This document will not be printed in any large quantities but will be available to those wishing to use the results. As Task Force members you will, of course, receive a copy.

Enclosed is an overview of the research completed to date. Please note especially Greg Stark's memo of May 23.

In closing I would like to say that while the outcome of the Task Force was not quite what we had anticipated, it was worth trying and might be useful at some future date.

ELD/cm

enclosure



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Center for Social Research  
2122 Riverside Avenue  
Minneapolis, Minnesota 55454

Ed Duren  
Office of Intercultural Programs  
CURA

May 23

Dear Ed:

I have enclosed for you the sample issues listings for the mail-out. Before you do mail the literature out, I discovered a significant mistake in the employment figures questionnaire. For question three the number of full-time Hispanics employed is listed as 53 , 0.1%. The correct number is 531, 1.0%.

I hope these issue samples will clarify the connections between the data and the questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Greg' with a long, sweeping horizontal line extending to the right.

Greg Starck  
Research Assistant

## V. ISSUES SUMMARY

THIS SECTION IDENTIFIES QUESTIONS THAT COME FROM EMPLOYERS' AND KEY INFORMANTS' RESPONSES. THEY ARE INCLUDED HERE AS A SUMMARY OF RELEVANT ISSUES THAT CAN BE PRIORITIZED FOR ACTION. THEY ARE NOT THE QUESTIONS OF THE RESEARCHERS, BUT RATHER COME FROM THE RESPONDENTS' CONCERNS.



A Sample Issue Concerning  
The Hispanic Community

Hispanic respondents commented on leadership issues which work against successful organization:

- Professionals detach from the community.

"As soon as one gets to the top, he or she doesn't care that these people are struggling to get somewhere. They break all links that attach them to their community."

- The community is critical of potential leaders.

"The criticism with the Spanish-speaking community becomes so great they ride [potential leaders out]. State leaders don't give them an ear. The Spanish-speaking professional leaves the position of authority (in the community) and goes back to a position of recognition (from others). If I were an educator, I'd lose myself in the University or in research. Who are they to call [people] charlatans, just because they disagree?"

- People who have been active are tired.

"There were more active groups here twenty years ago than today. Now there are more members, but less activity, less stability. The people [who act] keep coming, do it because it needs to be done, not because "I want to get a job" and then he's gone out and has neutralized himself...People do burn out on the bottom."

A second major related issue that people spoke to concerned competition within the various groups that make up the total Hispanic community:

There's a group of people who were born here who keep things tightly controlled. They don't trust the Latinos. They see us as coming here for education, and belonging to a different class and seeking professional jobs. Which is true, but we are still Hispanic and it hurts the same when somebody discriminates against you for being Spanish. To the Anglos, we're all spics.

We have to work together. Otherwise we'll end up in situations like L.A., Dallas, Chicago, where people are competing against each other rather than cooperating towards a common goal.

A Sample Issue Concerning  
Hispanics and Other Minorities

By far the most common comparative statements were made with respect to Blacks and Hispanics. Some people commented on what they saw as the economic status differences:

- Affirmative Action Officers are mainly Blacks.
- There are more Blacks in government. They are still in bottom jobs, but the employers have learned to trust them and they have learned to trust government as a place for employment. Chicanos are less ready to trust government.
- The heads of the social service programs that our people use (Hispanics) are all Blacks.

Others commented on the differences between the political organization.

- Blacks are better organized than Chicanos, despite less numbers. They have higher educations and get better jobs. They are moving ahead faster than any other minority in Minnesota.
- The Blacks show more common power. They come in to business pressing for their concerns, and don't stop. You see their leaders having open discussion with other leaders and the public.

The similarities that people spoke to were more in terms of their conditions and status as minorities, than any common cultural element of unity on common issues. A public affairs executive for a large corporation commented that

Its not a Chicano-Latino problem, but an environmental problem that we have to fact for all minorities...The culture of poverty affects them all.

A Sample Issue Concerning Hispanics  
and The Business Community

Employers and their representatives clearly stated a fundamental position with regard to hiring--business is competitive and seeks to hire the best qualified people:

Industry is competitive with one another. They look to hire the more educated and promising than those that they have to train and work with and be set back a period of time until they become productive.

One common pattern among business representative responses was a lack of knowledge about the Hispanic community in the Twin Cities. A vice president of a large corporation said:

I think there is a perception somewhere along the line that these people perhaps need some additional help. I don't know, perhaps they do. Does anyone do statistics on Hispanics? I am cautious to draw any general conclusion about any one particular aspect. Are there cultural issues that affect employment? I don't think so. We haven't had enough experience to generalize.

A Corporate Human Resource Specialist said:

[Our company] doesn't have many Chicanos, and as far as I know, there's not many Chicanos in the Twin Cities. Do you know?...They are very quiet. You never hear about them being concerned about themselves as a group, pushing for employment concerns.

One corporate executive raised the whole question of whether there was an employment problem.



A Sample of Recommendations  
on Strategies For  
Improving Hispanic Employment  
and Advancement Opportunities

--Cooperative Negotiations

Work slowly, present a unified front, present clear and specific concerns and programs.

You don't bully these people (powerful industrial giants). You painstakingly deal with them to create a procedure and a system to work with the community.

Industry persons are not like college professors. They cannot handle more than one issue at once. Industry wants it black and white, not gray. They have to make too many decisions too quickly. Is that bad or good? From one view it's bad. From another, it's the way it works. And if you want to work with industry, that's the way it goes.

The united front is a very good idea. That's what the Blacks did. Industry could understand. The Blacks didn't care what hue they were. It was Black and White. It was a way to categorize where people could understand quickly. Because if it was subtle and complex your enemies would dwell on the details.

--Increasing Visibility -- Data & Activity

What is visible gets attention. What gets attention gets attended to. Whereas if its invisible, there's nothing said, nothing done...There's no pressure.

--Economic Support

One strategy suggested was to "identify ways to move capital around differently to develop enterprises controlled by the Hispanics rather than getting them plugged into the system."

--Cultural Support

Another strategy suggested was to provide resources to the Hispanic community to strengthen their own culture -- outside intervention should not create the agenda for Hispanics, but rather provide the resources for them to develop their own programs. "We need to recognize their residual strength by providing some resources on their terms."

University  
of  
Minnesota  
memo

date October 1 1979

to Minnesota Spanish Speaking Research and Data Collection  
Task Force

from Cheryl Selinsky *CS*

At the beginning of our next meeting, October 11, 1979, at the West Side Ramsey Action Program, 462 South Robert Street in St. Paul, at 11:45 a.m., we will be discussing the annotated bibliography done by the Minnesota Center for Social Research. (I've enclosed a copy of this bibliography for those of you who were unable to attend our last meeting, August 14, 1979). We plan to publish and disseminate this bibliography free of charge, but before we do this, we need your input on its accuracy and appropriateness. If you are unable to attend the meeting, please give Ed or myself a call at 376-7231. We would really like your input.

The meeting agenda is enclosed.

CS/cm

10/1/79



AGENDA

Minnesota Spanish Speaking Research and Data Collection Task Force

Meeting: October 11, 1979

Ramsey Action Programs  
462 South Robert Street

- I. Discussion of Bibliography
- II. Review Proposal
- III. Questions, Comments, Concerns about Project
- IV. Clarify, Identify, Issues of Employment

CS/cm

10/1/79

university  
of  
minnesota  
memo

date September 17 1979

to Minnesota Spanish Speaking Research & Data Collection  
Task Force  
from Cheryl Selinsky (CS)

The proposal enclosed is from the Minnesota Center for Social Research. It is to be previewed before the next meeting, which has been set for October 11, 1979, at the West Side Ramsey Action Program, 462 So. Robert Street, St. Paul. The meeting will be from 11:45 - 1:30. We can discuss the survey over lunch. B.Y.O.B.L. (Bring your own bag lunch). An agenda will be sent out a week before the meeting.

Please return the enclosed postcard by September 27, 1979.

Encl.: Proposal  
CS/cm



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Center for Social Research  
2122 Riverside Avenue  
Minneapolis, Minnesota 55454

February 25, 1980

Mr. Ed Duren  
301 Walter Library  
Office of Intercultural Programs  
CURA  
117 Pleasant St. S.E.  
Minneapolis, MN 55455

Greetings,

The study on "Patterns of Employment Affecting Chicanos and Latinos in the Twin Cities" is making slow but sure progress. The interviews with 30 local business firms are nearing completion. To date, 24 of the 30 interviews have been conducted and 4 more have been scheduled. Currently, questionnaire returns for this portion of the study are low. Only 10 of the 30 questionnaires have been returned after 2 follow-ups. For those questionnaires out-standing, the firms have promised to make an all-out effort and return their forms by the end of February.

The case studies have presented numerous obstacles. Of the eleven contacts made, only three have been fruitful prospects for the study. It has been surprisingly difficult to locate the 5 cases necessary. Refusals and difficulty locating employees/employers have been the most frequent problems to case completion.

The study is scheduled to be finished by the end of February. Unfortunately, this deadline will not be met. Major reasons for the delay are related to the time required for firms to decide whether or not to participate in the study and secondly, case examples have been extremely difficult to locate. However, it is felt that in spite of the delay, the study's findings will still be useful once completed. If all goes well, it is expected that the study will be finished by the end of March.

The study's results so far have been encouraging. For the most part, businesses have been very cooperative and request recommendations from the Task Force. You will be notified of future progress. Please call if you have any questions or comments.

Best wishes,

A handwritten signature in dark ink, appearing to read 'Kathryn'.

Kathryn Guthrie  
Principal Investigator, 376-8253



UNIVERSITY OF MINNESOTA  
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March 10, 1980

MEMORANDUM

To: Minnesota Spanish Speaking Task Force  
From: Edward L. Duren, Jr.  
Subj.: Update (very brief)

We are still moving on the bibliography. We expect it to be ready by mid April. I think you will be pleased with the end product. Do we need to print more than 50 copies?

The survey is also moving forward. I have included a letter for Kathy Guthrie.

If you have any questions call me (bibliography) or Kathy (survey) respectively at 376-7231 and 373-0236.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Center for Social Research  
2122 Riverside Avenue  
Minneapolis, Minnesota 55454

May 19, 1980

MEMORANDUM

TO: Members of the Spanish-Speaking Research and Data Collection Task Force

FROM: Kathy Guthrie and Greg Stark, Minnesota Center for Social Research

This packet of information contains recommendations from the three major data sources of the Study on Employment Patterns Affecting Chicanos and Latinos in the Twin Cities. Each section reports the major approaches that are recommended to improve Hispanic employment and advancement opportunities. It is important to note that these are not the researchers' recommendations but the respondents' recommendations.

The employment figures from the businesses are also included, as well as key issues.

The information here is organized into the following sections:

- I. Employers' Recommendations (from Business Interviews)
- II. Case Study Recommendations
- III. Key Informant Recommendations
- IV. Aggregated Data from Employment Questionnaire
- V. Issues Summary



## I. EMPLOYER RECOMMENDATIONS

What suggestions do you have for increasing the number of Hispanic employees within your company?

<u>Frequency</u>	<u>Response</u>
12	Target Hispanic community: work more closely with active and knowledgeable Hispanic agencies and leaders.
10	Step up recruitment efforts: in high schools, on-site recruiting, person-to-person contacts through Hispanic employees.
6	Communication: newspaper, job fairs, Hispanic media, specify opportunities and money.
5	Training: professional job skills, sensitize managers, improve English speaking skills.
4	Nothing: we take anyone if they have the qualifications, not pushing one particular group, never had a response from our efforts.
2	Improve transportation services
1	Motivation: pay more attention to ads and college recruiting (it's a two-way street)
1	Request more Hispanics from unions

What suggestions can you make for improving advancement opportunities for Hispanic employees within your company?

<u>Frequency</u>	<u>Response</u>
9	More training, education
5	Need to be motivated, need the desire to advance, employees must take the initiative, must perform well
4	Increase awareness of opportunities, encouragement
2	The opportunities are there the same for everyone
1	Learn English
1	Join the unions

## II. Case Study Respondents' Recommendations

The recommendations that came from the case study respondents were primarily directed to specific, on-the-job actions that employers and employees could take to improve Hispanic employment and advancement opportunities. These are the basic recommendations that come from the cases:

A. There is a need for procedural clarity in the work setting. Employers who explicitly clarify procedures are taking care both of themselves and their employees. This clarity is especially helpful in minority employment where ambiguous procedures leave the situation open to misunderstanding on both sides. The recommendation includes setting clear expectations, job descriptions, job performance standards and advancement procedures.

B. Racial and Cultural differences need to be taken more seriously by businesses. Attention to the differences through open discussion and communication can diffuse some of the tension on both sides. This attitude towards open communication can help both parties sort out the racial and ethnic from other issues in interpersonal conflicts. It can also help both sides determine non-racist ways of expressing interest and affection.

C. Businesses need to take Affirmative Action more seriously. One way of doing this might be to involve representatives of the various "protected class" contingencies who can act to monitor efforts to guarantee human rights. Business and employees should be informed of their rights since these regulations are there to protect both. Above all, business should seriously recruit Hispanics.

D. 1. Hispanic employees need to know where to go within the community for assistance with employment situations. Community resources need to be more visible for those who might want assistance and support in addressing their difficulties in entering the employment situation.

2. Employers need to know where to go within the community for employment contacts. They are looking for personal contacts who can provide them with qualified referrals.

E. Hispanic employees who attempt to enter various mainstream organizations could use some support in assessing and managing their organizational employment situations. This includes learning how to read the cues from employers as to whether advancement possibilities and Affirmative Action efforts are seriously taken; learning how and when to push for clear procedures if they are not clear; learning how to sell themselves and their abilities to employers; learning appropriately assertive means of presenting their position to employers; and learning how to determine who are the appropriate personnel to advise and when to advise them in cases when they are experiencing employment problems, as well as other means for solving problems within the organizations. Hispanic people should have some available resources to go to get this support.

### III. Key Informant Recommendations

These are the major approaches that are recommended in the key informant interviews to improve Hispanic employment and advancement opportunities. Note again, they are not the researcher's recommendations, but the respondents' recommendations:

a. The Twin City Hispanic community should organize more fully and present a unified front to business. They should determine their priorities as well as responsibilities to themselves and their community. The extent to which the different sub-groups of the Hispanic community have different needs should be raised and addressed in coming up with strategies. Issues that need addressing include the trade-offs involved in choosing to maintain traditional culture and/or pursuing the goals of the dominant, White culture.

B. The Hispanic community and minority community in general should work to define areas of mutual interest. The Blacks in particular can share some of their successes in employment. The consequences of inter-minority competition should be seriously looked at.

C. The Hispanic community should address with the business community the lack of Hispanics in management and professional positions. Hispanics should make use of the established means for negotiating with business. These means include setting up meetings between recognized community leaders and business leaders and discussing concrete proposals. Affirmative Action law can provide the basic impetus for the meetings.

D. One of the major barriers to Hispanic employment that concern business is businesses lack of demand for professional Hispanics from the local area. In part this results from many businesses more national search for talent. But it also involves a seemingly tacit assumption on the part of employers that the Hispanic labor pool is a blue collar pool.

E. Other issues that need to be addressed with business are creative ways of developing support and meeting special needs of those Hispanic employees who do have special needs (such as those who carry a high degree of responsibility for the extended family); developing ways of breaking into the hiring process so that the label "countercyclical worker" does not forever exclude those who have held jobs far less than two years from meaningful employment; and combatting discrimination, both overt and covert.

F. Other barriers to employment which need to be systematically addressed are the lack of training and education among Hispanics -- both the motivational problems and the lack of mechanisms -- and language differences.

IV. AGGREGATED DATA  
EMPLOYMENT FIGURES

n=20

4.

(Of the 30 businesses sampled, only 20 returned the questionnaire)

Firm: \_\_\_\_\_

Respondent: \_\_\_\_\_

Date: \_\_\_\_\_

In order to determine the applicability of this questionnaire, please answer the following questions.

1. Were Hispanics employed by your organization in the past year?

17 yes      3 no  
85%

2. Does your organization maintain employment files which would identify Hispanic employees (other than use of Spanish surname)?

12 yes      8 no      6 missing  
60%

3. If company records do not designate cultural background, would it be possible to obtain Hispanic data for the past year by using Spanish surnames?

11 yes      3 no (why not)

If your firm did not have any Hispanic employees in the past year, then please answer questions # 1, 3, 11, and 12.

If your firm did have Hispanic employees in the past year and you are able to identify those employees (yes answer to either question 2 or 3), please complete all of the information which follows.

Instructions

The following questions seek comparative employment data for Hispanic and total company employees. Please use absolute frequencies as opposed to percentages. Questions related to the number and type of positions filled, advancement, turnover, and salary categories are examples of the kind of information we request.

Answer all questions as best you can. If you are at all uncertain answer with your best guess. In some cases you may not have Hispanic employees, simply designate those instances. Even though you may not have similar data on Hispanic employees, be sure to include the total employee data. Please distinguish between responses where (1) you have Hispanic employees but do not know how many and (2) do not have Hispanic employees in a particular category.

Please feel free to add comments to any questions to clarify or elaborate your answers.

1. Please briefly describe your organization, the products and services you provide.

2. It would be helpful to our analysis of your data if you would describe how you determine which of your employees are Hispanic. Do you use Spanish surnames? Please specify in the space which follows.

3. What is the current proportion of Hispanic to total employees? Each of the following categories is meant to be mutually exclusive. Remember to use absolute frequencies as opposed to percentages.

	No Response or Not Available	Hispanic	Total Employees (Please include Hispanic employees in these counts)	% of Hispanic Employees
Full Time	<u>1</u>	<u>53(1)</u>	<u>52,775</u>	<u>0.1% (1.09%)</u>
Part Time	<u>13</u>	<u>21</u>	<u>428</u>	<u>5.0%</u>
Summer Only	<u>18</u>	<u>50</u>	<u>181</u>	<u>28.0%</u>
Short term (Special tasks, other than summer)	<u>19</u>	<u>0</u>	<u>2</u>	<u>0</u>



4. In the past year, how many applicants have you received for employment (January - December, 1979)?

Hispanic \_\_\_\_\_

Total \_\_\_\_\_  
(include Hispanic)

5. The following job groups are described in greater detail on the attached form. For each of the categories please indicate the total number of Hispanic employees to total employees currently employed.

	Hispanic	Total Employees (include Hispanic)	%
a. Officers	<u>3</u>	<u>512</u>	<u>0.4</u>
b. Administrative managers	<u>5</u>	<u>1,687</u>	<u>0.2</u>
c. Engineering managers	<u>0</u>	<u>2</u>	<u>0</u>
d. Engineers	<u>1</u>	<u>390</u>	<u>0.2</u>
e. Administrative professionals	<u>18</u>	<u>1,553</u>	<u>0.01</u>
f. Manufacturing professionals	<u>0</u>	<u>4</u>	<u>0</u>
g. MIS professionals	<u>0</u>	<u>183</u>	<u>0</u>
h. Electronic professionals	<u>3</u>	<u>475</u>	<u>0.6</u>
i. Drafters	<u>5</u>	<u>154</u>	<u>3.0</u>
j. Sales Representatives	<u>15</u>	<u>1,773</u>	<u>0.8</u>
k. Office workers	<u>160</u>	<u>2,260</u>	<u>7.0</u>
l. Secretary/steno/typist	<u>6</u>	<u>346</u>	<u>2.0</u>
m. Other clerical	<u>2</u>	<u>427</u>	<u>0.4</u>
n. Key punch	<u>0</u>	<u>41</u>	<u>0</u>
o. Metal crafts	<u>0</u>	<u>244</u>	<u>0</u>
p. Maintenance trades	<u>280</u>	<u>3,648</u>	<u>8.0</u>
q. Machine operators	<u>23</u>	<u>1,568</u>	<u>1.0</u>
r. Assemblers	<u>-</u>	<u>-</u>	<u>-</u>
s. Welders	<u>5</u>	<u>385</u>	<u>1.0</u>
t. Laborers	<u>21</u>	<u>1,083</u>	<u>2.0</u>
u. Security	<u>0</u>	<u>15</u>	<u>0</u>
v. Custodial	<u>5</u>	<u>104</u>	<u>5.0</u>
w. Food service worker	<u>32</u>	<u>2,990</u>	<u>1.0</u>
Other	<u>1</u>	<u>16</u>	<u>6.0</u>

No Response or  
Not Available 7

Other: please specify and attach

6. How many employees are currently within the following annual salary categories as paid by your organization?

Not Available or No Response	Hispanic	Total Employees (include Hispanic)	%
<u>11</u>			
Less than \$1,000	<u>-</u>	<u>-</u>	<u>-</u>
\$1,000 to \$3,999	<u>0</u>	<u>2</u>	<u>0</u>
\$4,000 to 6,999	<u>0</u>	<u>95</u>	<u>0</u>
\$7,000 to 9,999	<u>10</u>	<u>794</u>	<u>1.0</u>
\$10,000 to 12,999	<u>4</u>	<u>524</u>	<u>0.7</u>
\$13,000 to 14,999	<u>2</u>	<u>341</u>	<u>0.5</u>
\$15,000 to 24,999	<u>36</u>	<u>1100</u>	<u>3.0</u>
\$25,000 to 49,999	<u>4</u>	<u>453</u>	<u>0.8</u>
\$50,000 or more	<u>1</u>	<u>126</u>	<u>0.7</u>

7. What is the frequency of advancement of position versus salary within your company? How many employees have been promoted in the past year (January - December, 1979)? If an employee advanced more than once, count as once.

Hispanic 8 Total 511 NA or NR 10 % of Hispanic Advances 2

8. How many employees have been demoted in position versus salary (January - December, 1979)? If an employee was demoted more than once, count as once.

Hispanic 0 Total 32 NA or NR 11 % of Hispanic Demotions 0

9. What is the frequency of turnover? How many employees have left your company in the past year (January-December, 1979)?

Hispanic 13 Total 828 NA or NR 9 % of Hispanic Turnover 2

10. Has your company provided training for employees?

# Hispanic 14 # Total 327 NA or NR 13 % of Hispanic Training 4

## v. Issues Summary

- A. Three themes in particular are addressed in business and key informant interviews.

### 1. Organizing the Hispanic Community for Action

These issues include: the implications of cultural value choices and tradeoffs facing Hispanics; problems and solutions that need to be addressed and prioritized to effectively organize the Hispanic community; and identification of the Hispanic community's own responsibility in employment issues.

Here is a listing of questions raised by the study:

a.) Value Choices:

- What are the elements of Anglo and Hispanic culture that are mutually exclusive?
- What resources exist within both the Hispanic community and outside of it for creatively supporting the aspects of Hispanic culture that people choose to maintain?
- What cultural adaptations, trade-offs, will/will not, should/should not be made by Hispanics in achieving economic viability?
- What are the implications of the value choices for educational programming? i.e. for both how the programs are run and what they teach? To what extent are families involved and to what extent can/should families be involved in determining priorities for such programs?
- What implications, if any, might fully bilingual and bicultural education have for employers in terms of how employers might best utilize such employees?

b.) Hispanic Organization:

Questions:

- What priority should the Hispanic community place on developing leadership?

--What are the barriers to achieving representative leadership among the groups that make up the Hispanic community? What can be done about minimizing counterproductive efforts and maximizing positive ones?

--To what extent do different subgroups within the Hispanic community have different needs?

--What are the issues that Chicanos, Latinos, Puerto Ricans and the other Hispanic groups can successfully unite on?

--By what process can the different Hispanic groups begin to address these issues?

c.) Hispanic Responsibility in Employment:

Questions:

--In approaching business for jobs, where does the burden of responsibility lie - to what extent are screening and referral processes governmental concerns? To what extent can formal or informal screening and referral processes be set up within the Hispanic community? How desirable is this?

--What is the Hispanic community's responsibility:

- to its own members for providing screening, referral, and employee support systems?
- for addressing the information needs of business and industry?
- for coming up with alternatives to governmental attempts at solving employment problems?

## 2. Minority Hiring: Common Concerns

These are issues of mutual concern to Hispanics, Blacks, Native Americans and other minorities in the area of employment. They include: the effects of having ones "own" people in key hiring and affirmative action positions for other minorities, issues minorities can successfully unite on and the consequences of inter-minority competition.

Here is a listing of questions raised in the study:

a.) Key Hiring Positions:

Questions:

--What proportion of people in key hiring positions are Hispanics relative to other minorities?

--In cases where members of other minority groups are in key hiring positions how can Hispanics work with them to achieve their goals?

--What steps are necessary to get Hispanics into key positions?

b.) Minority Unity: Cooperation/Competition

Questions:

--Should Hispanics take a cooperative or a competitive stance towards other minorities? What are the options?

--What are the areas in which Hispanics and other minorities can successfully cooperate? Cannot? What have been successful issues for cooperation in the past?

--In what ways can the successes of various minority groups be helpful to the Hispanics? What can the Blacks share with Hispanics?

3. Hispanics and the Business Community:

Filling the Information Gap and  
Developing Positive Programs

The issues that come under this theme raise numerous questions regarding the status of Hispanics in the private sector, the needs and perspectives of employers, barriers to Hispanic employment and strategies for improving Hispanic employment and advancement opportunities.

Here follows a listing of the questions raised in the interviews:

a.) Hispanics in the Private Sector:

Questions:

--What information is available to document assertions that Hispanics are underrepresented in white collar positions?

--What gaps must be filled in the Hispanic workforce in order to have people ready to compete?

--What steps can business and Hispanics take to develop management training programs and other means for advancing Hispanics?

--What special talents or perspectives might Hispanics bring to management positions?



## b.) Employer Needs and Perspectives:

Questions:

- How can business best get the information it needs about the Hispanic community in order to make decisions about hiring priorities?
- What does Affirmative Action mean in situations where business is looking to hire the most clearly qualified candidate?
- How can the Hispanic community establish communications with the business community in order to address misperceptions between the two?

## c.) Barriers to Employment:

Training and EducationQuestions:

- To what extent is lack of training a barrier?
- What kinds of training programs are needed?
- Are different programs needed for migrants than for people who are two and three generations removed from the migrant stream?
- What resources exist for supporting training programs? In the Hispanic community? In business? In government? What avenues would be most fruitful to pursue?
- To what extent and in what ways are Hispanic training needs different from and similar to the needs of other minority groups? Majority groups?

LanguageQuestions:

- To what extent is language a barrier?
- What kinds of resources should be provided to Hispanics for English as a Second Language (ESL) and bilingual education?
- How proficiently must a Hispanic speak English if they are to expect to be employed and able to advance? In blue collar work? In white collar work?
- What options are there for utilizing the bilingual aspect of the culture in educating the youth?
- How can the advantage of speaking two languages be utilized by Hispanics in business?

### Transportation

#### Questions:

- What is the Hispanic employee's responsibility with regard to transportation to and from work?
- What is the company's responsibility?
- How accurate is the assumption that Hispanics would prefer to work close to home? Where does this belief assume "home" is?
- What is the role of public transportation in meeting employer and employee transit needs?

### Employer Demand

#### Questions:

- How do employers conceive of the Hispanic population with respect to the labor market? What information do they lack?
- What skills and qualifications does the Hispanic population have to offer employers?
- What is the business community's proper role in Affirmative Action with regard to Hispanics? Does it mean hiring unqualified people at a loss to the business? Does it mean providing opportunity for a period of time until role models can be established and inroads can be made into the institution?
- Should employers hire according to each minority's proportion rather than group all minorities together?

### Discrimination

#### Questions:

- What efforts can be made to continue to educate and work towards the elimination of discrimination in the private sector? How can they be most effective?
- What are the priority targets in attacking discrimination?

### Lack of Support in the Work Setting

#### Questions:

- What are the work and organizational skills that would help Hispanics in a new work situation?
- What are the special needs of certain Hispanic employees? Do they require different responses than the employers? If so, what kinds of responses?
- How can Hispanics find this support on-the-job? Away from the job?

--What, if anything, is the institution's responsibility in this area?

--What skills and knowledge does it take to create the necessary support?

### Hiring Process

#### Questions:

--What can be done to open up the application process so that qualified Hispanics can find out about available jobs?

--What can be done about "countercyclical" workers so that the label does not become a self-fulfilling prophecy?

--Whose responsibility is it to locate applicants to satisfy Affirmative Action standards? Business? The Hispanic community?

--To what extent are Hispanics deterred from employment due to self-screening processes?

#### d.) Strategies for Improving Hispanic Employment and Advancement Opportunities

#### Questions:

--What is the range of options available to both the employee and the employer to solve employment problems?

--At what stage is filing a suit appropriate?

--What is the range of options available to the Hispanic community in its effort to address employment problems?

--How much priority should be given to legislative action and how much to other alternatives?

--Which of those strategies listed below (suggested in the study) are most effective in which situations:

Private - Cooperative Business-Hispanic Negotiation  
 - Activism and Information - Raising Visibility  
 - Developing Employment Screening and Placement Systems

Public - Legislative Lobbying  
 - Push for a Share of Resources Based on Population

Public and Private  
 - Provide Resources for the Hispanic Community to Develop its Own Programs, Economic and Cultural  
 - Allow the Hispanic Community to Celebrate and Help Itself

Individual  
 - Take Aggressive Action  
 - Seek and Find Available Career Resources

Proposal for the Study  
on  
Patterns of Employment Affecting  
Chicanos and Latinos in the Twin Cities

Prepared by:

Kathryn Guthrie

Michael Patton

Minnesota Center for Social  
Research

2122 Riverside Avenue

Minneapolis, Minnesota 55454

## Introduction

This proposal is written for the Minnesota Spanish Speaking Research and Data Collection Task Force. Funded by the Office of Intercultural Programs, Center for Urban and Regional Affairs (University of Minnesota), the study seeks to collect information regarding employment patterns affecting Chicanos and Latinos in Minneapolis and St. Paul.

The problem faced by Chicanos and Latinos is confirmed by several studies done in the past. Other research states that "minorities and women still are employed in greater proportions in lower paying, lower prestige occupations than their white and male counterparts, and most importantly, relatively small numbers of minorities and women have reached the policy-making levels, as administrative or principals, where hiring decisions are made."\*

The purpose of the study proposed here will go beyond enumeration of the Chicano/Latino job status. This study will focus on gaining an understanding of why the situation exists and what can be done to improve employment opportunities for the Chicano/Latino people in the Minneapolis-St. Paul area.

The employment study is divided into three main sections: 1) literature search of local research pertaining to the Chicano/Latino community in Minnesota; 2) interviews with personnel directors from Twin City businesses; and 3) case studies which document employment problems faced by Chicanos/Latinos and their employers.

---

\* "Employment Opportunity in the Schools--Job Patterns," U.S. Equal Employment Opportunity Commission, 1975.

### Literature Search

The purpose of the literature search is to provide an overview of recent literature and data sources on the needs and conditions of Chicanos and Latinos living in Minnesota. An annotated bibliography will be presented of these findings.

### Personnel Director Interviews

These interviews will take a positive approach in that they will seek methods for improving the Chicano/Latino employment position. Thirty interviews will be conducted with Minneapolis, St. Paul companies in the private sector. Corporations will also be included. The government sector will not be studied in that much research has already been done in that area. This study will turn its attention to finding ways that will increase Chicano/Latino entrance and advancement in private and corporate organizations.

The interviews with personnel directors will contain questions that document the current status of Chicanos and Latinos in their organization. Questions relating to the number and type of positions filled, advancement, turnover and salary categories will be included. In addition, hiring policies and other issues such as training, turnover, and language barriers will also be addressed. It is intended that these interviews will identify areas that will improve Chicano/Latino employability and advancement.

### Case Studies

The personnel director interviews collect information regarding one side of the employment issue. The case studies described here will obtain information concerning both Chicano/Latino employees as well as their employers.



Key informants will be used to identify five Chicano/Latino individuals who have experienced employment problems, especially discrimination-related problems. Bicultural/bilingual interviewers will be used to conduct interviews with both the employee and employer. Both sides of the issue will be recorded. As needed, data will be collected concerning employee attendance, capability, and other allegations that may arise. The outcome of these interviews and data collection will be to document specific types of employment problems, discrimination, misunderstandings, and how they occur.

#### Time Line

1979 June	Literature Search
August	Research Design
October	Instrument Development
November	Begin data collection for personnel interviews and case studies
1980 February	Presentation and Final Report

### Evaluator Qualifications

In light of the growing need for social science knowledge and public demand for accountability of social action programs, Minnesota Center for Social Research is dedicated to promote and conduct quality social science research and evaluation. In conducting research MCSR staff place primary emphasis upon generating information that is useful. This utilization-focused approach to the conduct of research means that MCSR staff spend considerable time working with clients to carefully identify their information needs. This approach has emerged from the practical experiences of MCSR staff as well as an MCSR study of the utilization of evaluation research, a project funded by the National Institute of Mental Health. MCSR regularly builds utilization considerations into research proposals. Drawing upon the resources of the University of Minnesota, MCSR offers the community a professional social research facility through its programs in grant and contract research, social science consulting, workshops and training.

MCSR has recently completed studies for such organizations as the Native American Young Mother Program, Governor's Commission on Crime Prevention and Control, The State Council on Quality Education, Minnesota State Council for the Handicapped, Minneapolis Public Schools, Ramsey County Community Corrections, Family Service of St. Paul, Comprehensive Epilepsy Program, Manitoba Ministry of Education, Scott County Human Services Board, University of North Dakota Center for Teaching and Learning, American Sociological Association, and the National Institutes of Health and Mental Health. The attached MCSR newsletter entitled "Action Research Report" describes many of our evaluation activities during the past year. In these evaluations MCSR has employed the methods proposed in this evaluation. In addition to an established survey

research capability, MCSR has worked to develop the qualitative techniques of field observation and in-depth interviewing for the collection of process evaluation information.

#### MCSR Evaluation Personnel

Kathryn Guthrie will be the principal investigator and project coordinator for this evaluation. Dr. Michael Patton, Director of MCSR, will be the primary consultant. Together, Patton and Guthrie will negotiate the details of the final research design and design all data collection instruments in conjunction with Task Force members. Guthrie will be responsible for training all field staff, supervising data collection and analysis, as well as preparing the final report. Together Patton and Guthrie will edit the final report and lead formal feedback sessions. Vitae for Patton and Guthrie are attached.

Proposed Budget

1. Principal Investigator and Project Director, salary, Kathryn Guthrie, June 1979 - February 1980	\$ 3,500
2. Evaluation Consultant, Dr. Michael Patton, 5% June 1979 - February 1980	1,500
3. Additional junior staff: interviewers and coders	4,500
4. Clerical time, Civil Service, 10% time	1,200
5. Fringe benefits, senior staff (item 2 above) 21% of salary	315
6. Fringe benefits, Civil Service (item 4 above) 21% of salary	252
7. Research supplies, tapes, office supplies, and printing costs	1,950
8. Equipment rental and maintenance (typewriters and tape recorders)	200
9. Telephone, 7 months	<u>240</u>
TOTAL	\$13,657



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

November 3, 1978

TO: Minnesota Spanish Speaking Research and Data Collection Task Force  
FROM: Cheryl Selinsky, Research Specialist *CS*

Through the Office of Intercultural Programs, there is a Community Mini-Personnel Grant Program. This program links minority communities with the University of Minnesota. The funding for this program is for one quarter and up to \$1,000.00 per grant. The two enclosed proposals submitted for a grant, were rejected.

The proposal from Oficina Legal del West Side was rejected only because it didn't meet the deadline. There is a possibility, but no guarantee, that this proposal would be picked up in the future.

The other proposal is from the Minnesota Latino Media Coalition. Their proposal was rejected because it did not fall into the Mini-Personnel Grant guidelines, and will not be picked up in the future.

As task force members, we would like to know how you would feel if the Minnesota Spanish Speaking Research and Data Collection Task Force funded these projects from its \$20,000.00. We would like to hear from you via the enclosed postcard as soon as possible on how you feel about this.

CS/kn





9-22-78

# **SOUTHERN MINNESOTA REGIONAL LEGAL SERVICES, INC.**

OFICINA LEGAL DEL WEST SIDE  
LEGAL ASSISTANCE OF RAMSEY COUNTY, INC.

530 Andrew Street  
St. Paul, Minnesota 55107  
(612) 291-2579

September 19, 1978

Ms. Lorraine A. Hale  
Office of Intercultural Programs/ CURA  
301 Walter Library  
117 Pleasant Street S.E.  
University of Minnesota  
Minneapolis, MN 55455

Re: Communiversiity Mini. Personnel Grants

Dear Ms. Hale:

Enclosed please find a grant proposal from the Oficina Legal, a community-based legal services program. Our office serves the legal needs of low-income people in our area and is the only office in the five state region which is specifically set up to help Spanish-speaking people with their civil legal problems.

Our office is increasingly consulted by individual clients and community organizations on the issues of immigration, naturalization, and deportation. It is hoped that a grant from your office will provide an opportunity for us to more fully understand the extent of the problems we are dealing with and give us the answers to questions most often raised by the Chicano/Latino community.

Thank you for your consideration.

Sincerely yours,

*Wesley C. Iijima*  
Wesley C. Iijima, Attorney at Law

**LEGAL SERVICES  
CORPORATION**



COMMUNIVERSITY MINI PERSONNEL GRANT PROPOSAL, submitted by:

OFICINA LEGAL DEL WEST SIDE

530 Andrew Street  
St. Paul, Minnesota 55107  
291-2579

### Description of Project

It is now widely acknowledged that Latinos represent the largest racial minority in the state of Minnesota. Nevertheless, despite the fact that many families have members whose immigration status is undetermined, there has been no comprehensive study of the immigration problems extant in the Latino community. Our office proposes such a study, to be entitled: UNDOCUMENTED ALIENS: A SURVEY OF NEEDS AND RESOURCES.

The lack of information of the immigration problems of the Latino community has hindered the development of adequate programs of legal assistance and education designed to help Latinos obtain the legal status necessary for them to achieve the rights granted to or inherent in citizens and permanent resident aliens. The purpose of this grant will be to fund an individual to produce a comprehensive study of undocumented aliens in the Latino community: the extent of their needs, an assessment of the resources currently available to help them and recommendations for the expansion of social and legal services as well as community education.

### Objectives

1. Determination of the numbers of undocumented aliens within the Latino community.
2. An analysis of the Latino alien population in terms of occupational skills and family relationships within

the United States. (Such information is relevant to occupational training and the availability of temporary and permanent resident visas.)

3. Survey of existing community social service and educational programs available to help aliens.

4. Recommendations as to the adequacy of existing programs and the need, if any, for additional programs.

#### Time Period of Grant

Fall quarter of 1978 with final draft of study due by January 1, 1978.

#### Description of Proposed Work

The staff person will be responsible for updating information available from the last census as well as accumulation of data from community organizations and academic institutions. Because of the nature of the work and the short period of time given to complete the study, the staff person must have the following qualifications:

1. Bilingual and bicultural.
2. Familiar with the Latino community.
3. Have a reputation for respecting interviewee confidentiality.
4. Familiar with Latino social service programs.
5. Experience in survey techniques.
6. Have a working knowledge of immigration law.
7. Understand the limited availability of government-funded social and financial programs for undocumented aliens.

The staff person will have full responsibility for the development and implementation of the study and will have

access to and assistance from the entire Oficina staff.

Staff recommendation

Roberto Reyna, second year law student

Robert Castaneda, third year law student

# *Minnesota Latino Media Coalition*

P.O. Box 19284 Minneapolis Minnesota 55419

June 22, 1978

Edward Duren  
Office of Inter-Culture Programs  
301 Walter Library  
117 Pleasant Ave.  
Mpls. Mn. 55455

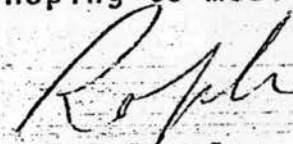
Dear Sir,

Per our conversation of June 22nd concerning the possibility of funding a staff person for the implementation of objectives of the Minnesota Latino Media Coalition, prompts this letter.

We are seeking two years of funding for this position and possible housing of same. This position should be independent of political forces.

Attached is the first page of our By-laws stating the purpose of the coalition, job description and letter of introduction we plan to mail to the Radio, TV and Newspaper people.

Hoping to meet with you Thursday at 2:00 PM.



Ralph Perales  
Secretary  
373-3177



## ARTICLE I

## NAME

This organization shall be known as the Minnesota Latino Media Coalition for Mass Communication and shall be called the Coalition in the following Articles.

## ARTICLE II

## ARTICLES OF ORGANIZATION

The Coalition shall be an independent, non-profit organization. Its "ARTICLES OF ORGANIZATION" comprise these By-Laws as from time to time amended.

## ARTICLE III

## PURPOSES

Section 1. The purposes are as follows:

- A. To use media to solve problems confronting the Hispanic communities and to encourage Hispanic community participation in all avenues of media.
- B. To obtain access to the mass media via coverage and employment opportunities.
- C. For the enhancement of professionalism in the respective areas.
- D. Monitoring Mass Media.

## ARTICLE IV

## MEMBERSHIP

Section 1. Any person subscribing to the goals of the Coalition may apply for membership by submitting an application to the Membership Committee. There shall be five types of Memberships.

- A. Full or Active Members: Individuals with paid membership dues and attend meetings. These members will serve on Task Forces, will have voting rights, and may hold office.
- B. Institutional Members: With paid membership dues shall appoint one official representative to the Coalition, with full rights and privileges of Active Members, however, as a representative of an institution is not eligible to hold office.
- C. Associate Members: Individuals with paid membership dues who subscribes to the goals but does not have voting rights, or may not hold office.



### JOB DESCRIPTION

Be able to type and handle office duties. Be able to work independently with very little supervision.

The position is to implement the goals and objectives of the Coalition which include 1) Coordinate the various educative workshops and conferences held for the Coalition and the Latino Community. 2) To maintain channels of communication with members of the Coalition, Mass Media and Latino Community via News letters, News release and other medium as needed. 3) To coordinate potential professionals in Mass Media with various training programs, scholarships and employment possibilities. 4) Must be able to make independent decisions and perform many routine functions.

TO: Edward L. Duren, Jr.  
FR: Ralph Peralez  
RE: Minnesota Latino Media Coalition (MLMC)  
DA: 03 JUL 78

### JOB DESCRIPTION

Responsibilities: The person hired is expected to:

1. Prepare a state of the art survey of Latinos in the state mass media. This entails:
  - a- Assisting in designing of survey methodology.
  - b. Collecting data on the quality of Latino coverage and employment in the mass media.
  - c. Establishing a "Research in Progress" file on the mass media in Minnesota.
2. Assure that all necessary materials (meeting agendas, minutes, rough drafts, etc.) are made available to MLMC.
3. Serve as consultant in his/her special research area.
4. Assist in indentifying funding sources.
5. Assist in preparation of proposals.
6. Carry out other related duties and functions as directed by MLMC.
7. Travel throughout the state as required by MLMC to gather informati

### Experience

1. Person should have extensive experience in the mass media..
2. Must have demonstrated sperior research skills.

### Qualifications

1. Superior organizational skills essential.
2. High communication skills and abilities, both verbal and written.

Edward, feel free to add or delete as needed. Ralph  
373-3177

AGENDA

Minnesota Chicano Research and Data

Collection Task Force

July 11, 1978

- I. Introduction.
- II. Volunteering of temporary chairman (for this meeting only unless elected later as permanent chairman).
  - A. This will relieve Edward L. Duren, Jr. of chair responsibilities.
- III. Discussion of the last meeting.
- IV. Long range goals and objectives of the task force.
- V. Selection of the name for the task force.
- VI. Organization of the task force.
  - A. Election or volunteering of chairman and co-chairman.
  - B. (Optional) Establishment of committees.
- VII. Review of applicants for Administrative Fellow position.

ELD/reg  
6/29/78

# Minnesota Chicano Research and Data Collection Task Force

## MINUTES

Date: June 13, 1978

The second meeting of the Minnesota Chicano Research and Data Collection Task Force was held at Our Lady of Guadalupe Church, 530 Andrew Street, St. Paul, Minnesota, 55107.

Members present: Laurel Boerger, Lucila Campa, Paul Carrizales, Nicha Coates, Edward L. Duren, Jr., Ricardo Flores, S.J. Hernandez, Fr. Raymond Monsour, Horace Munoz, Jr., Tito Ortiz, and Joan M. Sutherland for Marilyn McClure.

Members not present: Julio Almanza, Manuel Cervantes, Ray De Silva, Sister Giovanni, Alfredo Gonzales, Tica Gonzalez, Gary Gorman, Frank Guzman, Dr. Hinojosa-Smith, Maria Moran, Jose Paz Gamez, Felipe Ramirez, Fran Trejo, Jose Trejo, Samuel Verdeja.

Many issues were discussed but delayed until a more representative body of the task force was present. At the next meeting it is intended that the following items will be discussed.

1. The organization of the task force, Either elect a chairman and co-chairman or have individuals volunteer.
2. Discuss where the data collected will be stored. Places mentioned were:
  - a. The Governor's Office for Spanish Speaking People.
  - b. University of Minnesota, Chicano Studies Department.
  - c. Dr. Rudolph Vecoli's Immigrant Archives.
  - d. Minnesota Historical Society.
  - e. Office of Intercultural Programs.
3. Long range goals and objectives of the task force.
4. Whether or not the task force should be called the Minnesota Chicano ..... or the Minnesota Latino .....
5. Discussion concerning where future meetings ought be held. It was suggested that if this is to be a Minnesota Chicano Task Force there should be more representation from persons outside the Twin Cities area. If so, meetings should also be held outside the Twin Cities Metropolitan area.



6. Should the task force seek out all kinds of resources and information concerning Chicanos without regard for its future use. Or, should the task force prioritize certain areas of concern, e.g. hard demographic and historical data that can be used to assist agencies, organizations, and individuals in preparing support research for seeking funding, versus the collection and bibliographing of cultural data (poems, art, music, dance forms, etc.). Some present at the meeting felt there was not enough time to do both and demographic data on Chicanos/Latinos in Minnesota will be of greater use to more people.

It was also suggested that the following people be added to the task force:

Anselmo Martinez, Duluth Chicano Task Force  
Roberto Perez, Blooming Prairie MMC  
Roberto Travino, Minnesota Technical and Vocational  
Education in Moorehead  
Minnesota Council of Churches, Council on Migrant Affairs  
Ramedo Saucedo, Minneapolis Public Schools  
Arturo Perez, Minneapolis Urban Coalition  
Augustina Rivera, 204 West Franklin  
Ricky Nevels, 204 West Franklin  
Irene De Bethke, 4679 Decatur Avenue, Brooklyn Center  
Jose Gaitan, Spanish Speaking Senior Citizens  
Minnesota Migrant Council, St. Cloud  
Lulac, Albert Lea  
Armando Estrella, COMPAS, 5th and Wabasha, St. Paul  
Lucila Campa, 1162 Selby Avenue, St. Paul  
S.J. Hernandez, Urban Affairs, St. Paul Public Schools  
Horace Munoz, Jr., Latino Program, 150 East Kellogg, St. Paul  
Tito Ortiz, Spanish Speaking Cultural Club, 530 Andrew

Finally it was decided that persons present at the next meeting would represent a quorum for deciding any of the agenda items.

It was recommended that all task force members forward to Edward L. Duren, Jr. a list of any information they are aware of on the Chicano in Minnesota. He is to arrange this by topic and present it to the task force on July 11, 1978.





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455  
June 23, 1978

Irene De Bethke  
4679 Decatur Avenue  
Brooklyn Center, MN 55428

Dear Ms. De Bethke:

The Minnesota Chicano Research and Data Collection Task Force has asked me to invite you to join us in an ambitious undertaking, one that we are sure you are interested in.

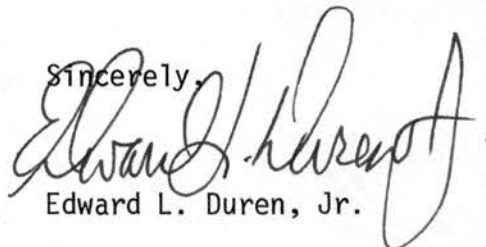
At present we are trying to determine the extent to which data concerning Chicanos in Minnesota has been developed. We have met twice and will meet again at 3:00, June 27, 1978, Ramsey Action Programs, 462 South Robert Street, St. Paul. I realize the time is too short for some of you to arrange to attend. However, if you are interested in being kept informed please return the enclosed postcard. Minutes are being prepared and will be forwarded as soon as available. We are also, where possible, taping each task force meeting.

Finally, I have enclosed the letter announcing the next meeting. As you can see, the next meeting is very important. It would help the task force considerably if you could express your concerns related to the issues to be discussed as the direction the task force takes will be determined at this meeting. Please forward your comments to:

Minnesota Chicano Research and Data Collection Task Force  
Office of Intercultural Programs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, MN 55455

or call me at 376-7231.

Sincerely,



Edward L. Duren, Jr.

ELD/reg

Enclosures (4)

June 16, 1978

TO: Minnesota Chicano Research and Data Collection Task Force  
FROM: Edward L. Duren, Jr.  
RE: Meeting

The next meeting for the Minnesota Research and Data Collection Task Force will be held at 3:00, June 27, 1978, at Ramsey Action Programs, 462 South Robert Street, St. Paul. There is parking in the rear of the building.

At the last meeting many issues of importance were discussed but delayed until a more representative body of the task force was present. At the next meeting it is intended that the following items will be discussed.

1. The organization of the task force. Either elect a chairman and co-chairman or have individuals volunteer.
2. Discuss where the data collected will be stored. Places mentioned were:
  - a. The Governor's Office for Spanish Speaking People.
  - b. University of Minnesota, Chicano Studies Department.
  - c. Dr. Rudolph Vecoli's Immigrant Archives.
  - d. Minnesota Historical Society.
  - e. Office of Intercultural Programs.
3. Long Range Goals and objectives of the task force.
4. Whether or not the task force should be called the Minnesota Chicano ... or Minnesota Latino ...
5. Discussion concerning where future meetings ought be held. It was suggested that if this is to be a Minnesota Chicano Task Force there should be more representation from persons outside the Twin Cities area. If so, meetings should also be held outside the Twin Cities Metropolitan area.
6. Should the task force seek out all kinds of resources and information concerning Chicanos without regard for its future use. Or, should the task force prioritize certain areas of concern, e.g. hard demographic and historical data that can be used to assist agencies, organizations,

MEMO page two

and individuals in preparing support research for seeking funding, versus the collection and bibliographing of cultural data (poems, art, music, dance forms, etc.). Some present at the meeting felt there was not enough time to do both and demographic data on Chicanos/Latinos in Minnesota will be of greater use to more people.

It was also suggested that the following people be added to the task force.

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Education in Moorehead  
Minnesota Council of Churches, Council on Migrant Affairs  
Ramedo Saucedo, Minneapolis Public Schools  
Arturo Perez, Minneapolis Urban Coalition  
Augustina Rivera, 204 West Franklin  
Ricky Nevels, 204 West Franklin  
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Jose Gaitan, Spanish Speaking Senior Citizens  
Minnesota Migrant Council, St. Cloud  
Lulac, Albert Lea  
Armando Estrella, COMPAS, 5th and Wabasha, St. Paul  
Lucila Campa, 1162 Selby Avenue, St. Paul  
S.J. Hernandez, Urban Affairs, St. Paul Public Schools  
Horace Munoz, Jr., Latino Program, 150 East Kellogg, St. Paul  
Tito Ortiz, Spanish Speaking Cultural Club, 530 Andrew

Finally it was decided that persons present at the next meeting would represent a quorum for deciding any of the agenda items.

It was recommended that all task force members forward to me a list of any information they are aware of on the Chicano in Minnesota. I will arrange this by topic and present it to the task force on June 27, 1978.

Enclosures:

Agenda

Job Description

List of persons on the Minnesota Chicano Research and  
Data Collection Task Force

ELD/reg

6/16/78

AGENDA

Minnesota Chicano Research and Data  
Collection Task Force

June 27, 1978

- I. Introduction.
- II. Selection/volunteer of temporary Chairman.
- III. Discussion of last meeting.
- IV. Long range goals and objectives of the task force.
- V. Selection of name for the task force.
- VI. Organization of the task force.
  - A. Election or volunteering of Chairman and Co-Chairman.

ELD/reg  
6/16/78





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

### JOB DESCRIPTION

The Office of Intercultural Programs (OIP) has a job opening available for a Graduate Administrative Fellow I or II at 100 - 50% time, August 1, 1978 - June 30, 1979. We seek an individual to assist OIP and the Minnesota Chicano Research and Data Collection Task Force. The person hired is expected to work 100% time this summer, August 1 - September 30 and 50% time October 1, 1978 - June 1979. In the event that one person working 100% time cannot be found two persons working 50% time will be hired.

Responsibilities The person hired is expected to:

1. Prepare a bibliography of resources available on Chicanos in Minnesota. This entails:
  - a. Collecting and cataloging published and unpublished materials on Minnesota Chicanos.
  - b. Developing a list of presently functioning interest groups that are concerned with the Chicano in Minnesota.
  - c. Establishing a "Research in Progress" file on the Chicano in Minnesota.
2. Assure that all necessary materials (meeting agendas, minutes, rough drafts, etc.) are made available to the task force.
3. Serve as consultant in his/her special research area.
4. Assist in indentifying funding sources.
5. Assist in preparation of proposals.
6. Carry out other related duties and functions as directed by OIP and the Minnesota Chicano Research and Data Collection Task Force.
7. Travel throughout the state as required by the task force to gather information.

JOB DESCRIPTION page two

Education

Current graduate student in good standing in a social or behavioral science preferred but qualified students in other disciplines will be considered.

Experience

1. Person should have extensive experience gained while working with and for Chicanos, preferably in Minnesota.
2. Must have demonstrated superior research skills.
3. Familiarity with relevant historical societies including the Minnesota Historical Society.

Qualifications

1. Superior organizational skills essential.
2. High communication skills and abilities, both verbal and written.
3. Must be able to read, write and speak Spanish.

Salary

50% (20 hrs/wk), \$522-584/month; 100% (40 hrs/wk), \$1045-1167/month.

Appointment

Graduate Administrative Fellow I or II, depending on qualifications.

Application

Submit a letter of application and resume' including three references by July 10, 1978 to:

Edward L. Duren, Jr.  
Minnesota Chicano Research and Data Collection Task Force  
Office of Intercultural Programs/CURA  
University of Minnesota  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, MN 55455

Applicants chosen for interviews will be required to present an updated graduate transcript to interviewers.

ELD/reg

6/16/78



DRAFT LIST OF THE  
CHICANO IN MINNESOTA TASK FORCE MEMBERS

1. Armijo, Ricardo  
929 Goodrich Avenue #6  
St. Paul, MN 55105
2. Bilingual Services for  
Spanish Speaking Seniors  
Gary Gorman, Director  
530 Andrew Street  
St. Paul, MN 55107
3. Booth Brown House Services  
Ray De Silva  
1471 Como Avenue  
St. Paul, MN 55108
4. Carrizales, Paul  
550 North Snelling  
St. Paul, MN 55104
5. Chicano Coalition De Aztlan  
Rogelio Hernandez, Editor  
c/o Chicano Studies  
489 Ford Hall  
University of Minnesota  
Minneapolis, MN 55455
6. Chicano Studies  
Dr. Hinojosa-Smith, Director  
489 Ford Hall  
University of Minnesota  
Minneapolis, MN 55455
7. Gonzales, Alfredo  
Chicano Studies  
489 Ford Hall  
University of Minnesota  
Minneapolis, MN 55455
8. Government Office for  
Spanish Speaking People  
Jose Trejo, Director  
504 Rice Street  
St. Paul, MN 55155
9. Migrants in Action  
Frank Guzman, Director  
1162 Selby Avenue  
St. Paul, MN 55108
10. Minnesota Chicano Federation  
Lucila Campa  
462 South Robert Street  
St. Paul, MN 55101
11. Neighborhood Justice Center  
Samuel Verdiga  
500 Laurel Avenue  
St. Paul, MN 55102
12. Our Lady of Guadalupe  
Fr. Raymond Monsour, Pastor  
452 Concord Street  
St. Paul, MN 55107
13. Ramirez, Felipe  
Our Lady of Guadalupe  
452 Concord Street, Room 101  
St. Paul, MN 55107
14. Ramsey County Mental Health  
Department, Latino Program  
Marilyn McClure  
150 East Kellogg Boulevard  
American Center Building, 9th floor  
St. Paul, MN 55101
15. St. Paul Public Schools  
Almanza Julio  
360 Colborne Street  
St. Paul, MN 55102
16. St. Paul Urban Coalition  
Jose Paz Gamez  
200 Bremer Building  
St. Paul, MN 55101
17. Sister Giovanni  
Our Lady of Guadalupe  
381 East Robie Street  
St. Paul, MN 55107
18. Spanish Speaking Cultural Club  
Maria Moran  
530 Andrew Street  
St. Paul, MN 55107
19. Spanish Speaking Social Services  
Nicha Coates  
530 Andrew Street  
St. Paul, MN 55107
20. West Side Clinic  
Tica Gonzalez  
179 East Robie Street  
St. Paul, MN 55107
21. West Side Neighborhood House  
Elsa Perez  
179 East Robie Street  
St. Paul, MN 55107
22. West Side Ramsey Action Program  
Fran Trejo  
462 South Robert Street  
St. Paul, MN 55101

page two

Manuel Cervantes  
67 Maria Avenue  
St. Paul, MN 55106

~~XXXXXXXXXX~~ RICARDO FLORES  
Migrants in Action  
1162 Selby Avenue  
St. Paul, MN 55108



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

October 6, 1978

TO: Minnesota Spanish Speaking Research and Data Collection Task Force

FROM: Cheryl Selinsky, Research Specialist

I would like to introduce myself, Cheryl Selinsky, to you, the members of the Minnesota Spanish Speaking Research and Data Collection Task Force. I am very happy to have been appointed the Research Specialist position with the task force. Within the next three to four weeks I hope to meet all of you, at your convenience. I will call to set up an appointment.

If at any time you need to contact me, my office is 301 Walter Library, University of Minnesota, 376-7456. I look forward to working with the task force.

Sinceramente,

A handwritten signature in cursive script that reads "Cheryl Selinsky".

Cheryl Selinsky

CS/kn

minneapolis

city of lakes

MAYOR ALBERT J. HOFSTEDE

October 5, 1978

Mr. Manuel Guzman  
La Raza Legal Alliance  
University of Minnesota School of Law  
285 Law Building  
229 19th Avenue South  
Minneapolis, Minnesota 55455

Dear Mr. Guzman:

Thank you for your letter concerning Year V of Community Development Block Grant funding. This is a very complicated subject, and I will attempt to express what has transpired to date.

On August 18, 1978, I transmitted to the City Council my recommendation for Year V following set policies. For your perusal, I am sending a copy of this document to you. In making my recommendations, I closely followed those of the CDBG/CLIC Citizen's Task Force. On that basis I have recommended Project 93, Southside Legal Services for \$81,330.00 if found eligible under HUD guidelines. I have not included Project 86 because it was not as highly ranked, and at the point it was ranked, available CDBG funds were expended. I am also enclosing a copy of the Task Force's priorities which shows Project 86 ranked 48 out of 103. The City Council will shortly be considering funding of projects for Year V.

If you have additional questions concerning CDBG funding, please call Steve Ristuben of my staff at 348-2100.

I appreciate your communication concerning funding for Spanish speaking community programs. We have worked well with the Spanish speaking community this year, and we will continue those efforts.

Sincerely,

AJH:ap

cc: Chicano/Latino Advisory  
Committee to the Mayor  
Seymour J. Mansfield, Executive Director

Albert J. Hofstede  
M A Y O R

Enclosure





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

DATE: September 12, 1978

TO: Minnesota Spanish-Speaking Research and Data Collection Task Force

FROM: Edward L. Duren, Jr. *ELD*

RE: Future Operation of Task Force, Interview Schedule

Because attendance at the last few meetings has been very poor, I think it is time for the Office of Intercultural Programs to reconsider the present functioning of the Minnesota Spanish-Speaking Research and Data Collection Task Force.

I am sure that interest isn't the problem as most of you have indicated strong interest. I feel that time is the problem. Most of you are committed, perhaps over-committed at this time in working on various other committees and task forces. You just don't have the time to involve yourself in the day to day details incurred in the initial stages of the present investigation.

As such, I think it is best that the task force should not meet again until a person has been hired (having advertised the position we must hire someone) and the initial research has been completed. Instead of meeting this office will keep you informed of all progress. The next meeting then would not be held until sometime in November. It probably will be a luncheon held at the University of Minnesota Campus Club.

In this fashion, I think we can best identify and attempt to meet some of the needs of Spanish-speaking people in Minnesota.

The following persons will be interviewed at the Office of Intercultural Programs. If you are interested in sitting in on the interviews, please feel free to come. Please give me a one day notice if you do plan to come. I have enclosed the interview questions.

John Wirth	10:00 a.m., Thursday, September 21, 1978
Rhonda Vasquez	11:00 a.m., Thursday, September 21, 1978
Susan O'Laughlin Bradshaw	10:00 a.m., Monday, September 25, 1978
Cheryl Selinsky	11:00 a.m., Monday, September 25, 1978
Colleen R. McKinney	1:30 p.m., Monday, September 25, 1978

If you have questions or comment, please call me at 376-7231.

RESEARCH SPECIALIST  
OFFICE OF INTERCULTURAL PROGRAMS  
MN. SPANISH-SPEAKING RESEARCH & DATA COLLECTION TASK FORCE  
INTERVIEW QUESTIONS

NAME: \_\_\_\_\_

1. Given the task of conducting a literature search on Spanish-speaking people in Minnesota, where would you begin?

Can you foresee any obstacles?

2. Of the following terms used to describe persons of Hispanic Heritage, which (if any) do you find preferable? Explain your rationale.

Spanish Speaking, Chicano, Latino, Mexican-American, Hispanic

3. What is the extent of your knowledge of Spanish-speaking people in Minnesota?



NAME: \_\_\_\_\_

4. Are you familiar with the Westside area of St. Paul and the near North Minneapolis area of Minneapolis? Tell us what you know.

5. Why do you seek this position? Tell what personal qualifications, strengths, and experiences you have that will enable you to do a superior job in this area.

6. What are your weaknesses in this area?

7. Any general comments or questions?

Please rank applicants in order of preference, "1" being the highest and "10" being the lowest.

	<u>NAME</u>	<u>RANK</u>
1.	Susan Bradshaw	
2.	Clara de Rotstein	
3.	Martha Greenwald	
4.	Colleen R. McKinney	
5.	Cheryl Selinsky	
6.	Elizabeth Smith	
7.	Mark Starik	
8.	Rhonda Vasquez	
9.	John Wirth	
10.	David Zander	

COMMENT:



DEPT. OF INTERCULTURAL PROGRAMS

(C.U.R.A.)

Center for Urban & Regional Affairs  
301 Walter Library - Univ. of Minn.  
Minneapolis, Minnesota 55455

University  
of  
Minnesota  
memo

date August 25 19 78

to Minnesota Spanish Speaking Research and Data  
Collection Task Force

from Dr. Hinojosa-Smith and Horace Munoz, Jr.

The next meeting for the Minnesota Spanish Speaking Research and Data Collection Task Force will be held at 2:00, Friday, September 1, 1978 at Ramsey Action Programs West Side Office, 462 South Robert Street, St. Paul. There is parking in the rear of the building.

If you cannot be present please rank the candidates in order of preference and forward to this office before Friday. Please make any other comments you desire.

Minnesota Spanish Speaking Research and  
Data Collection Task Force

MINUTES

Date: July 11, 1978

The fourth meeting of the Minnesota Spanish Speaking Research and Data Collection Task Force was held at Ramsey Action Programs, 462 South Robert Street, St. Paul, MN 55108

Members present: Julio Almanza, Edward L. Duren, Jr., Irene Gomez-Bethke, Alfredo Gonzalez, R.R. Hinojosa-Smith, Horace Munoz, Jr., and Fran Trejo.

Others present: Laurel Berglans.

Horace Munoz volunteered to chair the meeting. He quickly reviewed the proceedings of the last meeting then moved on to the agenda for the day.

The first item to be discussed was long range goals of the task force which consequently involved discussion of the second item, selection of a name for the task force. After a great deal of discussion it was decided to change the name to the Minnesota Spanish Speaking Research and Data Collection Task Force. It was also decided that the first phase of study should be on and about the Chicano population in Minnesota with the following phases being directed towards other Hispanic groups.

The next item to be discussed was the election or volunteer of a chairman or co-chairmen. It was suggested that the task force have temporary chairmen for the time being. Horace Munoz and R.R. Hinojosa-Smith volunteered to co-chair the next meeting. It was decided that a more permanent organization of the task force should be delayed.

The final item discussed was the status of the Research Specialist job opening the task force has open. Since there had only been one application it was decided to open the search up to the community.



AGENDA

Minnesota Spanish Speaking Research and  
Data Collection Task Force

Meeting: Friday, September 1, 1978

Ramsey Action Programs  
462 South Robert Street

I. Old Business.

A. Minutes from the last meeting.

II. New Business.

A. Selection of the interview committee.

A consideration: Should the committee hire the person or  
make a recommendation to the full task force?

B. Selection of the interview date(s).

C. Selection of three to four persons to be interviewed.

D. Next full Task Force meeting.

E. Suggestions of when individual hired will start.

Aug. 17, 1978

Edward L. Duren, Jr.  
Minnesota Spanish Speaking Research and Data Collection Task Force  
Office of Intercultural Programs/CURA  
University of Minnesota  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, MN 55455

Dear Mr. Duren:

I am submitting my resume in application for the part-time Research Specialist position.

I recieved a B.A. in American Studies and Spanish from Hamline University in May of 1977. While at Hamline, I took a course on ethnicity in the United States and did independent research on the history of the Mexican-American. I also did various other small projects in other courses which incorporated both of my major fields of study. Through my studies and this research, I have acquired a knowledge of researching skills and information sources.

I have studied and traveled in Colombia and Mexico. While in those areas of South and Central America, I studied history, music, dance, art, theatre, and literature. I lived with Mexican and Colombian families, and through this was made aware of many other aspects of their cultural point-of-view.

An internship with the Ramsey County Food Stamp Office provided me with the opportunity to work with Mexican-Americans and migrant workers. I enjoyed this internship immensely because I found that I was able to learn more about the Welfare Department the the Mexican-American culture while working with both.

Currently, I am working as a Case Aide in the Hennepin County Family Services office. This work experience has enabled me to empathize with and relate easily to people of many varying cultural, educational, and economic backgrounds.

My past work experiences and studies have also given me the opportunity to deal with official paperwork, government forms, and other written communications. I have learned organizational skills and have had much opportunity to work independently.

I would enjoy working in a responsible position which offers me an opportunity to learn and to use what I have already learned. I look forward to hearing from you. Thank you for the opportunity to submit my resume for your consideration.

Sincerely,

*Colleen R. McKinney*  
Colleen R. McKinney  
423 W. 31st St., #5  
Minneapolis, MN 55408



Colleen McKinney  
423 W. 31st St., #5  
Minneapolis, MN 55408  
(612) 825-0819

### Employment Objective

I am seeking a position with an opportunity for growth and advancement which would utilize my communications skills and exercise my abilities in human relations.

### Education

Received a B.A. in American Studies and Spanish from Hamline University on May 22, 1977.

Studied in Bogota, Colombia, from January, 1976 through June, 1976.

### Experience

#### Case Aide

Hennepin County Welfare  
Family Services Division  
Northwest Social Services  
Brooklyn Park, MN 55443  
October, 1977, to  
the present  
Supervisor:  
Mr. Lew Weiner

--Ensured compliance in federally regulated social service eligibility determinations.

--Assisted social workers in their functions. Examples are: telephone contacts, personal and field contacts, court recommendations, representation at court, transporting clients, and maintaining caseload in the absence of the worker.

#### Bilingual Worker -- Internship

Ramsey County  
Food Stamp Intake  
160 E. Kellogg  
St. Paul, MN 55100  
October, 1976, to  
January, 1977  
Supervisor:  
Mr. Rod Baldwin

--Conducted interviews, both in Spanish and in English.

--Screened applicants in person and over the telephone.

--Calculated information and prepared official case records.

Spanish Instructor -- Adult Education

Dayton's Bluff  
Community Education  
St. Paul, MN

October, 1976, through  
December, 1976.  
Supervisor:  
Mr. Bill Hanson

- Prepared teaching plan for eight week Spanish class.
- Taught beginning conversational Spanish class.

Other Work Experience

Office Aide -- Work/Study Employment

Hamline University  
Career Studies and Placement  
St. Paul, MN

October, 1974 to May 1975, and  
September, 1975 to January 1976.  
Supervisor:  
Mrs. Eleanor Glycer

- Assisted in organizing and filing career studies and placement information.
- Worked as an information aide to students and alumni.
- Took charge of office functions during evening hours.

Temporary Office Worker

Kelly Services North  
6040 Earl Brown Drive  
Brooklyn Center, MN

June, 1976, to August, 1976  
June, 1977, to August, 1977.

- Worked at various positions as office manager, front desk receptionist, file clerk, typist, etc.
- Learned to adapt quickly to new situations and grasp unfamiliar duties rapidly. Gained experience in public contact.

References

Personal and professional references available upon request.



### References

Dr. F. Garvin Davenport  
Professor of American Studies and English  
Hamline University  
St. Paul, MN 55104

Office: 641-2406  
Home: 645-9708

Ms. Ann Wasescha  
Career Studies Director  
Hamline University  
St. Paul, MN 55104

Office: 641-2219

Mr. Wayne Takeshita  
Program Supervisor  
Welfare Department  
Hennepin County Government Center  
400 South Fifth Street  
Minneapolis, MN 55415

Office: 348-8268



## Resume

Name: Clara P. de Rotstein

Personal: Born 3/ 21/ 1937; Argentine citizen; married; 3 sons.

Education: C. P. A. 1959, Universidad Nacional del Sur (U. N. S.), Argentina.  
Teacher's Certificate in Accounting, 1967 (U. N. S.)  
B. S. in Economics, 1973 (U. N. S.)  
M. Sc. in Economics, 1977, Birkbeck College, University of London, England.

Academic experience: Teaching Assistant, C. P. A.' s Practice, 1958, Universidad Nacional del Sur, 8000 Bahia Blanca, Argentina.  
Research Assistant, Institute of Economic Research, U. N. S., 1968- 1973.  
Teaching Assistant, Money and Credit, 1968- 1970, U. N. S.  
Teaching Assistant, International Economics, 1970- 1975, U. N. S.  
M. Sc. Thesis: " Import Demand Elasticities: The United Kingdom 1955 - 1975", London, 1977.  
Co- author of " Science and Technology", U. N. S. publications, 1973.  
Several contributions to the journal " Escritos Economicos ", Institute of Economic Research, U. N. S.

Non- academic experience:

1954- 1959. Book-keeping and administrative experience in business and public services.  
1960 . Accountant Assistant, Rural Gas, Westfield, Massachusetts.  
1961 - 1965. Tutorials.  
1976 . Financial editorial work, Macdonald Jane's Books, 821 Nell Gwynn House, Sloane Ave., London SW 3, England.  
1977 . Assistant to the Financial Director, Automatic Oil Tools, Cross Lances Rd., Hounslow, Middx., England.

Languages: English, Spanish ( native tongue), Italian, and French (read).

References:

- USA. Prof. George Stephanopoulos, Dept. of Chemical Engineering, University of Minnesota, Minneapolis, MN 55455. Tel. 373- 2309.  
Prof. Edward Coen, Dept. of Economics, University of Minnesota, Minneapolis, MN 55455. Tel. 373- 3690.
- U.K. Prof. John Muelbaer, Dept. of Economics, Birkbeck College, 15 Gresse St., London W1, England.  
Prof. Lawrence Harris, Dept. of Economics, Birkbeck College, 15 Gresse St., London W1, England.
- Argentina. Prof. Uros Bacic, Departamento de Economia, Universidad Nacional del Sur, 8000 Bahia Blanca, Argentina.

Edward L. Duren  
Minnesota Spanish Speaking Research and Data Collection Task Force  
Office of Intercultural Programs/CURA  
University of Minnesota  
301 Walter Library  
117 Pleasant St. S.E.  
Minneapolis, MN 55455

August 8, 1978.

Dear Sir:

Thank you for sending me the Job description concerning the position of Research Specialist.

Please find enclosed a resumé with my qualifications and experience, which I think fit your requirements with the exception maybe of direct contact with Chicano groups in Minnesota. However, because of my extensive experience in Research in the field of Economic Development in Latin American countries including the study of groups of very dissimilar ethnic and cultural backgrounds and income inequalities, I am sure I can face the analysis of this specific group quite confidently.

Hoping to hear from you, I remain yours truly

Clara Rotstein  
1315 June Ave. S.  
Minneapolis, MN 55416



ELIZABETH ARGO SMITH  
1522 Grand Avenue #4C  
St. Paul, Minnesota 55105  
690-4761

OBJECTIVES:

A position which would utilize my research and organizational experiences and my communication skills in both English and Spanish.

EDUCATION:

B.A. Degree Macalester College, St. Paul, Minnesota  
Anthropology and Spanish

M.A. Degree Universidad de las Américas, Puebla, Mexico  
Anthropology - Degree pending thesis acceptance

EMPLOYMENT:

1-78 to present Cole-Sewell Corporation, 2288 University,  
St. Paul, Minnesota. City Desk Manager. Duties include  
customer service relations, order taking and processing,  
shipping and invoicing.

6-77 to 8-77 CETA, Archdiocese of Chicago, 721 N. LaSalle,  
Chicago, Illinois. Organizer. Responsibilities were  
inception and coordination of bilingual career education  
programs for teenaged workers.

9-76 to 6-77 Josephinum High School, 1501 N. Oakley,  
Chicago, Illinois. Foreign Language Chairperson.  
Coordinated departmental activities including ordering and  
budget management, taught classes, and supervised Spanish  
Club.

6-76 to 8-76 Guadalupe Area Project, 381 E. Robie, St. Paul,  
Minnesota. Teacher. Taught Spanish and English as a  
Second Language. Supervised teenaged aides.

HONORS:

1975 to 1976 Departmental fellow in Anthropology, Universidad  
de las Américas.

1974 to 1975 ITT International fellow to Mexico.

REFERENCES:

Dr. John Paddock, Director del Instituto de Estudios Oaxaqueños  
and Chairman of the Anthropology Department, Universidad de  
las Américas, Santa Catarina Mártir, Puebla, Mexico.

Kathleen Phillips, 210 E. County Road B2, St. Paul, Minnesota,  
Reading instructor at St. Matthew School. 483-0183.

Judith L. Hansen. Assistant to the Vice-President in charge  
of production control, Cole-Sewell. 646-7873.

1522 Grand Avenue #4C  
St. Paul, Minnesota 55105

Dear Mr. Duren:

Please accept my application for the position of Research Specialist.

I believe that my academic and work-related experience qualify me for the tasks required by this position.

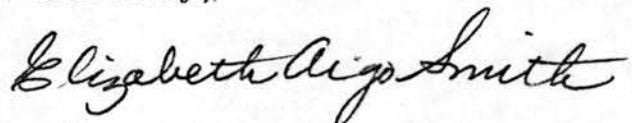
I have worked with Chicanos both in St. Paul and in Chicago and I have lived in Mexico for over two years.

In addition, my academic background is research oriented. I have also had experience in writing proposals. I received my ITT grant on the basis of a written and oral presentation of a research proposal.

Most of my work-related experience has required me to use not only my organizational skills but also my knowledge of Spanish.

If you require any further information or desire a personal interview, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Argo Smith". The signature is written in dark ink and is positioned above the typed name.

Elizabeth Argo Smith

Encl.



1171 Raleigh  
St. Paul, MN 55108  
July 10, 1978

Mr. Ed Duren  
Office of Intercultural Programs  
301 Walter Library  
University of Minnesota

Dear Mr. Duren:

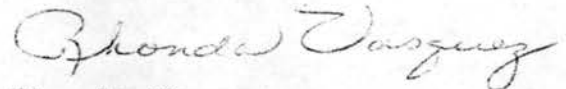
I would like to be considered for the Graduate Administrative Fellowship offered by the Office of Intercultural Programs.

I am a 1976 graduate of the University of Minnesota School of Journalism and Mass Communications and I was recently accepted into the graduate program of that school. I will begin my studies during the second Summer Session of 1978.

I feel that my background qualifies me for the position. I spent two and a half years in Santiago, Chile where I attended the Universidad Catolica for one year. I took two semesters of journalism courses. Also, during my subsequent studies at the University of Minnesota I took courses in Spanish culture and literature.

For the past two years I have been involved in marketing research. My duties included library research, personal contact with prospective clients, and setting up and maintaining a filing system. I have been able to work with a minimum of supervision and I possess good organizational skills.

Very truly yours,



Rhonda Vasquez



Rhonda Vasquez  
1171 Raleigh  
St. Paul, MN 55108  
United States Citizen  
Age 26  
Health Excellent

646-0523 Home  
451-4433 Work

#### EDUCATION

1973-1976      University of Minnesota  
School of Journalism & Mass Communication  
Graduated 1976

1972      Universidad Catolica, Santiago, Chile  
School of Journalism

1966-1970      Benson Sr. High, Benson, MN

#### WORK HISTORY

1976-present      Associated Bureaus  
260 E. Wentworth  
St. Paul, MN

The Associated Bureaus is a national collection agency. I do marketing research. I carry the process from the initial library research for prospective clients, through the first contact of these prospects and finally set up and maintain a filing system. I also compile quarterly progress reports for each of the company's marketing representatives.

1976      University of Minnesota  
Department of Speech-Communication

This was a work-study job. I was employed as an assistant communications technician. My duties included supervising a radio lab and assisting students in the production of broadcasting assignments.

#### AWARDS AND HONORS

1970-1971 National Fellowship foreign exchange student in Santiago, Chile  
1975 Carroll Binder Memorial Scholarship.  
1975 Minnesota Women's Press Association Scholarship.

#### OTHER INTERESTS

I speak, write and read Spanish fluently.

1976-1977 I was on the board of directors of Commonwealth Terrace Cooperative.

#### REFERENCES

Dr. Dario Menanteau	86 Classroom Office Bldg., Dept. of Rural Sociology U of M, St. Paul Campus, 376-3856
Dr. Roy Carter	109 Murphy Hall, School of Journalism U of M, 373-3161
Mr. Charles Seviour	6540 Cherokee Lane Brooklyn Park, MN 55428 588-3008

1160 Raymond Ave. # 5  
St. Paul, MN, 55108  
July 31, 1978

Edward L. Duren, Jr.  
Minnesota Spanish Speaking and Data Collection Task Force  
Office of Intercultural Programs/ CURA  
301 Walker Library  
University of Minnesota

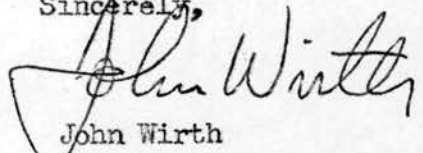
Mr. Duren:

I would like to apply for the position of Research Specialist with OIP. Enclosed is my resume. My references have been added on the back.

Based on the job description, I feel quite confident that I can handle the duties of the position. The only thing seriously lacking in my background is direct experience working with Chicanos. I am not greatly familiar with historical societies, but I think that this familiarity is something I could pick up without too much trouble. I believe I meet all the other categories listed under "Experience" and "Qualifications", and that I am familiar in a broad sense with the problems facing Chicanos in Minnesota, especially educational ones. I consider myself better informed than the average college graduate with Chicano history and culture, and sympathetic to their plight. I would enjoy working with them, and would hope that what I did in this position would help them. The variety in the job also appeals to me.

I thank you for your consideration, and am awaiting your reply.

Sincerely,

  
John Wirth

John Stephen Wirth  
1160 Raymond Ave. # 5  
St. Paul, MN, 55108  
(612) 645-9232

EMPLOYMENT OBJECTIVE: A professional position at which I can utilize my skills and experience at written and oral communication.

PERTINENT EMPLOYMENT RECORD:

Present: Staff writer for The Health Foods Communicator, Mpls. Freelance writer.

1968-1977. Teaching Associate, Communications Program, University of Minnesota. Taught communications to freshmen. Courses combined scientific overviews of aspects of communication (language, persuasion, mass media) with instruction in college-level writing and speaking. Responsible for all aspects of course: formulating and delivering lectures, conducting discussions, assigning and grading papers and speeches, constructing and administering exams, etc.

1974-1977. Instructor, Extension Division, U. of Mn. (communications)  
Same duties as above.

1968-1977. Member, Communications 1-001 Committee. Select texts, formulate course syllabi, paper and speech assignments, exams. Other committee work. Chaired this committee in 1973-74.

1967. Teaching Assistant, Department of Philosophy, U. of Illinois, Champaign IL.

MILITARY: U.S.A.F. 8/24/59 until (honorably discharged) 8/23/65.

FOREIGN LANGUAGES: French, Spanish. Literate and passably fluent.

EDUCATION:

Substantial progress toward Ph.D. in (1) linguistics (2) English education. Completed Ph.D. minor in English literature. (I have terminated study.)

M.A. 1972, University of Minnesota. Major: Linguistics. G.P.A. 3.4.

B.A. summa cum laude 1967, University of Minnesota. Major: Philosophy. G.P.A. 3.7.

Technical courses in U.S. Air Force, 1959-1963.

Diploma 1959, North High School, Minneapolis, MN.

ACADEMIC HONORS AND AWARDS:

1971-72, 1972-73: NDEA Title IV Fellowship.

1967: Elected to Phi Beta Kappa.

1967: George A. Woodbridge Foundation Fellowship.

1966-67: Minnesota Indian Youth Scholarship.

1964-65, 1965-66: University of Minnesota Bookstores Scholarship.

REFERENCES: Academic, professional and personal available upon request.

REFERENCES:

Clarence S. Carter, Personnel Director, University Libraries, 499  
Wilson Library, University of Minnesota. 373-3097.

Daniel V. Bryan, Professor and Chairman, Communications Program,  
University of Minnesota (116 Klæber Court). 373-3548.

or

J. Vernon Jensen, Professor, Communications Program. 376-7689.

John Thompson, Managing Editor, The Health Foods Communicator,  
5150 France Ave. S., Mpls. 929-3329 or 729-0242.

Gene L. Piché, Dean, College of Education, and Professor, Curriculum  
and Instruction and Speech-Communication, 104 Burton Hall, University  
of Minnesota. 373-9980.



3201 S. Girard Ave., #102  
Minneapolis, MN 55408  
Aug. 5, 1978

Edward L. Duren, Jr.  
Minnesota Spanish Speaking Research and Data Collection Task Force  
Office of Intercultural Programs/CURA  
University of Minnesota  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, MN 55455

Dear Mr. Duren,

I hope that you find a capable person to fill the opening for a Research Specialist, as listed in the Minneapolis Tribune. It sounds like an unusual job opportunity.

The position as described interests me as I have considerable experience in research that I've always wanted to combine with my Spanish language expertise. In the past two years I've been working for private consulting firms doing research in the areas of environmental and community planning, but I graduated from college with a Spanish and Geography degree.

I haven't worked with the Chicano community here in Minneapolis, but I did work as a tutor in Waukesha, Wisconsin, teaching English to Chicano and Puerto Rican students. My nine years of study of the Spanish language include a year of study in Spain. I feel that my experience relates well to the qualifications that you are seeking, and I would welcome the opportunity for a personal interview to find out more about the position. Three letters of reference are being sent to you, as you requested.

Thank you for your interest.

Sincerely,

*Martha Greenwald*

Martha Greenwald

# RESUME

## PERSONAL DATA

Martha J. Greenwald

Birth Date: September 8, 1954  
Single

Address:  
3201 S. Girard Ave., #102  
Minneapolis, MN 55408

Home Phone: 612-825-5903  
Office Phone: 612-379-4600

## EDUCATION

- B.S. Geography/Spanish, Carroll College, Waukesha, WI 53186  
1976 Cum Laude

### References:

Dr. Benjamin F. Richardson, Jr.  
Chairman, Geography Dept.

Dr. Michael Thaller  
Asst. Prof. Geography

Dr. Walter Sava  
Asst. Prof. Spanish

- University of Marquette in Madrid, Spain, 1974-1975

### Reference:

Mr. German Carrillo  
Director, University of Marquette in Madrid

## EXPERIENCE

### COMMUNITY PLANNER

5-9-78 to Present

Midwest Planning and Research, Inc.  
416 East Hennepin Avenue  
Minneapolis, MN 55414

### Projects:

Rehabilitation Study, Upper University Avenue, St. Paul  
Annexation Study, Cannon Falls, MN  
Comprehensive Plan Inventory, Linwood Township, MN  
Technical Assistance, New Hope, Shorewood, Mounds View

### ENVIRONMENTAL PLANNER

6-15-78 to 4-30-78

Robert G. Muir & Associates  
Architects & Planners, AIA  
25 W. Kiowa  
Colorado Springs, CO 80903

### Projects:

#### Environmental Assessments:

Written for the U.S. Army. Describe existing environmental conditions, the degree of compliance with State and Federal Regulations, and the impacts of military activities on environmental quality.

- Impact analysis of construction activities on historical and archeological properties in Monterey, California and Leavenworth, Kansas.
- Survey of water quality conditions and compliance problems in Vernon Parish, Louisiana and Monterey, California.
- Inventory of ecological resources, endangered species, in Los Padres National Forest, California.
- Comprehensive Analysis/Environmental Assessment for Fort Richardson and the Petroleum Division, Alaska.

## Projects, cont.

### Master Planning:

- Evaluation of land use relationships and future development plans for Fort Benning, Georgia.
- Planning and impact analysis of ten-year construction program at Fort Polk, Louisiana. Utility analysis of water distribution system and its capability to serve expanded populations.
- Review of land use planning documents for military bases in Germany.

### Other:

- Pollution Abatement Report, Fort Chaffee, Arkansas

### Reference:

Mr. David Elliott  
Professional Engineer  
Phone: 303-475-8130

STAFF ASSISTANT

9-75 to 6-76 part-time

Carroll College  
Spanish Department  
Waukesha, WI 53186

CARTOGRAPHER

Summer 1974

James R. Laird Company  
Real Estate Appraisal & Mapping  
Appleton, WI 54911

## **OTHER ACTIVITIES**

- Natural Resources Task Force, "Goals for Colorado Springs"  
Developed working plans in five goal areas related to energy conservation. Met with governor and other State and local officials to develop project guidelines.
- Associate Member, American Institute of Planners
- Member Aiken Audobon Society
- Spanish tutor, Waukesha Public Schools

August 6, 1978

Edward L. Duren, Jr.  
Minnesota Spanish Speaking Research  
and Data Collection Task Force  
Office of Intercultural Programs/CURA  
University of Minnesota  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Mn. 55455

Edward L. Duren, Jr:

I am very much interested in applying for the part time position  
for Research Specialist with your office. I have enclosed a copy  
of my resume and the 3 names for reference.

I might add that I'm a part time student working for certification  
in elementary bilingual education and my Masters of Science degree.  
I hope I'll be considered for an interview.

Sincerely,

*Cheryl Selinsky*  
Cheryl Selinsky

Reference: Dick Koernig  
1101 23rd Ave. S.E.  
Minneapolis, Mn. 55414

Mrs. Sophie Boutsoukos  
8549 Irwin Road  
Bloomington, Mn. 55437

Gary Gorman  
Spanish Speaking Culture Club  
530 Andrew Street  
St. Paul, Mn. 55107



## RESUME OF CHERYL SELINSKY

1766 37th Avenue N.E.  
Minneapolis, Minnesota 55421

Social Security 469-68-0202  
Phone (612) 789-2267

Age: 23                      Health: Excellent  
Single

Interests: Skiing, biking, swimming, reading, music

### Education:

I graduated from Edison High School located in Minneapolis the spring of 1973. December 10, 1976, I graduated from the University of Minnesota, with a degree in Chicano Studies and Spanish. While attending the University, I took part in various activities. I was secretary, and vice-president of the Spanish and Portuguese Student Association. I was also the Spanish undergraduate representative to the Spanish department faculty meetings. The winter of 1976, I was a peer adviser for the Spanish department. I had several duties as a peer adviser. One of the duties was to help students plan out a program in majoring in Spanish and Portuguese. I helped advise students on traveling abroad in Spanish speaking countries, in programs which they could benefit from the most. The department runs a strict policy on which type of classes they will give credit for Spanish majors. I also helped put out a department news bulletin.

During my 3 years at the University, I spent 2 of the summers studying in Mexico. The first summer, summer of 1974, was spent in Cuernavaca, Mexico. The school that I attended was Cuanahuac, which was arranged through a study program by the University of Minnesota, Morris. The following summer, 1975, was spent studying in La Universidad Ibero-Americana located in Mexico City. Both summers I did some traveling through Mexico.

The fall of 1975, I was a tutor in the Motivational Tutorial Program through the Chicano department at the University of Minnesota. I was a tutor in English as a second language. I worked with a Chicano in a St. Paul junior high. He was in the 9th grade but read at the 4th grade level. I made up exercises to work on improving his reading skills and building up his vocabulary.

From the end of March through August 1976, I was a student intern at the Office of Migrant Affairs. I assisted the office in the preparation of a monthly bilingual newsletter "Noticia Del Norte." My duties were establishing contact with public and private migrant services, gathering pertinent information for publication, assembling and editing articles, translation of articles Spanish/English and English/Spanish and sending it to the printer and mailing the newsletter. Through my work I became very much interested in the areas of migrant housing and bilingual education for Chicanos and migrant children. I especially hope that I could really get involved in helping improve migrant housing conditions.

From November 18, 1976 - June 10, 1977, I was employed by the St. Paul Public



School system at Cherokee Heights Elementary. I was a para-professional and was funded through Title I and a local bilingual education program. Three mornings a week, I worked with a large group of students that came to the Title I reading center. We circulated around the room helping the students when they had problems on an exercise. We emphasized reading for the students and heard oral book reviews from them. Twice a week in the mornings, I worked in Title I math. I worked with 7 different groups of students and helped them in areas such as adding, subtracting, time tables, division and fractions. I used several different manipulatives to help the students in these areas. Some of these are, base blocks, work sheets, work books, flash cards, mathematical games and even a deck of cards can be very helpful in learning various math skills. In the afternoon throughout the week, I divided my time up and worked with 3 or 4 individuals who knew more Spanish than English. I've made up different exercises to work on their reading skills, vocabulary and conversation.

I was a department manager for two departments at Montgomery Ward, Apache Plaza. Each week I would make up a payroll schedule and daily assignment schedules for those who worked in my department. I attended district meetings where we worked out advertisement and sales and marketing plans. Each month I figured out my budget for each department and did my buying for the departments through sales representatives that I met with or by ordering through the company itself. There were several other weekly and monthly reports that I was required to do.

One day a week, I instruct English as a second language to Spanish speaking senior citizens. Some of the materials I use are those that I have made and used for past instructing experiences. I have also made new lessons to fit the needs and wishes of my students. (Some students have asked to work on reading skills, others want to improve spelling, vocabulary or general conversation skills that one encounters in daily life.)

June of 1978, I was a staff member of the American Study Travel Abroad Program, under the direction of Robert Rossi in Mexico. As a staff member, I had several duties. Each morning I held orientation sessions for the students. At these sessions, I showed slide presentations to prepare the students for the events of the day. I would also give historical and cultural information about Mexico at these sessions. During the day, I was also responsible for a part of the group. I made sure we arrived at all our destinations on time and with everyone. At each of the sites, I showed the students around and spoke about them historically and culturally. Some of the places were the famous pyramids of Teotihuacan and the National Autonomous University of Mexico. I also attended various meetings with some businessmen we did our business with. At these meetings, we discussed such things as how their services could be improved and how we could improve the program. While in Mexico, I also had the opportunity to be a translator in a Mexican hospital, as one of our students had to have an emergency operation.

#### Honors, Awards

In my high school, I was in the National Honor Society and graduated with top honors. From the PTA, I received a scholarship.

Work Experience:

June 1973-June 1974  
Gladhill Bakery

29th and Johnson

January 1976-March 1976  
Peer Adviser  
Spanish Department

University of Minnesota

March 1976-August 1976  
Student Intern  
Migrant Affairs Office

127 University Avenue  
St. Paul, Minnesota

August 1974-June 23, 1977  
Salesperson, Catalog  
Montgomery Ward

Apache Plaza

November 1976-June 10, 1977  
Para-professional  
Cherokee Heights Elementary

Page and Charlton  
St. Paul, Minnesota

June 27, 1977-January 3, 1978  
Department Manager  
Montgomery Ward

Apache Plaza  
130 Silver Lake Road  
Minneapolis, Minnesota 55421

July, 1977-present  
Instructor of English as second language  
to Spanish speaking senior citizens  
Quadalupe church/school

530 Andrews Street  
St. Paul, Minnesota 55107

June 1978  
Staff member  
American Study Travel Abroad

8800 Highway 7  
St. Louis Park, Mn. 55426

Mark Starik  
2220 E. Franklin #324  
Minneapolis, MN 55404

August 8, 1978

Edward L. Durn, Jr.  
Intercultural Programs/CURA  
301 Walter Library  
University of Minnesota  
Minneapolis, MN 55414

Dear Mr. Durn,

I am very interested in applying for the Research Specialist position which is currently open in your office. Please consider my resume and kindly notify me if you desire an interview in your selection.

Sincerely,

*Mark Starik*  
MARK STARIK



MARK STARIK  
2220 E. Franklin #324  
Minneapolis, Minnesota 55404  
612-370-0816

Education: M.A. Degree, University of Wisconsin-Madison, Public Policy and Administration, Natural Resources Concentration, 8/78.  
B.A. Degree, University of Wisconsin-Madison, Letters and Sciences, Political Science and Economics Majors, 8/76.

Career Related Coursework:

Regional Planning	Public Finance & Fiscal Policy
Energy Options & the Politics of Stabilization & Growth I and II	Role of Government in the Economy
Future Energy Options	Public Administration Seminars I & II
Environmental Decisionmaking	Introduction to Public Administration
Environmental Economics	Analysis of Political Data
Water Resource Policy	Administration of Public Policy
Conservation of Natural Resources	Intermediate Income Theory
Analysis of Environmental Impact	Macroeconomic Analysis
Man's Physical Environment	Microeconomic Analysis
Principles of Wildlife Ecology	Economic Statistics
	Algebraic Computer Programming

Employment Experience:

ENVIRONMENTAL POLICY ANALYST INTERN, Wisconsin Dept. of Transportation, State Transportation Policy Plan Team, Madison, WI, 2/78-6/78; researched and reported on various natural resource policy, planning, and administration subjects for the team's "Transportation Impacts on the Environment" paper and advised the principal author and other team members on these and other related topics, (e.g. "Food & Energy").

JOB SERVICE ASSISTANT I (LTE), Wisconsin Dept. of Industry, Labor and Human Relations, Benefits Division, Madison, WI, 11/76-1/77; assisted in the administration of the Unemployment Compensation Trade Readjustment Act program, processing claims and maintaining program files.

ORGANIZATION STAFF MEMBER, Gloria Griffin for Congress, Political Campaign, St. Peter, MN, 9/76-11/76; coordinated major political party candidate appearance, volunteer, media, and voting activities in a large area of the Minnesota 2d Congressional District.

ADMINISTRATIVE ASSISTANT, Veterans Administration Hospital, Personnel Department, Madison, WI, 6/76-8/76; evaluated the hospital's incentive awards program and assisted with other administrative duties.

ADMINISTRATIVE MANAGEMENT SPECIALIST, U.S. Army, various units and duty stations, 2/70-2/72; implemented personnel programs at both company and headquarters levels.

Current or Recent Volunteer Activities:

ACTIVE MEMBER, Common Cause in Wisconsin Governing Board, Common Cause in Wisconsin (UW Student Chapter), Common Cause in Wisconsin Energy Task Force, The Sierra Club, and Vets for Vets.

RESEARCHER, Common Cause in Wisconsin Public Financing of State Elections Campaigns Study; (this report proved instrumental in the successful effort to establish public funding for this state's elections).

References will be furnished upon request.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Graduate Studies in  
Social and Administrative Pharmacy  
College of Pharmacy  
115 Appleby Hall  
128 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

July 17, 1978

Edward L. Duren, Jr  
Office of Intercultural Programs  
301 Walter Library  
University of Minnesota

Dear Dr. Duren,

Ref: Position for a Grad.Admin Fellow II. Minnesota Chicano Research  
& Data Collection Task Force.

As a graduate student of advanced standing in the Department of Social  
Philosophic Foundations of Education, majoring in Anthropology and  
Education, with extensive fieldwork and coursework preparation in  
Anthropology, I would like to be considered for the recently advertised  
position in data collection & research among the Chicano population  
of Minnesota.

Apart from my research skills demonstrated over the past several years  
working closely with Glenn Hendricks of Student Life Studies, and Marion  
Dobbert of the college of education (both cultural anthropologists) I  
have had extensive contact with another minority group in Minnesota -  
the active West Indian Community.

Except for Spanish language qualifications ( I speak French fairly  
fluently & have a basic knowledge of Swahili from my work in East Africa),  
I believe I am well prepared for the research position, have the  
necessary communication skills & writing skills, and furthermore  
regard such a task as well worthwhile, and would seek to exercise my  
profesional judgement to the service of the Chicano population.

I look forward to hearing from you and have a fairly open schedule  
for the next few weeks should you be able to offer me an interview.

Yours sincerely,

David B. Zander

enc: resume & references





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Student Life Studies  
7 Morrill Hall, 100 Church SE  
Minneapolis, Minnesota 55455

July 14, 1978

Mr. Edward Duren  
Office of Intercultural Programs  
301 Walter Library

Dear Ed,

This letter is written in support of David Zander who is applying for a position with your office.

David and I have worked together for the past four years in a variety of contexts. Always remarkable for his quest for new information and experience, he has been shaped by his academic career into a disciplined scholar. One of his unique qualities is to ask imaginative questions which provide new perspectives on almost anything he encounters.

As his record indicates, he has had a variety of experiences in cross cultural settings and works well with people. I believe that he could make a unique contribution to your office.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Glenn L. Hendricks'.

Glenn L. Hendricks  
Associate Professor of Anthropology

GLH/cr

DAVID BRIAN ZANDER

Department of Social, Philosophical  
Foundations of Education  
203 Burton Hall,  
University of Minnesota,  
Minneapolis, Minnesota 55455

1570-Vincent St.,  
St Paul,  
Mn. 55108

Telephone: (612) 646-3604 (home)  
376-5517 (campus)

Birthplace: London, England  
Birthdate: July 12, 1940

Educational History:

University of London 1963-66, Teacher's Certificate  
Major: English Literature. Minor: Education  
Awarded with Special Distinction (honors) in English, August 1966.

University of Minnesota 1972- to present

B.A. December 1974, Major Anthropology  
M.A. December 1977, Social, Philosophic Foundations of Education,  
(Anthropology and Education)

Present Status:

Cultural Anthropologist (Qualitative Evaluation Research) with  
the Social Curriculum Project of the University of Minnesota  
College of Pharmacy.

Currently a Graduate Student in the Department of Social and  
Philosophical Foundations of Education Ph.D. program, major  
field of study: Anthropology and Education.

Professional History:

February 1976 to present

Social Curriculum Project, College of Pharmacy, University  
of Minnesota. Evaluation of innovative patient-oriented  
programs using qualitative approaches.

June 1975 to June 1977

Research, Student Life Studies, University of Minnesota.  
Evaluation of cross-cultural orientation programs through  
participant-observation and interviewing.

September 1974 to June 1976

Department of Social and Philosophic Foundations of Education.  
Teaching Associate: "School and Society", foundations course.  
Small Group Facilitator: "Human Relations", required course.

September 1972 to June 1974

Reading and Writing Skills Center, General College  
Minority Education Program: Tutor, skills counsellor.

1969-1972

Out-Islands of the Bahamas: Teacher, Secondary Education

1967-1969

Nairobi, Kenya, East Africa: Teacher: Grades 5-7

Papers and Publications:

"Impact of an Orientation Program for Foreign Students."  
Office for Student Affairs Research Bulletin Vol.16, No.4.  
University of Minnesota (December 1975).

"Explorations of a Community Education Center: Problem Finding, Problem Solving." Paper presented in a Symposium on "Anthropology and Evaluation: The Substance Behind the Fad" at the Joint Meeting of the Council on Anthropology and Education and the Society for Applied Anthropology, St Louis, Missouri (March 18, 1976).

"A Phenomenological Approach to Evaluation." Paper presented in a Symposium on Evaluation in Educational Contexts at the Annual Meeting of the American Anthropological Association Huston, Texas (November 30, 1977).

Professional Activities:

Co-leader of a symposium on Teaching Methods in Anthropology and Education, Sponsored by the Council on Anthropology and Education, Central States Anthropological Society Meeting, Detroit, March 1975.

Small Group Discussion Facilitator on theme of "Science and Creative Problem Solving", at the Conference of National Science Teachers, Minneapolis, 1976.

Affiliations:

Council on Anthropology and Education (CAE).  
American Anthropology Association (AAA)  
Society for Applied Anthropology (SfAA)  
Society for Medical Anthropology

References:

Dr Marion Dobbert     Department of Social, Philosophical Foundations  
                                 of Education, 203 Burton Hall, University of  
                                 Minnesota,

Dr Glenn Hendricks     Office of Student Life Studies, 7- Morrill  
                                 Hall, University of Minnesota.

Dr Steven Taylor     (in ECDO file)  
Dr John Weidman     (     "     )

UNIVERSITY OF MINNESOTA  
Education Career Development Office

1. Name DAVID BRIAN ZANDER
2. Present address \_\_\_\_\_ until \_\_\_\_\_ Phone \_\_\_\_\_  
zip code (date)
3. Permanent address 10-10-77 1037-29th Ave S.E. Apt F. Phone 378-0592  
Minneapolis, Minn 55414 zip code
4. Date of this registration 8/30/77

## 5. Education:

Name of School or College	Location	Dates	Degree	Date Mo.-Yr.
St Clement Danes Grammar School, London W.12	London	1952-57	GCE	7/57
University of London/Avery Hill College of Education	London	1963-66	Teachers Certificate	8/66
University of Minnesota/C.L.A.	Mpls., Mn.	1972-74	B.A. (Anthropology)	12/74
University of Minnesota/Graduate School	Mpls., Mn.	1974-	M.A.	12/77

6. Majors: Undergraduate Anthropology Graduate Social, Philosophical  
 7. Minors: Undergraduate English Graduate Foundations of Education

## 8. Record of Professional Experience:

Location	Position	Dates
London Bor'of Bromley, England	Assistant-Master	1966-67
Kenya, East Africa	Jnr/Sec teacher	1967-69
Ministry of Overseas Development (U.K.)/ Ministry of Education, Bahamas, Out Islands	Secondary teacher	1969-72
University of Minnesota:	Teaching Assistant/ Reading Skills Counsellor	1972-74
Student Life Studies:	Research/Admin. Fellow	1975-76
Social Curriculum Project	Research/Admin Fellow	1976-77

## 9. Distinctions, honors, awards, membership in civic and professional organizations, including offices held.

Teachers Certificate awarded with distinction in English  
 Member American Anthropology Association, Council on Anthropology and Education (C.A.E.), American Sociology Association.

## 10. Type of position preferred:

Teacher Training		
College Teaching	Director of Educational	Evaluation
Education	Research Units/Programs	Curriculum Development
Educational Anthropology		
Social Foundations of Education		
Anthropology		
Anthropology and Education	Research in Medical & Health Care	
Social Studies	Teams	



Name DAVID BRIAN ZANDER

Graduate Program

Course Title	Qtr/Sem Credits	Grade Earned	Professor
Anthropology and Education	3.0	A	Dobbert
Anthropological Perspectives in the Classroom	3.0	A	Dobbert
Methods in Anthropological Fieldwork	3.0	A	Dobbert
Sociology of Education	3.0	B	Weidman
Sociology of Higher Education	3.0	A	Weidman
Peoples and Cultures of the Caribbean	5.0	A	Hendricks
Cultural Ecology	5.0	A	Puleston
Anthropology of Colonialism	5.0	A	Rowe
Seminars:			
Education of the Disadvantaged	3.0	A	Sullivan
Qualitative Research I	4.0	A	Taylor
Qualitative Research II	4.0	A	- " -
Participant Observation	3.0	A	Finestone
Basic Anthropology (History)	3.0	A	Kiste
Philosophy of Education	3.0	A	Beck
Problems in Education	2.0	A	Dobbert

\* Graduate courses taken at \_\_\_\_\_ All others at the University of Minnesota.

Title of Master's thesis or research papers: EXPLORATION OF A COMMUNITY EDUCATION CENTER  
AN ANTHROPOLOGICAL STUDY OF COVERT PATTERNS.

Adviser:

Marion L. Dobbert

Title of Doctor's thesis:

Adviser:

EDUCATION CAREER DEVELOPMENT OFFICE  
Education Placement  
1425 University Avenue S.E.  
Minneapolis, Minnesota 55414

David Brian Zander  
(Name of Registrant)

Anthropology and Education  
(Teaching field or area of interest)

Please write a statement which may be used in the above named individual's confidential placement file. For this purpose, evaluations concerning such attributes as native ability, personal qualities, and other factors related to success in educational work are important. (PLEASE TYPE: This form will be photographically reproduced.)

Mr. Zander took my course in culture change, in which he did very good work. In addition, we have had a number of discussions about anthropology and cross-cultural education. Mr. Zander impresses me as an intelligent, mature and committed individual. His background as a teacher in the so-called Third World gives him an unusual and valuable perspective in terms of his career goals.

I recommend Mr. Zander as an excellent prospect for employment in his chosen field.

NAME Eugene Ogan Signature Eugene Ogan  
(Please type)  
Position Associate Professor Institution University of Minnesota  
Address: Department of Anthropology, Minneapolis, Minnesota 55455  
(City) (State) (Zip Code)  
Date June 13, 1974

## EDUCATION CAREER DEVELOPMENT OFFICE

Placement Section

1423 University Avenue S.E.  
Minneapolis, Minnesota 55414

SEP 26 1977

David ZANDER

Anthropology and Education

(Name of Registrant)

(Teaching field or area of interest)

Please write a statement which may be used in the above named individual's placement file. For this purpose, evaluations concerning such attributes as ability, personal qualities, and other factors related to success in educational work are important. (PLEASE TYPE: This form will be photographically reproduced.)

David Zander has been my advisee since September, 1974, and I have come to know him well since that time through classes, through his work as my teaching assistant for a year, and through collaboration on research.

Mr. Zander is an excellent student who does considerably more work than that required in his courses. He likes to take ideas, theories, schools of thought on methodological trends encountered and to follow up on them with broader or more extensive readings.

David Zander's research with me has been fieldwork based. He is a first-class fieldworker, able to relate to many sorts of persons in statuses and positions widely different from his own. His honesty and candor contribute to his fieldwork capabilities and bring his informants to feel him trustworthy.

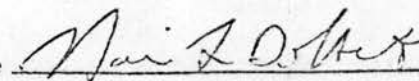
Mr. Zander is also a fine teacher. He is invariably well-prepared for lectures. His varied background provides him a fund of personal recollection which he uses to bring concepts to students in a direct and meaningful way.

I find that Mr. Zander always conducts himself in a highly professional fashion. He takes his obligations seriously and carries them out thoroughly. He is seeking a position where he can apply his knowledge of anthropology and education in training teachers and/or in a cross-cultural educational situation. He is very well-qualified for such a position through academic training and personal experience. He is capable of developing a program in either of these areas and has given them considerable thought. I recommend his enthusiastically for such a position. He is also very well prepared to teach anthropology and education in an academic setting and I recommend him just as strongly in this capacity.

NAME Marion L. Dobbert

(Please type)

Signature

Position Associate Professor

Institution

University of MinnesotaAddress: 203 Burton Hall-178 Pillsbury Drive, Mpls.,

(City)

MN

(State)

55455

(Zip Code)

Date Sept. 20, 1977



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

JUN 16 1977

Department of Social, Psychological, and  
Philosophical Foundations of Education  
203 Burton Hall  
178 Pillsbury Drive S.E.  
Minneapolis, Minnesota 55455  
(612) 373-9899

June 10, 1977

Education Career Development Office  
Education Placement  
1425 University Avenue Southeast  
Minneapolis - East

I am writing on behalf of Mr. David Zander. I have known David since he began his graduate studies here at the University of Minnesota 2½ years ago. He has worked for me as a teaching assistant, and I have been uniformly pleased with the quality of his work. While primarily anthropological in his orientation, David has spent a good deal of time working with me in the systematic study of the sociology of education, and has begun incorporating sociological perspectives into his analyses of educational problems. David is quick to grasp difficult conceptual problems in the sociological approaches to the study of education and is also able to combine those perspectives with others of a more anthropological nature in his studies of the socialization of students in a professional school, the College of Pharmacy.

In my estimation, David has good potential for an outstanding career as a teacher and as one developing innovative ways at examining and analyzing educational problems. I give David my unqualified recommendation for a teaching and/or research position.

*John C. Weidman*  
John C. Weidman  
Assistant Professor  
Education and Sociology

JCW:ib



EDUCATION CAREER DEVELOPMENT OFFICE  
Placement Section  
1425 University Avenue S.E.  
Minneapolis, Minnesota 55414

SEP 29 1977

DAVID ZANDER

(Name of Registrant)

Qualitative Research in  
Social Foundations of Education

(Teaching field or area of interest)

Please write a statement which may be used in the above named individual's placement file. For this purpose, evaluations concerning such attributes as ability, personal qualities, and other factors related to success in educational work are important. (PLEASE TYPE: This form will be photographically reproduced.)

I wish to offer my full and unqualified recommendation of David Zander for a teaching or research position in education or the social sciences. As a faculty member in David's academic department (Social, Psychological, and Philosophical Foundations of Education, University of Minnesota) and his professor in two advanced level seminars during the 1976-77 academic year, I obtained a sound knowledge of his skills and abilities.

I consider David Zander to be an outstanding scholar and researcher. While I have known him in his role as a student, I regard him as a colleague in the full sense of the term. I can personally testify to David's excellence in each of the following areas: his ability to conduct field research; his conceptualization skills and ability to draw theoretical generalizations from data; his writing ability; and his verbal skills as evidenced by various seminar reports and presentations. David also possesses a rare quality above and beyond his intellectual and interpersonal skills; namely, a commitment to research and to understanding educational and related settings.

I realize that words of praise are common in recommendations such as this. I can assure you that my respect for David is deserved and my recommendation of him sincere. David owns not only my respect, but also the respect of other faculty and students familiar with his work at the University of Minnesota.

I encourage you to give David Zander your utmost consideration for any position you may have open. He is a person of exceptional talents. Please feel free to contact me if I may provide you with additional information concerning David's qualifications.

NAME Steve TAYLOR Signature *Steven J. Taylor*  
(Please type)  
Position Research Associate Institution Cornell University  
Address: Van Rensselaer Hall Ithaca N. Y. 14853  
(City) (State) (Zip Code)  
Date Sept. 20, 1977

4629 Colfax Ave. So  
Minneapolis, Mn. 55409  
July 26, 1978

Mr. Edward L. Duren, Jr.  
Office of Intercultural Programs  
301 Walter Library  
Minneapolis, Mn.

Dear Mr. Duren,

This letter and the enclosed resume comprise my initial application for the Research Specialist Position currently being offered by your office.

The non-permanent aspects of the job are especially attractive to me at this time. After 2 years of working in the legal profession, I have decided that my personal needs and professional goals will never be met in that area. Therefore, I am in the process of exploring career options and myself. A temporary position on a part time basis would allow me to help keep my family fed and to have the time I need so much to reflect and reach decisions.

The position is also appealing to me since it is challenging and involves skills which I feel I possess to a high degree.

I am an efficient and capable researcher and writer. I also have good communications skills and am competent in Spanish. I am a self starting and assertive person and am used to responsibility for making decisions. I would appreciate very much the opportunity to talk with you in person about the position.

Sincerely,

*Susan B. Bradshaw*

PERSONAL RESUME  
SUSAN O'LAUGHLIN BRADSHAW

PERSONAL DATA

Susan O'Laughlin Bradshaw  
4629 Colfax Ave. So., Mpls. Mn. 55409  
(612) 825-3756  
Birthdate: August 28, 1944  
Marital Status: Single, 2 children, ages 9 and 10

LEGAL EDUCATION

University of Texas School of Law,  
Austin, Texas. J.D. awarded May, 1976  
Class rank: upper quarter  
Admitted to Texas Bar: November 1, 1976

ACTIVITIES AND HONORS

Honor grades: Property, Civil Procedure, Family Law, Criminal Law, Secured Transactions, Business Associations, Indian Law, Juvenile Justice. Student Attorney, Criminal Justice Project, Hildebrand Moot Court Finalist, Phi Delta Phi Honorary Fraternity, Women's Law Caucus.

PRIOR EDUCATION

University of Minnesota, Minneapolis, Minnesota  
B.A. in Psychology, March, 1966, G.P.A. 3.5  
Holy Angels Academy, Minneapolis, Minnesota

EMPLOYMENT HISTORY

October, 1977 to July 1978

Associate, Guevara, Rebe & Baumann, El Paso, Texas. Practice of general civil and criminal law with emphasis on litigation and briefing.

December 1976 to October, 1977

Assistant City Attorney, City of El Paso, Texas. Duties included all Municipal Court prosecution and complaint screening, also research for the Civil section of the City Attorney's Office and lecturing at the Police Academy.

August to December, 1976

Research Assistant and briefing attorney, Lawyers Research, Inc.  
3816 South First Street, Austin, Texas

May to December 1975

Law Clerk for the firm of Friday and Kazen  
700 San Antonio, Austin, Texas

1969 to 1973

Instructor of English as a Second Language, University of Texas Intensive English Program, 100 West 26 Street, Austin, Texas

1966 to 1967

Caseworker, New York City Department of Welfare, Nonresident Center.

Dr. Graham G. Smith  
10341 Scarborough Rd.  
Bloomington, Mn.  
831-0707

J. Howard Hill  
#4 Oriole Lane  
North Oaks, Mn.  
483-3238

Ms. Donna Wolfson  
6936 Nicolet Ave.  
Mpls. Mn.  
861-2669

#### MISCELLANEOUS

Fluent Spanish, Sierra Club, Women's Political  
Caucus.

#### REFERENCES

Please see the reverse side  
for local refernces.

Andrew R. Guevara, Sol Rebe, James E. Baumann  
Guevara, Rebe & Baumann  
P.O. Box 2009, El Paso, Texas 79950  
(915) 544-6646

David J. LaBrec, Assistant City Attorney  
303 City-County Building  
El Paso, Texas 79901 (915) 543-4550

Mr. Eric Galton  
Lawyers Research, Inc.  
3816 South 1st St., Austin, Texas (512) 444-6550.


Ms. Barbara Anne Kazen  
Friday & Kazen  
700 San Antonio, Austin, Texas (512) 472-9291



university  
of  
minnesota  
memo

date December 18 19 78

to Minnesota Spanish Speaking Research & Data Collection  
Task Force

from Cheryl Selinsky 

Felices Pascuas de Navidad  
y Año Nuevo

Los más sinceros saludos en esta Navidad, y que el Año Nuevo sea  
portador de las más bellas esperanzas.

MINNESOTA SPANISH SPEAKING  
RESEARCH & DATA COLLECTION TASK FORCE

MINUTES

Date: December 6, 1978

The meeting was held at Our Lady of Guadalupe Church, 530 Andrew Street, St. Paul, Minnesota, 55107.

Members present: Laurel Boerger, Sam Hernandez, Marilyn McClure, Tito Ortiz, and Fran Trejo.

Because so few members attended, the meeting was held informally. The main purpose of the meeting was to discuss and come up with useful ways to use the money that was allotted to the task force. It was brought up that many of the Spanish speaking offices are asked for good data, and are unable to supply this type of information. It is felt that the 1970 census is not an accurate source for the type of information that is needed, and, nor will the 1980 census be any more useful. It was suggested that we do our own survey, using the allotted money to do the survey. Ed and Cheryl will do a study on the cost of this and the necessary steps to do an accurate survey. The study will include documentation on the appropriateness of a census for people of color. It is hoped that we would not have to use all remaining resources for the study, so, this study will also include investigating funding sources. We will get this information out to the members of the task force the end of January or the first part of February. The final decision if the survey should or shouldn't be done, will be made by the task force.

It was also mentioned at the meeting, that by late January or early February, the task force members will receive a statement on what was found in the area of education and the Minnesota Spanish speaker.

university  
of  
minnesota  
memo

date November 16 1978

to Minnesota Chicano Research and Data Collection Task Force

from Cheryl Selinsky

RE: Next Meeting

The next meeting is scheduled for Wednesday, December 6, 1978 at 2:00 at:

Office For Spanish Speaking Seniors  
Our Lady of Guadalupe Church  
452 Concord Street  
St. Paul, MN 55107

I have enclosed a tentative agenda for the meeting on December 6th. If you feel that there is another area that should be covered at the meeting, please let me know so I can add it to the final agenda which will be mailed out one week before the meeting.

TENTATIVE AGENDA

Minnesota Chicano Research and Data

Collection Task Force

December 6, 1978

- I. Introduction.
- II. Last meeting - minutes.
- III. Money allotment - other uses.
- IV. Mini-grants
  - a. Which ones
  - b. Rewrite - clarify objectives
- V. Input - reactions about task force.

CS/kn

11/16/78



university  
of  
minnesota  
memo

date February 19 19 79

to Minnesota Spanish Speaking Research & Data Collection  
Task Force

from Cheryl Selinsky

(2)

The next task force meeting is scheduled for Thursday, March 1, 1979 at 2:00 p.m.  
at:

West Side Ramsey Action Programs  
462 South Robert St.  
St. Paul, Minnesota

The meeting will pertain to making the final decision on whether or not to do our own survey. If it is decided that we will do a survey, we will then begin the planning for the first steps. Please fill out the enclosed postcard and return to me as soon as possible.

AGENDA

Minnesota Spanish Speaking Research and  
Data Collection Task Force

Meeting: March 1, 1979

Ramsey Action Programs  
462 South Robert Street

- I. Introduction - Call the meeting to order, reading of minutes from last meeting.
- II. Election of permanent officers.
  - a) Chairperson
  - b) Vice Chairperson
  - c) Secretary
- III. Discussion of the report.
- IV. Vote on whether or not to do the survey.
- V. Input - reaction - new directions.

Minnesota Spanish Speaking Research and  
Data Collection Task Force

MINUTES

Date: February 15, 1979

The meeting was held at the West Side Ramsey Action Programs Office, 462 South Robert Street, St. Paul, Minnesota.

Members present: Laurel Boerger, Lucila Camps, Nicha Coates, Ed Duren, Jose Gaitan, Al Martinez, Cheryl Selinsky, and Fran Trejo.

Others present: Ann Benson, Juan Flores.

Members not present: Gary Gorman, Paul Carrizles, Dr. Hinojosa Smith, Ricardo Flores, Jose Trejo, Sam Hernandez, Anselmo Martinez, Tito Ortiz, Arturo Perez, Marilyn McClure, Julio Almanza, Alfredo Gonzalez, Sister Menshek, Irene Bethke and Ray Garza.

Ed Duren began the meeting by passing out to each member a copy of Working Paper #1 - Chicanos and the Census. This paper was prepared for the Minnesota Spanish Speaking Research and Data Collection Task Force by Ed Duren and Cheryl Selinsky. The members briefly discussed the report's contents, especially the section dealing with the cost of doing a survey.

It was suggested that the meeting be adjourned so that the members had time to read the report. It was decided the task force would meet again in two weeks, at the West Side Ramsey Action Programs Office, 462 South Robert Stree, St. Paul, at 2:00 p.m.

WORKING PAPER #1  
CHICANOS AND THE CENSUS

Prepared for the Minnesota Spanish Speaking  
Research & Data Collection Task Force

By Edward Duren, Jr.  
Cheryl Selinsky



The Census Bureau had never undertaken a decennial census that was preceded by as much hoopla as the Census of 1970. The 1970 Census was supposed to be a social programmer's dream. New information was to be provided; new methodology was to be tried; highly complicated analysis were to be completed and disseminated.

Yet, as the Census was being taken rumblings could be heard from so-called minorities in the United States. By the time the first count had been completed these rumblings had become roars pointing to the incompetent, some said fraudulent, results displayed. The largest issues centered around the alleged undercount of an appreciable number of Afro-Americans, Chicanos, and American Indians. Chicano/Latinos across the country were particularly irritated by questions dealing with; Spanish surname, ethnic/Spanish origin, and language.

Before undertaking a survey of Spanish-speaking persons, it was felt necessary by some members at the Minnesota Spanish Speaking Research and Data Collection Task Force that whatever we did should attempt to solve some issues the 1970 Census did not and that it is anticipated the 1980 Census will. Further, it was felt that it was not enough to say the 1970 Census was invalid, we must be prepared to prove this point by point. Questions dealing with the validity, reliability and appropriateness of the 1970 Census for describing the socioeconomic health of people of color must be addressed. It is especially pertinent, though not always possible, to question survey methodology as a separate issue. Lacking a high level of statistical "cleverness" we must leave these issues to those better prepared. We do, however, feel competent in responding to the issues associated with identification, origin, and language. As this is discussed we will attempt to explain how the proposed research undertaking will attempt to deal with each problem. All of the research for this essay was provided by Cheryl Selinsky. Information concerning the methodology and cost of the survey were obtained by Edward L. Duren, Jr. in a meeting with Dr. Ron Geizer. In writing this report we are attempting to answer the following questions:

1. How accurate was the 1970 Census?
2. Is the information valid?
3. How appropriate is the Census for Chicanos/Spanish-speaking people?
4. What methodologies were applied?
5. What can be done to improve the 1980 Census?
6. Can a survey be developed that would remedy some of the problems?
7. What would such a survey cost?

Both perspectives have been investigated yielding information from the Bureau of Census and the Spanish-speaking community. We began at the beginning.

To do any survey, one needs to use specific terms. Often a word can have more than one meaning. It is important that when a specific word is used in a survey, the reader understands the word the way the "author" meant it to be understood. While developing questions for the survey, 1970, The Bureau chose and defined specific terms to be used concerning the Spanish speaker.

Spanish surname. A Spanish last name. (Martinez, Rodriguez, Gonzales). A surname was called Spanish if it ended in a, es, n, no, os or z, and where the preceeding part of the name appeared on a list of names that had been identified before as Spanish. (This list was developed by Immigrations) A surname was coded to be Spanish if it had a prefix of De, Del, De La, De Las, or De Los in addition to the name on the list. Another way of coding a surname to be Spanish was this - "Martin" it was Spanish (a) if he or if his parents were born in a Spanish speaking country; (b) if he indicated Spanish as his native language; (c) or if he reported to be of Spanish origin.<sup>1</sup>

Ethnic/Spanish origin. Identifying ones origin or descent. "The answers to the question on ethnic origin produce results somewhat different from results based on inferred ethnic identification using such characteristics as country of birth of the person or his parents, language spoken in the home, or surname. Some respondents having a diverse ethnic background or having several generations of residence in the United States may have reported the ethnic association they felt most strongly and may not have had precise alternatives from which to choose. Therefore, the identification of the population by ethnic origin does not necessarily reflect either the degree of attachment or of association the respondent had with the particular origin group."<sup>2</sup> A person was then defined as being of Spanish origin if he was Mexican, Puerto Rican, Cuban, Central or South American or of other Spanish origin. If a person indicated that he was one of the above and also of another origin, but not Spanish, he then was included in the specific Spanish origin category.

Mother tongue. Spanish currently spoken in the home. If a person reported he was of Spanish origin, he was then asked - "Is Spanish now spoken in this household?" This question referred to everyone in the household, even though not everyone necessarily currently speaks or has ever spoken Spanish. "Nevertheless, this item provides some information on the number of persons for whom the Spanish language has a relatively strong influence or who are exposed to Spanish language usage in the home."<sup>3</sup>

The beginning question of course is: did the persons completing the survey

have the same definitions in mind.

It is felt that the proposed survey can easily deal with these three issues. The easiest solution is to allow people to answer the following questions (These are only moderately thought out questions).

Ethnic Heritage:

1. Please check what you know to be the heritages in your background:  
(a) \_\_\_ Afro-American (Black, Negro); (b) \_\_\_ Mexican American;  
(c) \_\_\_ Latino (Please specify \_\_\_\_\_); (d) \_\_\_ American Indian;  
(e) \_\_\_ Other (Please specify \_\_\_\_\_).
2. If you had to identify yourself as belonging to one of these groups which would it be:  
(a) \_\_\_ Afro-American (Black, Negro); (b) \_\_\_ Mexican American;  
(c) \_\_\_ Latino (Please specify \_\_\_\_\_); (d) \_\_\_ American Indian;  
(e) \_\_\_ Other (Please specify \_\_\_\_\_).

Language:

1. What languages are spoken in your home. (Check all that apply)  
(a) \_\_\_ English; (b) \_\_\_ French; (c) \_\_\_ Spanish; (d) \_\_\_ Other (Specify \_\_\_\_\_).
2. Are these languages spoken by:  
(a) \_\_\_ yourself; (b) \_\_\_ spouse; (c) \_\_\_ roommate; (d) \_\_\_ children.

We've included a copy of the 1970 Census and the questions that dealt with Spanish speakers. It's been included to show exactly how many questions dealt directly with Spanish speakers and how the other questions might be helpful with obtaining useful data on the Spanish speaker. See appendix A.

In 1971, the Bureau of Census did a report on the comparison of Spanish origin in the United States. The main purpose of the report was :

"...to illustrate the relationship between these two identifiers of the population of Spanish ancestry in the United States and to which Spanish surname can be used as a proxy for identifying persons of Spanish origin. If a strong positive, relationship exists between these two identifiers, then the statistical data on the Spanish ancestry population in the United States can be greatly expanded through the coding of Spanish surname in the greater number of administrative and vital records that now exist." 4

Predictably the report determined that:

"...the analysis of the relationship between Spanish surname and Spanish origin is that identification by Spanish surname appears



to provide a fair approximation of the Spanish origin population in the five Southwestern states of the United States, but not in the states, outside this area."<sup>5</sup>

But what about the other states with a large population of Spanish speakers? Where do they go for valid information that will help them too? Can't the census be broadened yet narrowed in some way to be of help to more of the Spanish speaking population of the United States?

It is felt that by taking a household survey based on cluster sampling this information can at least be obtained for whatever area we choose to survey in Minnesota.

After the information came out on the 1970 Census, including the Spanish speaker, many people felt that the Bureau of Census was insensitive when dealing with the Spanish speakers. A report was put out in 1974 evaluating the Bureau and its adequacy in dealing with the Spanish speaker. There is a strong belief that there was a significant undercount of the Spanish speaker background in the United States. Was the undercount due to the Bureau's methodology and techniques in collecting the data on the Spanish speaker?

The Bureau did come out and say that in general, there were a number of people that weren't counted in the 1970 Census. Some believe that persons of Spanish speaking background were probably disproportionately represented among those not counted. Yet the Bureau strongly feels the information in the 1970 Census is correct, stating that "...they have found no evidence sufficiently well documented to show that the 1970 Census figures were incorrect."<sup>6</sup>

However, according to the report, Counting the Forgotten:

"In January 1974, however, the Bureau reported that as of March 1973 the Spanish origin population of 10.7 million, an increase of 1.5 million persons (17% since the 1970 Census). It is improbable that this increase is due to population growth alone. It is likely that this figure reflects some correction for an undercount in the 1970 Census. In fact, the Bureau stated that the significant increase in the Spanish origin population since the 1970 Census, in part, was due to improved survey procedures. There are three additional reasons to believe that there was a significant undercount of the Spanish speaking background population of the United States of the 1970 Census: (1) the Bureau's own estimate of the black undercount in the 1970 Census; (2) privately sponsored reports and surveys of the Spanish speaking background population; and (3) the insensitivity to Mexican Americans, Puerto Ricans, and Cuban communities of the methodology used by the Bureau of the 1970 Census."<sup>7</sup>

What might be some of the things wrong with the methods and techniques used by the Bureau in the 1970 Census? It is believed that the Bureau began field tests as early as 1961. Supposedly, the Bureau didn't use uniform measures to



identify all the Spanish speaking background of people here in the United States. It seems they relied more on information obtained on the sample basis. People doing the questioning, were doing it inadequately, so that those answering were unable to answer accurately. Instead of sending out copies of the questionnaire in Spanish, a copy of the questionnaire in Spanish, was posted in some centers. Some did receive a copy of the instructions in Spanish. Some of the questionnaires were sent to people who live in sub-standard houses where mail is not delivered.

"There were three basic areas in which the Bureau's methodology contributed to the likelihood of a significant undercount of persons of Spanish speaking background; (1) the plan for distribution and collection of questionnaires was likely to have missed many families of Spanish speaking background; (2) most persons of Spanish speaking background did not have easy access to a Spanish census form; and (3) there was no question on the basic census questionnaire which could be used to identify persons of Spanish speaking background and the questions on the sample surveys largely were inadequate."8

In the conversation with Dr. Ron Geizer it was clear that all of the above concerns could be remedied. For example, the survey would be conducted by bilingual interviewers armed with instruments written in both Spanish and English. By working closely with the task force, the correct questions will be asked. And, asked in a way that does not offend the sensitivities of persons completing the questionnaire. (Incidentally, if we only interview persons who have indicated they want to be interviewed we solve many of the sensitivity problems.)

#### THE 1980 CENSUS

It is felt that the census questionnaire should be bilingual for persons of Spanish speaking origin. The Bureau of Census feels that that desire, is dealing more with ethnic pride rather than a true need for such a questionnaire. The Bureau also feels that Spanish speakers who are not literate in English and unable to fill out a form in English, probably would not be able to in Spanish. It is felt the Bureau does not have enough data to support this argument.

In a conversation Cheryl Selinsky had with Kenneth Wright of the Bureau of Census in Kansas, Mr. Wright said that in the 1980 Census, everyone will be asked if they are of Spanish origin - Mexican American, Chicano, Mexicano, Mexican; Puerto Rican, Cuban, Central/South American; other Spanish or other. The questionnaire will also ask a question that was asked in the 1970 Census - What language, other than English, was spoken in the home? It was explained to me that this question was originally put in in 1970 for purposes of obtaining

information for bilingual education. The person I spoke to said with these questions, and the other regular questions they, the Bureau of Census, will be able to cross tabulate the information to come up with better, and more useful information than the 1970 Census.

We have included findings and recommendations for the Bureau of Census from Counting the Forgotten. The findings deal with perhaps why the Bureau came up with an undercount for persons of Spanish speaking background. The recommendations deal with what perhaps should be done to improve the Census for 1980 so that the obtained information can be more useful.

We must emphasize, however, that the proposed survey in no way attempts to determine the number of Chicanos in Minnesota. What is proposed is a survey that will provide sample demographic information (e.g. age, sex, heritage, income, employment, residency, length of residency, place of birth, ancestry, literacy in Spanish and English, dominant family languages) and sample attitudinal data (e.g. bilingual education, welfare, housing, employment satisfaction, aged, health care services, drugs, Blacks, Mexico, recreation, migrants, racism/discrimination) in hopes of making some statement about all Chicanos in the research area.

In order to achieve this Dr. Geizer felt that we should interview at least 500 Chicano/Latinos. He felt that a modified mail survey would be the cheapest way that would also provide useable data. (It was noted that the bulk of the cost was dependent on the interview methodology, and the interview methodology was the major determinant of how "good" the data would be.) By this method the interviewer would set up an appointment to deliver the questionnaire to the interviewee. This establishes personal contact. The interviewer would return in two to three days to pick up the survey. If not ready the interviewer would make whatever arrangement were necessary to obtain a completed survey.

The following rough figures apply to this methodology.

1. 300 Interview hours at \$4.00/hour	\$1,200
2. Development of survey instruments	1,500
3. Coding 500 at \$4.00	2,000
4. Computer analysis, paper, programming	600
5. Instrument printing cost 500 at .40 ea.	200
6. Final report	1,500
7. Secretarial help	400
8. Consulting	300
9. Cross-tabs, sampling, interviewer training	600
	<hr/>
	SUBTOTAL 8,500
10. Administration (10%)	850
	<hr/>
	TOTAL \$9,350

The figures move upward by approximately 2,000 if interviewers complete the survey with the interviewee. (In our opinion, the preferred method)

Dr. Geizer felt that the smaller the areas in which interviewing was done the better. But, a fairly thorough job could be done on the Metro area.

In summary the 1970 Census is believed inadequate as a descriptive tool with respect to the socio-economic conditions of Chicanos. The 1980 Census may provide more useable data but not for Minnesota.

The proposed survey can answer most of the program service questions of social service facilitators seeking to provide resources to Spanish speaking people. The question of number cannot be answered by anything short of a complete household census. The cost of the survey has a minimum range of \$9,500 to \$11,500.

# FOOTNOTES

<sup>1</sup> Edward W. Fernandez, "Comparison of Persons of Spanish Surname and Persons of Spanish Origin in the United States" (U.S. Department of Commerce, Bureau of the Census, 1975), p. 7

<sup>2</sup> Ibid., p.7

<sup>3</sup> Ibid., p.7

<sup>4</sup> Ibid., p.1

<sup>5</sup> Ibid., p.1

<sup>6</sup> U.S. Commission on Civil Rights, Counting the Forgotten - The 1970 Census Count of Persons of Spanish Speaking Background in the U.S., April 1974, p. 41

<sup>7</sup> Ibid., p.41

<sup>8</sup> Ibid., p.57



## BIBLIOGRAPHY

Fernandez, Edward W. "Comparison of Person of Spanish Surname and Persons of Spanish Origin in the U.S." Technical Paper 38, U.S. Dept. of Commerce, June 1975, pp.1-18.

U.S. Dept. of Commerce, Bureau of the Census. 1970 Census of Population: Detailed Characteristics, MN. Washington, D.C.: GPO, 1972. 3 vols. bound in 1, pp. 497-948.

U.S. Dept. of Commerce, Bureau of the Census. Population and Housing Inquiries U.S. Cecennial Census, 1790-1970.

U.S. Commission on Civil Rights. Counting the Forgotten: The 1970 Census Count of Persons of Spanish Speaking Background in the U.S.. Washington, D.D.: GPO, 1974. 112p. ( MN Dept. of HUMAN Rights, St. Paul).

# 1970 CENSUS OF POPULATION INQUIRIES

Only data items collected for tabulation are shown here. For identification items, screening questions, and format of the questionnaires, see:

U.S. Bureau of the Census. 1970 Census of Population and Housing:  
Data-Collection Forms and Procedures. PHC(R)-2. Washington, D.C.,  
U.S. Govt. Print. Off., 1971.

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<p>2. HOW IS EACH PERSON RELATED TO THE HEAD OF THIS HOUSEHOLD?</p> <p>Fill one circle.</p> <p>If "Other relative of head," also give exact relationship, for example, mother-in-law, brother, niece, grandson, etc.</p> <p>If "Other not related to head," also give exact relationship, for example, partner, maid, etc.</p>	<p>3. SEX</p> <p>• <input type="checkbox"/> Male</p> <p>Fill one circle</p>	<p>4. COLOR OR RACE</p> <p>Fill one circle.</p> <p>If "Indian (American)," also give tribe.</p> <p>If "Other," also give race.</p>
<p><input type="radio"/> Head of household</p> <p><input type="radio"/> Wife of head</p> <p><input type="radio"/> Son or daughter of head</p> <p><input type="radio"/> Other relative of head—Print exact relationship</p> <p><input type="radio"/> Roomer, boarder, lodger</p> <p><input type="radio"/> Patient or inmate</p> <p><input type="radio"/> Other not related to head—Print exact relationship</p>	<p>Male</p> <p><input type="radio"/></p> <p>Female</p> <p><input type="radio"/></p>	<p><input type="radio"/> White</p> <p><input type="radio"/> Negro or Black</p> <p><input type="radio"/> Indian (Amer.)</p> <p><input type="radio"/> Japanese</p> <p><input type="radio"/> Chinese</p> <p><input type="radio"/> Filipino</p> <p><input type="radio"/> Hawaiian</p> <p><input type="radio"/> Korean</p> <p><input type="radio"/> Other—Print race</p> <p>Print tribe</p>

DATE OF BIRTH				8. WHAT IS EACH PERSON'S MARITAL STATUS?
5. Month and year of birth and age last birthday	6. Month of birth	7. Year of birth		
Print	Fill one circle	Fill one circle for first three numbers	Fill one circle for last number	Fill one circle
Month _____	<input type="radio"/> Jan.-Mar.	<input type="radio"/> 186- <input type="radio"/> 187- <input type="radio"/> 188- <input type="radio"/> 189- <input type="radio"/> 190- <input type="radio"/> 191-	<input type="radio"/> 192- <input type="radio"/> 193- <input type="radio"/> 194- <input type="radio"/> 195- <input type="radio"/> 196- <input type="radio"/> 197-	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
Year _____	<input type="radio"/> Apr.-June			<input type="radio"/> Now married
Age _____	<input type="radio"/> July-Sept.			<input type="radio"/> Widowed
	<input type="radio"/> Oct.-Dec.			<input type="radio"/> Divorced
				<input type="radio"/> Separated
				<input type="radio"/> Never married

13a. Where was this person born? If born in hospital, give State or country where mother lived. If born outside U.S., see instruction sheet; distinguish Northern Ireland from Ireland (Eire).

☐ This State

OR

(Name of State or foreign country; or Puerto Rico, Guam, etc.)

b. Is this person's origin or descent— (Fill one circle)

☐ Mexican

☐ Puerto Rican

☐ Cuban

☐ Central or South American

☐ Other Spanish

☐ No, none of these

14. What country was his father born in?

☐ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

15. What country was his mother born in?

☐ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

16. For persons born in a foreign country—

a. Is this person naturalized?

☐ Yes, naturalized

☐ No, alien

☐ Born abroad of American parents

b. When did he come to the United States to stay?

☐ 1965 to 70

☐ 1960 to 64

☐ 1955 to 59

☐ 1950 to 54

☐ 1945 to 49

☐ 1935 to 44

☐ 1925 to 34

☐ 1915 to 24

☐ Before 1915

17. What language, other than English, was spoken in this person's home when he was a child? Fill one circle.

☐ Spanish

☐ French

☐ German

☐ Other—Specify \_\_\_\_\_

☐ None, English only

18. When did this person move into this house (or apartment)? Fill circle for date of last move.

☐ 1969 or 70

☐ 1968

☐ 1967

☐ 1965 or 66

☐ 1960 to 64

☐ 1950 to 59

☐ 1949 or earlier

☐ Always lived in this house or apartment

19a. Did he live in this house on April 1, 1965? If in college or Armed Forces in April 1965, report place of residence there.

☐ Born April 1965 or later

☐ Yes, this house

☐ No, different house

b. Where did he live on April 1, 1965?

(1) State, foreign country, U.S. possession, etc. \_\_\_\_\_

(2) County \_\_\_\_\_

(3) Inside the limits of a city, town, village, etc.?

Yes ☐ No ☐

(4) If "Yes," name of city, town, village, etc. \_\_\_\_\_

20. Since February 1, 1970, has this person attended regular school or college at any time? Count nursery school, kindergarten, and schooling which leads to an elementary school certificate, high school diploma, or college degree.

☐ No

☐ Yes, public

☐ Yes, parochial

☐ Yes, other private

## 1970 CENSUS OF POPULATION INQUIRIES — CON.

21. What is the highest grade (or year) of regular school he has ever attended?  
 Fill one circle. If now attending, mark grade he is in.  
☐ Never attended school— Skip to 23.  
☐ Nursery school ☒  
☐ Kindergarten  
 Elementary through high school (grade or year)  
 1 2 3 4 5 6 7 8 9 10 11 12  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  
 College (academic year)  
 1 2 3 4 5 6 or more  
☐ ☐ ☐ ☐ ☐ ☐

22. Did he finish the highest grade (or year) he attended?  
☐ Now attending this grade (or year)  
☐ Finished this grade (or year)  
☐ Did not finish this grade (or year)

23. When was this person born?  
☐ Born before April 1956— Please go on with questions 24 through 41.  
☐ Born April 1956 or later— Please omit questions 24 through 41 and go to the next page for the next person.

24. If this person has ever been married—  
 a. Has this person been married more than once?  
☐ Once ☐ More than once  
 b. When did he get married? When did he get married for the first time?  
 Month Year Month Year  
 c. If married more than once— Did the first marriage end because of the death of the husband (or wife)?  
☐ Yes ☐ No

25. If this is a girl or a woman—  
 How many babies has she ever had, not counting stillbirths? 1 2 3 4 5 6 7 8  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐  
 Do not count her stepchildren or children she has adopted. 9 10 11 12 or more None  
☐ ☐ ☐ ☐ ☐ ☐

26. If this is a man—  
 a. Has he ever served in the Army, Navy, or other Armed Forces of the United States?  
☐ Yes ☐ No  
 b. Was it during— (Fill the circle for each period of service.)  
 Vietnam Conflict (Since Aug. 1964) ☐  
 Korean War (June 1950 to Jan. 1955) ☐  
 World War II (Sept. 1940 to July 1947) ☐  
 World War I (April 1917 to Nov. 1918) ☐  
 Any other time ☐

27a. Has this person ever completed a vocational training program? For example, in high school; as apprentice; in school of business, nursing, or trades; technical institute; or Armed Forces schools.  
☒ Yes ☐ No— Skip to 28

b. What was his main field of vocational training? Fill one circle.  
☐ Business, office work ☒  
☐ Nursing, other health fields  
☐ Trades and crafts (mechanic, electrician, beautician, etc.)  
☐ Engineering or science technician; draftsman  
☐ Agriculture or home economics  
☐ Other field— Specify

28a. Does this person have a health or physical condition which limits the kind or amount of work he can do at a job?  
 If 65 years old or over, skip to question 29.  
☐ Yes ☐ No

b. Does his health or physical condition keep him from holding any job at all?  
☐ Yes ☒ No

c. If "Yes" in a or b— How long has he been limited in his ability to work?  
☐ Less than 6 months ☐ 3 to 4 years  
☐ 6 to 11 months ☐ 5 to 9 years  
☐ 1 to 2 years ☐ 10 years or more

QUESTIONS 29 THROUGH 41 ARE FOR ALL PERSONS BORN BEFORE APRIL 1956 INCLUDING HOUSEWIVES, STUDENTS, OR DISABLED PERSONS AS WELL AS PART-TIME OR FULL-TIME WORKERS

29a. Did this person work at any time last week?  
☐ Yes— Fill this circle if this person did full- or part-time work. (Count part-time work such as a Saturday job, delivering papers, or helping without pay in a family business or farm; and active duty in the Armed Forces.)  
☐ No— Fill this circle if this person did not work, or did only own housework, school work, or volunteer work.  
 Skip to 30

b. How many hours did he work last week (at all jobs)? Subtract any time off and add overtime or extra hours worked.  
☐ 1 to 14 hours ☐ 40 hours  
☐ 15 to 29 hours ☐ 41 to 48 hours  
☐ 30 to 34 hours ☐ 49 to 59 hours  
☐ 35 to 39 hours ☐ 60 hours or more

c. Where did he work last week?  
 If he worked in more than one place, print where he worked most last week.  
 If he travels about in his work or if the place does not have a numbered address, see instruction sheet.  
 (1) Address (Number and street name) \_\_\_\_\_  
 (2) Name of city, town, village, etc. \_\_\_\_\_  
 (3) Inside the limits of this city, town, village, etc.? ☐ Yes ☐ No  
 (4) County \_\_\_\_\_  
 (5) State \_\_\_\_\_ (6) ZIP Code \_\_\_\_\_

d. How did he get to work last week? Fill one circle for chief means used on the last day he worked at the address given in 29c.  
☐ Driver, private auto ☐ Taxicab  
☐ Passenger, private auto ☐ Walked only  
☐ Bus or streetcar ☐ Worked at home  
☐ Subway or elevated ☐ Other means— Specify  
☐ Railroad

After completing question 29d, skip to question 33.

30. Does this person have a job or business from which he was temporarily absent or on layoff last week?  
☐ Yes, on layoff  
☐ Yes, on vacation, temporary illness, labor dispute, etc.  
☐ No

31a. Has he been looking for work during the past 4 weeks?  
☐ Yes ☐ No— Skip to 32

b. Was there any reason why he could not take a job last week?  
☐ Yes, already has a job  
☐ Yes, because of this person's temporary illness  
☐ Yes, for other reasons (in school, etc.)  
☐ No, could have taken a job



## 1970 CENSUS OF POPULATION INQUIRIES —CON.

32. When did he last work at all, even for a few days?

In 1970	1964 to 1967	1959 or earlier	Skip to 36
In 1969	1960 to 1963	Never worked	
In 1968			

33. Industry

a. For whom did he work? If now on active duty in the Armed Forces, print "AF" and skip to question 36.

(Name of company, business, organization, or other employer)

b. What kind of business or industry was this? Describe activity at location where employed.

(For example: Junior high school, retail supermarket, dairy farm, TV and radio service, auto assembly plant, road construction)

c. Is this mainly— (Fill one circle)

<input type="radio"/> Manufacturing	<input type="radio"/> Retail trade
<input type="radio"/> Wholesale trade	<input type="radio"/> Other (agriculture, construction, service, government, etc.)

34. Occupation

a. What kind of work was he doing?

(For example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)

b. What were his most important activities or duties?

(For example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings, finishes concrete)

c. What was his job title?

35. Was this person— (Fill one circle)

Employee of private company, business, or individual, for wages, salary, or commissions... ☐

Federal government employee... ☐

State government employee... ☐

Local government employee (city, county, etc.)... ☐

Self-employed in own business, professional practice, or farm— ☒

Own business not incorporated... ☐

Own business incorporated... ☐

Working without pay in family business or farm ☐

36. In April 1965, what State did this person live in?

☐ This State

OR

(Name of State or foreign country, or Puerto Rico, etc.)

37. In April 1965, was this person— (Fill three circles)

a. Working at a job or business (full or part-time)?

☐ Yes ☐ No

b. In the Armed Forces?

☐ Yes ☐ No

c. Attending college? ☒

☐ Yes ☐ No

38. If "Yes" for "Working at a job or business" in question 37— Describe this person's chief activity or business in April 1965.

a. What kind of business or industry was this?

b. What kind of work was he doing (occupation)?

c. Was he—

An employee of a private company or government agency... ☐

Self-employed or an unpaid family worker... ☐

39a. Last year (1969), did this person work at all, even for a few days?

☒ Yes ☐ No— Skip to 41

b. How many weeks did he work in 1969, either full-time or part-time? Count paid vacation, paid sick leave, and military service.

<input type="radio"/> 13 weeks or less	<input type="radio"/> 40 to 47 weeks
<input type="radio"/> 14 to 26 weeks	<input type="radio"/> 48 to 49 weeks
<input type="radio"/> 27 to 39 weeks	<input type="radio"/> 50 to 52 weeks

40. Earnings in 1969— Fill parts a, b, and c for everyone who worked any time in 1969 even if he had no income. (If exact amount is not known, give best estimate.)

a. How much did this person earn in 1969 in wages, salary, commissions, bonuses, or tips from all jobs? (Before deductions for taxes, bonds, dues, or other items.)

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

b. How much did he earn in 1969 from his own nonfarm business, professional practice, or partnership? (Net after business expenses. If business lost money, write "Loss" above amount.)

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

c. How much did he earn in 1969 from his own farm? (Net after operating expenses. Include earnings as a tenant farmer or sharecropper. If farm lost money, write "Loss" above amount.)

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

41. Income other than earnings in 1969— Fill parts a, b, and c. (If exact amount is not known, give best estimate.)

a. How much did this person receive in 1969 from Social Security or Railroad Retirement?

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

b. How much did he receive in 1969 from public assistance or welfare payments? Include aid for dependent children, old age assistance, general assistance, aid to the blind or totally disabled. Exclude separate payments for hospital or other medical care.

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

c. How much did he receive in 1969 from all other sources? Include interest, dividends, veterans' payments, pensions, and other regular payments. (See instruction sheet.)

\$ \_\_\_\_\_ .00 (Dollars only)

OR ☐ None

## Americans Abroad

7. IN WHAT COUNTRY IS THIS PERSON NOW LIVING?	Name of country: _____
8a. WHEN DID THIS PERSON LAST LEAVE THE UNITED STATES? Exclude vacations, home leave, or temporary visits in the United States.	Left the U.S. in year _____ OR Left before 1945... <input type="checkbox"/> OR Never lived in U.S. <input type="checkbox"/>
If this person (last) left the U.S. in 1970 — b. DOES HE EXPECT TO BE ABROAD AT LEAST 3 MONTHS?	<input type="checkbox"/> Expects to be abroad 3 months or more <input type="checkbox"/> Expects to be abroad less than 3 months
10. WHAT IS THIS PERSON'S "HOME" STATE? For children, give same State as parents.	"Home" State: _____ (State of voting residence, legal residence, or home of record, etc.)
17. DOES THIS PERSON SPEAK ANY LOCAL LANGUAGE? If he knows only a few words of the language, check "No." Do NOT count English, unless it is the only local language.	Speak local language? <input type="checkbox"/> Yes — What language? <input type="checkbox"/> No



# 1970 CENSUS OF HOUSING INQUIRIES

Only data items collected for tabulation are shown here. For identification items, screening questions, and format of the questionnaires, see:

U.S. Bureau of the Census. 1970 Census of Population and Housing: Data-Collection Forms and Procedures. PHC(R)-2. Washington, D.C.  
U.S. Govt. Print. Off., 1971.

A. How many living quarters, occupied and vacant, are at this address?

☐ One

☐ 2 apartments or living quarters

☐ 3 apartments or living quarters

☐ 4 apartments or living quarters

☐ 5 apartments or living quarters

☐ 6 apartments or living quarters

☐ 7 apartments or living quarters

☐ 8 apartments or living quarters

☐ 9 apartments or living quarters

☐ 10 or more apartments or living quarters

☐ This is a mobile home or trailer

## B. Type of unit or quarters

### Occupied

- ☐ First form
- ☐ Continuation

### Vacant

- ☐ Regular
- ☐ Usual residence elsewhere

### Group quarters

- ☐ First form
- ☐ Continuation

*For a vacant unit, also fill C, D, A, H2 to H8, and H10 to H12*

## C. Vacancy status

### Year round—

- ☐ For rent
- ☐ For sale only
- ☐ Rented or sold, not occupied
- ☐ Held for occasional use
- ☐ Other vacant

### ☐ Seasonal

### ☐ Migratory

## D. Months vacant

- ☐ Less than 1 month
- ☐ 1 up to 2 months
- ☐ 2 up to 6 months
- ☐ 6 up to 12 months
- ☐ 1 year up to 2 years
- ☐ 2 years or more

H1. Is there a telephone on which people in your living quarters can be called?

☐ Yes —→ What is the number? \_\_\_\_\_ Phone number

☐ No

H2. Do you enter your living quarters—

☐ Directly from the outside or through a common or public hall?

☐ Through someone else's living quarters?

H3. Do you have complete kitchen facilities?

*Complete kitchen facilities are a sink with piped water, a range or cook stove, and a refrigerator.*

☐ Yes, for this household only

☐ Yes, but also used by another household

☐ No complete kitchen facilities for this household

H4. How many rooms do you have in your living quarters?

*Do not count bathrooms, porches, balconies, foyers, halls, or half-rooms.*

☐ 1 room ☐ 6 rooms

☐ 2 rooms ☐ 7 rooms

☐ 3 rooms ☐ 8 rooms

☐ 4 rooms ☐ 9 rooms or more

☐ 5 rooms

H5. Is there hot and cold piped water in this building?

☐ Yes, hot and cold piped water in this building

☐ No, only cold piped water in this building

☐ No piped water in this building

H6. Do you have a flush toilet?

☐ Yes, for this household only

☐ Yes, but also used by another household

☐ No flush toilet

H7. Do you have a bathtub or shower?

☐ Yes, for this household only

☐ Yes, but also used by another household

☐ No bathtub or shower

H8. Is there a basement in this building?

☐ Yes

☐ No, built on a concrete slab

☐ No, built in another way (include mobile homes and trailers)

## H9. Are your living quarters—

- ☐ Owned or being bought by you or by someone else in this household? *Do not include cooperatives and condominiums here.*
- ☐ A cooperative or condominium which is owned or being bought by you or by someone else in this household?
- ☐ Rented for cash rent?
- ☐ Occupied without payment of cash rent?

## 1970 CENSUS OF HOUSING INQUIRIES—CON.

**H10a.** Is this building a one-family house?

- ☐ Yes, a one-family house  
☐ No, a building for 2 or more families or a mobile home or trailer

**b.** If "Yes"—Is this house on a place of 10 acres or more, or is any part of this property used as a commercial establishment or medical office?

- ☐ Yes, 10 acres or more  
☐ Yes, commercial establishment or medical office  
☐ No, none of the above

**H11.** If you live in a one-family house which you own or are buying—

What is the value of this property; that is, how much do you think this property (house and lot) would sell for if it were for sale?

- ☐ Less than \$5,000  
☐ \$5,000 to \$7,499  
☐ \$7,500 to \$9,999

- ☐ \$10,000 to \$12,499  
☐ \$12,500 to \$14,999  
☐ \$15,000 to \$17,499  
☐ \$17,500 to \$19,999

- ☐ \$20,000 to \$24,999  
☐ \$25,000 to \$34,999  
☐ \$35,000 to \$49,999  
☐ \$50,000 or more

If this house is on a place of 10 acres or more, or if any part of this property is used as a commercial establishment or medical office, do not answer this question.

**H12.** Answer this question if you pay rent for your living quarters.**a.** If rent is paid by the month—

What is the monthly rent?

Write amount here → \$ \_\_\_\_\_ .00 (Nearest dollar)

and

Fill one circle

- ☐ Less than \$30  
☐ \$30 to \$39  
☐ \$40 to \$49  
☐ \$50 to \$59  
☐ \$60 to \$69  
☐ \$70 to \$79  
☐ \$80 to \$89  
☐ \$90 to \$99

- ☐ \$100 to \$119  
☐ \$120 to \$149  
☐ \$150 to \$199  
☐ \$200 to \$249  
☐ \$250 to \$299  
☐ \$300 or more

**b.** If rent is not paid by the month—

What is the rent, and what period of time does it cover?

\$ \_\_\_\_\_ .00 per  
 (Nearest dollar) (Week, half-month, year, etc.)

**H13.** Answer question H13 if you pay rent for your living quarters.

In addition to the rent entered in H12, do you also pay for—

**a.** Electricity?

- ☐ Yes, average monthly cost is → \$ \_\_\_\_\_ .00  
☐ No, included in rent Average monthly cost  
☐ No, electricity not used

**b.** Gas?

- ☐ Yes, average monthly cost is → \$ \_\_\_\_\_ .00  
☐ No, included in rent Average monthly cost  
☐ No, gas not used

**c.** Water?

- ☐ Yes, yearly cost is → \$ \_\_\_\_\_ .00  
☐ No, included in rent or no charge Yearly cost

**d.** Oil, coal, kerosene, wood, etc.?

- ☐ Yes, yearly cost is → \$ \_\_\_\_\_ .00  
☐ No, included in rent Yearly cost  
☐ No, these fuels not used

**H14.** How are your living quarters heated?

Fill one circle for the kind of heat you use most.

- ☐ Steam or hot water system  
☐ Central warm air furnace with ducts to the individual rooms, or central heat pump  
☐ Built-in electric units (permanently installed in wall, ceiling, or baseboard)  
☐ Floor, wall, or pipeless furnace  
☐ Room heaters with flue or vent, burning gas, oil, or kerosene  
☐ Room heaters without flue or vent, burning gas, oil, or kerosene (not portable)  
☐ Fireplaces, stoves, or portable room heaters of any kind

In some other way—Describe → \_\_\_\_\_

- ☐ None, unit has no heating equipment

**H15.** About when was this building originally built? Mark when the building was first constructed, not when it was remodeled, added to, or converted.

- ☐ 1969 or 1970 ☐ 1950 to 1959  
☐ 1965 to 1968 ☐ 1940 to 1949  
☐ 1960 to 1964 ☐ 1939 or earlier

**H16.** Which best describes this building?

Include all apartments, flats, etc., even if vacant.

- ☐ A one-family house detached from any other house  
☐ A one-family house attached to one or more houses  
☐ A building for 2 families  
☐ A building for 3 or 4 families  
☐ A building for 5 to 9 families  
☐ A building for 10 to 19 families  
☐ A building for 20 to 49 families  
☐ A building for 50 or more families  
☐ A mobile home or trailer

Other—

Describe \_\_\_\_\_

**H17.** Is this building—

- ☐ On a city or suburban lot?—Skip to H19  
☐ On a place of less than 10 acres?  
☐ On a place of 10 acres or more?

## 1970 CENSUS OF HOUSING INQUIRIES—CON.

H18. Last year, 1969, did sales of crops, livestock, and other farm products from this place amount to—

- ☐ Less than \$50 (or None) ☒ \$2,500 to \$4,999  
☐ \$50 to \$249 ☐ \$5,000 to \$9,999  
☐ \$250 to \$2,499 ☐ \$10,000 or more

H19. Do you get water from—

- ☐ A public system (city water department, etc.) or private company?  
☐ An individual well?  
☐ Some other source (a spring, creek, river, cistern, etc.)?

H20. Is this building connected to a public sewer?

- ☐ Yes, connected to public sewer  
☐ No, connected to septic tank or cesspool  
☐ No, use other means

H21. How many bathrooms do you have?

*A complete bathroom is a room with flush toilet, bathtub or shower, and wash basin with piped water.*

*A half bathroom has at least a flush toilet or bathtub or shower, but does not have all the facilities for a complete bathroom.*

- ☐ No bathroom, or only a half bathroom  
☐ 1 complete bathroom  
☐ 1 complete bathroom, plus half bath(s)  
☐ 2 complete bathrooms  
☐ 2 complete bathrooms, plus half bath(s)  
☐ 3 or more complete bathrooms

H22. Do you have air-conditioning?

- ☐ Yes, 1 individual room unit  
☐ Yes, 2 or more individual room units  
☐ Yes, a central air-conditioning system  
☐ No

H23. How many passenger automobiles are owned or regularly used by members of your household?

*Count company cars kept at home.*

- ☐ None  
☐ 1 automobile  
☐ 2 automobiles  
☐ 3 automobiles or more

H24a. How many stories (floors) are in this building?

- ☐ 1 to 3 stories  
☐ 4 to 6 stories  
☐ 7 to 12 stories  
☐ 13 stories or more

b. If 4 or more stories—

Is there a passenger elevator in this building?

- ☐ Yes ☐ No

H25a. Which fuel is used most for cooking?

- ☒ From underground pipes serving the neighborhood.  
☐ Bottled, tank, or LP  
☐ Electricity  
☐ Fuel oil, kerosene, etc.  
☐ Coal or coke  
☐ Wood  
☐ Other fuel  
☐ No fuel used

b. Which fuel is used most for house heating?

- ☒ From underground pipes serving the neighborhood.  
☐ Bottled, tank, or LP  
☐ Electricity  
☐ Fuel oil, kerosene, etc.  
☐ Coal or coke  
☐ Wood  
☐ Other fuel  
☐ No fuel used

c. Which fuel is used most for water heating?

- ☒ From underground pipes serving the neighborhood.  
☐ Bottled, tank, or LP  
☐ Electricity  
☐ Fuel oil, kerosene, etc.  
☐ Coal or coke  
☐ Wood  
☐ Other fuel  
☐ No fuel used

H26. How many bedrooms do you have?

*Count rooms used mainly for sleeping even if used also for other purposes.*

- ☐ No bedroom  
☐ 1 bedroom  
☐ 2 bedrooms  
☒ 3 bedrooms  
☐ 4 bedrooms  
☐ 5 bedrooms or more

H27a. Do you have a clothes washing machine?

- ☐ Yes, automatic or semi-automatic  
☐ Yes, wringer or separate spinner  
☐ No

b. Do you have a clothes dryer?

- ☐ Yes, electrically heated  
☐ Yes, gas heated  
☐ No

c. Do you have a dishwasher (built-in or portable)?

- ☐ Yes ☐ No

d. Do you have a home food freezer which is separate from your refrigerator?

- ☐ Yes ☐ No

H28a. Do you have a television set? *Count only sets in working order.*

- ☐ Yes, one set  
☐ Yes, two or more sets  
☐ No

b. If "Yes"—Is any set equipped to receive UHF broadcasts, that is, channels 14 to 83?

- ☐ Yes ☐ No

H29. Do you have a battery-operated radio?

*Count car radios, transistors, and other battery-operated sets in working order or needing only a new battery for operation.*

- ☐ Yes, one or more ☐ No

H30. Do you (or any member of your household) own a second home or other living quarters which you occupy sometime during the year?

- ☐ Yes ☐ No



RECORD TYPE=A01

Taken From: Mn. Historical Society \* HA 451 . A47  
Mn. State Planning Agency, MN Socio-Economic pop.  
characteristics 1981, 37





RECORD TYPE=A01

17 COUNT OF PERSONS BY AGE AND SEX

UNDR 3	MALE	FEMALE
3-4	16381	16030
5	8913	8507
6	9046	9104
7-9	29810	28465
10-13	38796	37651
14	9829	9304
15	9400	9301
16	8858	8771
17	8469	8843
18	8150	10040
19	7721	10548
20	7537	11107
21	7447	10998
22-24	25112	29386
25-29	36779	37327
30-34	28481	27824
35-39	24432	25546
40-44	26229	27371
45-49	26146	27933
50-54	22940	25127
55-59	19260	22303
60-61	7315	8557
62-64	9387	11340
65-69	12059	17271
70-74	9846	15209
75+	13874	24743
TOTAL	457553	502527

26 FOREIGN BORN PERSONS BY YEAR OF IMMIGRATION

1960-1970	7072
1945-1959	7513
1925-1944	2576
BEFORE 1925	14094
NOT REPORTED	1190
TOTAL	32445

49 COUNT OF PERSONS UNDER 18 BY RESIDENCE WITH PARENTS

LIVING WITH BOTH PARENTS	284008
LIVING WITH ONE PARENT	34768
LIVING WITH NEITHER PARENT	5959
TOTAL	324735

48 MARRIED COUPLES BY PRESENCE AND AGE OF OWN CHILDREN AND AGE OF THE HUSBAND

WITH OWN CHILDREN UNDER 6	61232
WITH OWN CHILDREN UNDER 18	119653
WITH HUSBAND UNDER 45	109711

22 COUNT AND PERCENT OF PERSONS OF FOREIGN STOCK BY NATIVITY AND COUNTRY OF ORIGIN

	NATIVE	FOREIGN BORN
UN KNOWN	6313	4.1 1896 5.6
IRELAND	2881	1.9 233 .7
NORWAY	25339	16.7 3297 9.8
SWEDEN	32413	21.3 5068 15.0
DENMARK	4568	3.0 684 2.0
NETHERLAND	1514	1.0 523 1.5
SWITZERLAND	763	.5 79 .2
FRANCE	947	.6 266 .8
GERMANY	19945	13.1 2897 8.6
POLAND	7289	4.8 1579 4.7
CZECH	4578	3.0 852 2.5
AUSTRIA	3424	2.3 626 1.9
HUNGARY	949	.6 371 1.1
YUGOSLAV	1034	.7 239 .7
USSR	6650	4.4 2113 6.3
LITHUANA	960	.6 229 .7
FINLAND	3352	2.2 398 1.2
RUMANIA	934	.6 332 1.0
GREECE	871	.6 466 1.4
ITALY	2413	1.6 412 1.2
PORTUGAL	14	.0 16 .0
OTH EURO	1941	1.3 1304 3.9
SW ASIA	512	.3 306 .9
CHINA	587	.4 613 1.8
JAPAN	676	.4 316 .9
OTH ASIA	613	.4 1164 3.4
CANADA	14085	9.3 3694 10.9
MEXICO	728	.5 209 .6
CUBA	188	.1 227 .7
OTH AMER	632	.4 1042 3.1
AFRICA	205	.1 286 .8
ALL OTHR	290	.2 312 .9
NO REPORT	4518	3.0 1719 5.1
TOTAL	152126	33768

45 SELECT FAMILIES BY PRESENCE OF SONS/DAUGHTERS

UNDER 25YR	147955
UNDER 3YR	41421
UNDER 12YR	105608
13-19 YRS	66506
18-24 YRS	34448

23 COUNT OF PERSONS BY NATIVITY AND MOTHER TONGUE

	NATIVE	FOREIGN BORN
ENGLISH	724369	5491
FRENCH	7020	775
SWEDISH	28468	5086
GERMAN	50339	4332
POLISH	9910	1448
RUSSIAN	1316	551
HUNGARIAN	450	296
YIDISH	4401	1442
ITALIAN	2649	436
SPANISH	2739	1240
PORTUGUESE	42	24
ALL OTHER	59237	12314
NO REPORT	35439	333
TOTAL	926312	33768

25 COUNT OF PERSONS BY CITIZENSHIP AND AGE

	NATIVE BORN	FOREIGN BORN	NATURALIZED ALIEN
UNDR 18	322152	597	1442
18	18302	157	97
19	17774	40	126
20	18824	75	128
21+	550241	22400	7383
TOTALS	927293	23269	9176

18 COUNT OF PERSONS BY HOUSEHOLD RELATIONSHIP AND SEX (INCL. PERSONS IN GRP. QUARTERS)

MALE PRIMARY INDIVIDUAL	27476
FEMALE PRIMARY INDIVIDUAL	49018
FAMILY HEAD OF HOUSEHOLD WITH MALE HEAD	209744
FAMILY HEAD OF HOUSEHOLD WITH FEMALE HEAD	24166
WIFE OF HEAD	203976
CHILD OF HEAD	370605
OTHER RELATIVE OF HEAD	23598
NONRELATIVE	27974
MALE INMATE OF INSTITUTION	3786
FEMALE INMATE OF INST.	6110
MALE IN OTHER GROUP QUAR.	6075
FEMALE IN OTHER GRP. QUAR.	7552

47 COUNT OF MARRIED COUPLES BY SUB-FAMILY MEMBERSHIPS

IN SUBFAMILIES	1418
NOT IN SUBFAMILIES	294587
TOTAL	206005

24 COUNT OF PERSONS BY SPANISH INDICATOR

NUMBER OF PERSONS CLASSIFIED IN ANY OF THE FIVE SPANISH CATEGORIES OF THE QUESTION ON -ORIGIN OF DESCENT-	12251
NUMBER OF PERSONS OF PUERTO RICAN BIRTH OR PARENTAGE	285
NUMBER OF PERSONS OF SPANISH LANGUAGE	6595
NUMBER OF PERSONS NOT OF SPANISH LANGUAGE, BUT OF SPANISH SURNAME	0

21 COUNT OF PERSONS BY NATIVITY AND PARENTAGE

NATIVE OF NATIVE PARENTAGE	774186
FOREIGN STOCK (FOREIGN BORN OR NATIVE OF FOREIGN BORN OR MIXED PARENTAGE)	185894
TOTAL	960080

27 COUNT AND PCT OF NATIVE PERSONS BY STATE OF BIRTH

TOTAL	926639
BORN IN STATE OF RESIDENCE	661365 71.4
BORN OUTSIDE STATE OF RESIDENCE:	
IN NORTHEAST	19132 2.1
IN NORTHCENTRAL	158072 17.1
IN SOUTH	22414 2.4
IN WEST	21710 2.3
BORN ABROAD, AT SEA, OTHER AREA	5335 .6
STATE OF BIRTH NOT REPORTED	38611 4.2

19 COUNT OF FAMILIES BY FAMILY TYPE AND PRESENCE AND AGE OF OWN CHILDREN

HUSBAND-WIFE FAMILY:	
OWN CHILDREN UNDER 18 NOT PRESENT	85410
OWN CHILDREN UNDER 18 PRESENT:	
OWN CHILDREN UNDER 6 PRESENT	60833
OWN CHILDREN UNDER 6 NOT PRESENT	58344
TOTAL	204587
OTHER FAMILY WITH MALE HEAD:	
OWN CHILDREN UNDER 18 NOT PRESENT	3470
OWN CHILDREN UNDER 18 PRESENT:	
OWN CHILDREN UNDER 6 PRESENT	441
OWN CHILDREN UNDER 6 NOT PRESENT	1246
TOTAL	5157
FAMILY WITH FEMALE HEAD:	
OWN CHILDREN UNDER 18 NOT PRESENT	10745
OWN CHILDREN UNDER 18 PRESENT:	
OWN CHILDREN UNDER 6 PRESENT	5434
OWN CHILDREN UNDER 6 NOT PRESENT	7987
TOTAL	24166
TOTAL	233910



STATE OF MINN		COUNTY=12J RAMSEY	MCU=	PLACE=	CEN TRACT=	RECORD TYPE=A01
17 COUNT OF PERSONS BY AGE AND SEX		22 COUNT AND PERCENT OF PERSONS OF FOREIGN STOCK BY NATIVITY AND COUNTRY OF ORIGIN		23 COUNT OF PERSONS BY NATIVITY AND MOTHER TONGUE		24 COUNT OF PERSONS BY SPANISH INDICATOR
UNDR 3	13320	12430				NUMBER OF PERSONS CLASSIFIED IN ANY OF THE FIVE SPANISH CATEGORIES OF THE QUESTION ON "ORIGIN OF DESCENT-"
3-4	8819	8806				NUMBER OF PERSONS OF PUERTO RICAN BIRTH OR PARENTAGE
5	4805	4206				NUMBER OF PERSONS OF SPANISH LANGUAGE
6	4866	4800				NUMBER OF PERSONS NOT OF SPANISH LANGUAGE, BUT OF SPANISH SURNAME
7-9	15213	14749				21 COUNT OF PERSONS BY NATIVITY AND PARENTAGE
10-13	19574	19370				NATIVE OF NATIVE PARENTAGE
14	4673	4425				FOREIGN STOCK (FOREIGN BORN OR NATIVE OF FOREIGN BORN OR MIXED PARENTAGE)
15	4508	4509				TOTAL
16	4548	4472				
17	4459	4529				
18	4395	5124				
19	4487	5044				
20	3897	4797				
21	3503	4995				
22-24	12300	14297				
25-29	17588	17202				
30-34	13024	12867				
35-39	11273	11874				
40-44	12183	12889				
45-49	11912	12983				
50-54	11093	12604				
55-59	10405	11707				
60-64	3595	4397				
65-69	4811	5628				
70-74	6200	9243				
75+	5146	7994				
TOTAL	227636	248619				
26 FOREIGN BORN PERSONS BY YEAR OF IMMIGRATION						
1960-1970	3083					
1945-1959	2641					
1925-1944	1199					
BEFORE 1925	6994					
NOT REPORTED	611					
TOTAL	14528					
49 COUNT OF PERSONS UNDER 18 BY RESIDENCE WITH PARENTS						
LIVING WITH BOTH PARENTS	145556					
LIVING WITH ONE PARENT	18369					
LIVING WITH NEITHER PARENT	3156					
TOTAL	167081					
48 MARRIED COUPLES BY PRESENCE AND AGE OF OWN CHILDREN AND AGE OF THE HUSBAND						
WITH OWN CHILDREN UNDER 6	31478					
WITH OWN CHILDREN UNDER 18	58312					
WITH HUSBAND UNDER 45	52409					
45 SELECT FAMILIES BY PRESENCE OF SONS/DAUGHTERS						
UNDER 25YR	72942					
UNDER 3YR	21180					
UNDER 12YR	52686					
13-19 YRS	32401					
18-24 YRS	18641					
47 COUNT OF MARRIED COUPLES BY SUB-FAMILY MEMBERSHIPS						
IN SUBFAMILIES	649					
NOT IN SUBFAMILIES	99492					
TOTAL	99741					
18 COUNT OF PERSONS BY HOUSEHOLD RELATIONSHIP AND SEX (INCL. PERSONS IN GRP. QUARTERS)						
MALE PRIMARY INDIVIDUAL	12102					
FEMALE PRIMARY INDIVIDUAL	22608					
FAMILY HEAD OF HOUSEHOLD WITH MALE HEAD	102181					
FAMILY HEAD OF HOUSEHOLD WITH FEMALE HEAD	12314					
WIFE OF HEAD	98944					
CHILD OF HEAD	193676					
OTHER RELATIVE OF HEAD	11704					
NONRELATIVE	8452					
MALE INMATE OF INSTITUTION	1790					
FEMALE INMATE OF INST.	3566					
MALE IN OTHER GROUP QUAR.	3794					
FEMALE IN OTHER GRP. QUAR.	5124					
19 COUNT OF FAMILIES BY FAMILY TYPE AND PRESENCE AND AGE OF OWN CHILDREN						
HUSBAND-WIFE FAMILY:						
OWN CHILDREN UNDER 18 NOT PRESENT	41078					
OWN CHILDREN UNDER 18 PRESENT						
OWN CHILDREN UNDER 6 PRESENT	31248					
OWN CHILDREN UNDER 6 NOT PRESENT	26766					
TOTAL	99092					
OTHER FAMILY WITH MALE HEAD:						
OWN CHILDREN UNDER 18 NOT PRESENT	2167					
OWN CHILDREN UNDER 18 PRESENT						
OWN CHILDREN UNDER 6 PRESENT	258					
OWN CHILDREN UNDER 6 NOT PRESENT	664					
TOTAL	3089					
FAMILY WITH FEMALE HEAD:						
OWN CHILDREN UNDER 18 NOT PRESENT	5499					
OWN CHILDREN UNDER 18 PRESENT						
OWN CHILDREN UNDER 6 PRESENT	2951					
OWN CHILDREN UNDER 6 NOT PRESENT	3864					
TOTAL	12314					

### FINDINGS

1. Current and accurate demographic, social, and economic statistics on persons of Spanish speaking background are needed by Federal agencies, State and local governments, private organizations, and individuals for a variety of purposes including the protection of voting rights, the administration of Federal and other public social programs, and the assurance of equal employment opportunity.
2. The Bureau's attention to data collection relating to persons of Spanish speaking background has come late in its history.
  - a. Blacks have been enumerated since the first census in 1790.
  - b. Until the 1970 census, the Bureau used no uniform measure which would enable a nationwide estimate of the total population of persons of Spanish speaking background.
3. In 1970, the Bureau made five measures of the Spanish speaking background population.
  - a. Four of these, surname, language, birth or parentage, and heritage, while providing important data about that population, are correlated only indirectly with membership in that group.
  - b. The fifth measure, Spanish origin self-identification, is the preferred method but was asked only of 5 percent of the United States population.



4. In determining data collection techniques for the 1970 census, the Bureau did not pay sufficient attention to the methodology necessary to obtain an accurate count of persons of Spanish speaking background.
  - a. No effort was made to include persons of Spanish speaking background on advisory committees used in conjunction with the preparation of the 1970 census, and no advisory committee was convened to provide assistance on the count of Spanish speaking background persons.
  - b. Mailing lists for the 1970 census were drawn up from commercial mailing lists of such persons as property tax payers and, therefore, would be unlikely to have included all households of Spanish speaking background.
  - c. The Bureau made only a meager effort to hire bilingual enumerators; and, thus, there was an insufficient number used during the 1970 census.
  - d. The Bureau hired an insufficient number of bilingual community education specialists.
  - e. A sample bilingual or Spanish questionnaire was not mailed to individuals in all areas of high Spanish speaking concentration.

5. The census data on persons of Spanish origin were not released until almost 2 years after data on the total and the black population were released by the Bureau.
6. Press releases announcing the 1970 Spanish speaking background population totals were confusing, failing to make clear the Bureau's esoteric usage of such terms as "birth and parentage," "Spanish language," "Spanish heritage," and "Spanish origin."
7. Evidence that the data finally published undercounts the Spanish speaking background population comes from a variety of sources including independent studies, the Bureau's undercount of the black population, and informed opinions held by some demographers.
  - a. The Bureau of the Census, itself, has not made an estimate of the undercount of persons of Spanish speaking background, even in selected jurisdictions with high concentrations of members of that group.
  - b. The Bureau states that the necessary data for estimating the undercount, including vital statistics and immigration/emigration data, are unavailable; but it has not used its influence as the major Federal data collection agency to ensure that such data will be gathered in the future.
  - c. The Bureau has not made use of the myriad data available on a local basis for estimating the approximate size of the undercount.

8. Although the Bureau is beginning to take steps to make its procedures more sensitive to persons of Spanish speaking background, its employment practices evidence an underutilization of persons of Spanish speaking background; and this impedes its efforts to ensure that its programs are attentive to the needs of this group.
  - a. The affirmative action plan of SESA -- 83 percent of SESA's employees work for the Bureau of the Census--totally disregards the President's Sixteen Point Program as it flagrantly disregards the Civil Service Commission's directive to include action items specifically applicable to that program.
  - b. SESA's affirmative action plan contains no goals and timetables for the remedy of this underutilization.
  - c. Despite encouragement from the Civil Service Commission, SESA has not made sufficient use of selective certification procedures in order to hire the bilingual staff necessary for communication with the minority community.

### RECOMMENDATIONS

1. The Bureau should familiarize itself with Federal, State, and local government and private needs for demographic, social, and economic statistics on persons of Spanish speaking background.

- a. The Bureau should ensure that persons of Spanish speaking background are represented on all advisory committees.
- b. The Bureau should establish an advisory committee composed of representatives of a wide variety of Spanish speaking organizations with an interest in using census data.
- c. The Bureau should request the assistance of OMB in obtaining information about the need for Spanish speaking background statistics.

2. The Bureau should take steps to ensure that all aspects of its program, including questionnaire design and data collection, tabulation, and publication, are responsive to the needs of the Spanish speaking background population.

3. The Bureau should include the "Spanish origin" question on all questionnaires in the 1980 census.



- a. The question should be asked for each member of the household.
  - b. Separate identification should be made of Mexican Americans, Puerto Ricans, Cubans, Central and South Americans, and other persons of Spanish speaking background.
  - c. The Bureau should continue to collect data on birth or parentage, surname, and language as characteristics of this population group.
4. The Bureau of the Census should conduct a study to determine the best procedures to ensure total coverage of the Spanish speaking background population in the 1980 census.
- a. It should review its procedures for obtaining lists of addresses and use conventional enumeration, if necessary, to ensure coverage of housing units which may not have been listed on address registers.
  - b. The Bureau should make a special effort to hire bilingual enumerators for the 1980 census and use them for followup and for door-to-door enumeration in areas in which address lists are not complete.
  - c. The Bureau should increase its community education program for the 1980 census, ensuring that the program reaches every city of 10,000 or more persons, 5 percent or more of whom are of Spanish speaking background.
  - d. In addition to the English questionnaire, a bilingual or Spanish questionnaire should automatically be forwarded to every household in census tracts in which 5 percent or more of the population is of Spanish speaking background.

e. The Bureau should conduct a field study in cities such as Bridgeport, Connecticut, and San Antonio, Texas, to perfect its techniques for reaching the Spanish speaking background population.

5. Data on persons of Spanish speaking background collected in the 1980 census should be released simultaneously with the population totals by race.

6. All releases of Spanish origin data should specifically identify what the data are and how they may appropriately be used, clarifying such terms as "birth or parentage," "Spanish language," "heritage," and "origin."

7. The Bureau immediately should begin to develop techniques for measuring a census undercount of persons of Spanish speaking background.

a. It should make known its needs for independent data on Puerto Ricans, Mexican Americans, Cubans, and other persons of Spanish speaking background to the Office of Management and Budget; the Department of Health, Education, and Welfare; and other Federal agencies with statistical responsibilities.

b. It should attempt to estimate the undercount in the 1970 census in selected cities.

8. The Bureau should increase significantly its employment of persons of Spanish speaking background in each of its units of operation.

- a. It should conduct an analysis of the underrepresentation of persons of Spanish speaking background in each of its units of operation.
- b. It should revise the SESA affirmative action plan to include meaningful action items to increase the employment of persons of Spanish speaking background.
- c. It should set goals and timetables for increasing its employment of persons of Spanish speaking background with special attention given to policymaking positions.
- d. The Bureau should hire bilingual staff for positions which require communication with the Spanish speaking community.



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Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

TO: Minnesota Spanish Speaking Research and Data Collection Task Force

FROM: Cheryl Selinsky



DATE: April 17, 1979

RE: Meeting Thursday, May 10, 1979.

The next task force meeting is scheduled for Thursday, May 10, 1979, at the Campus Club, fourth floor, in Coffman Memorial Union, 300 Washington Avenue S.E. at the University of Minnesota, Minneapolis campus. Before the meeting, beginning at 5:30 p.m. in the main dining room, sherry and cheese will be served, followed by a buffet dinner. Following the dinner, about 7:00 p.m., in room 608, the task force will meet with Dr. Ron Geizer.

At the meeting, Dr. Geizer will discuss and refine to your satisfaction the survey's objectives and methodology, in addition to other associated aspects. Please come prepared to discuss your concerns. The thrust and "flavor" of the survey will be determined in large part by this meeting.

We have enclosed a postcard for you to indicate your plans concerning this important meeting. Please send the card back by May 4th as we need to know the exact number of those coming to reserve parking spaces and make dinner reservations.

Parking spaces will be reserved for you beginning at 5:00 p.m. at parking ramp B - level 3, only. Upon entering the ramp, all you need do is identify yourself as a participant of the Chicano Task Force meeting. A map has been enclosed to assist you in finding the parking ramp and Coffman Union.




We are looking forward to seeing all of you at the meeting!



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PARKING SERVICES  
2618 COMO AVE. S.E.

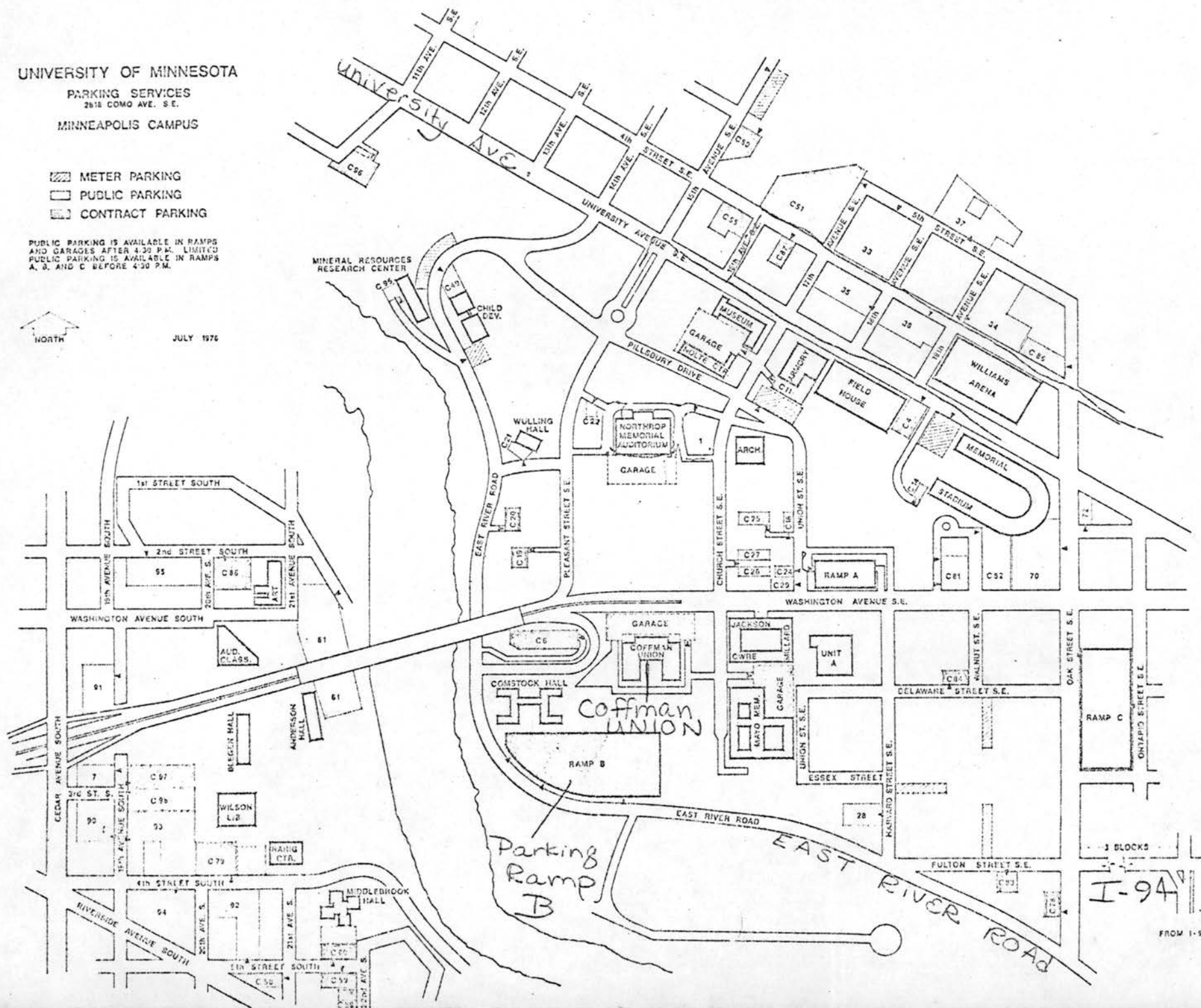
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-  METER PARKING
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PUBLIC PARKING IS AVAILABLE IN RAMPS  
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PUBLIC PARKING IS AVAILABLE IN RAMPS  
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JULY 1976



MINNESOTA SPANISH SPEAKING RESEARCH  
AND DATA COLLECTION TASK FORCE

MINUTES

Date: May 10, 1979

The meeting was held at the Campus Club, fourth floor, in Coffman Memorial Union, 300 Washington Avenue S.E. at the University of Minnesota, Minneapolis campus.

Members present: Laurel Boerger, Lucila Campa, Jose Gaitan, Fran Trejo, Ed Duren, and Cheryl Selinsky.

Dr. Ron Geizer and two of his staff members (Greg Stark and Kathy Guthrie) were present at the meeting to discuss the survey's objectives and methodology. Dr. Geizer explained four different approaches that could be used in the study.

- Option I. Agree with the studies that have been done. Go back to community and obtain more indepth information focusing on key issues. For example, problems associated with employment, education and housing have been identified as major issues. Aspects of these three issues can be taken to the community for greater clarification and elaboration.
- Option II. Action Oriented Approach - People would be trained to inform community residents of services provided by various agencies. Later research will be initiated to determine who went where and what type of help was given.
- Option III. Agency Case Study - This approach could be done statewide. Agencies would be studied to see how effective they are. What makes them functional versus what makes them dysfunctional.
- Option IV. Take and use what has already been collected and sort out what is good and what isn't good. Take this information to the agencies for a response. (Example: Are these services needed? Can you provide them? Why not?) After analysis, have a response panel (comprised of community representatives) review the comments of the agencies and provide additional comments. Finally, compare and analyze the three perspectives for congruency.

A question was brought up, after the information has been collected - how will it be used? It was hoped the results would provide information to agencies so that they could continue to improve programs designed to help the community.

It was decided that all task force members would be contacted and asked to discuss these methods with others. They will then communicate to us people's reactions to the various methods identified for doing the study.

It was also suggested that a Chicano be hired and trained in the research methodologies associated with this project. Dr. Geizer replied that the possibility of this was dependent on the method chosen and/or funds available.



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Office of Intercultural Programs  
Center for Urban and Regional Affairs  
301 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

TO: Minnesota Spanish Speaking Research and Data Collection Task Force

FROM: Edward L. Duren, Jr.

DATE: May 16, 1979

RE: Minutes and Options

Enclosed are the minutes from our meeting May 10, 1979. Please note that attendance was very poor. As a result, we are again mailing a postcard in the hopes of gaining your participation. I am asking you to select the option that appeals most to you. In making your decision we are asking that you take into account the sensitivity to surveys of the Chicano/Latino community.

Please mail the postcard as soon as possible, as we cannot proceed until we have received a positive response from you. I will be calling to discuss with you the various options beginning Monday.

Again, I'd like to remind you that time is running out. We presently have approximately \$14,000. that will be returned to the state unless it can be responsibly expended by June 30, 1979. Time is of the essence. We must, repeat, must make a decision within the next week.





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Minneapolis, Minnesota 55455

MEMO

TO: Minnesota Spanish Speaking Research and Data Collection Task Force  
FROM: Cheryl Selinsky  
DATE: March 26, 1979

Just a brief note to let you know how things are coming along.

It was brought up at the last meeting (March 1st) that our task force (Minnesota Spanish Speaking Research and Data Collection Task Force) really isn't functioning like a true task force should. We do not have a chairperson, secretary or even half the members attending the meetings. It was then suggested instead of calling ourselves a task force, the name should be changed to Minnesota Spanish Speaking Research and Data Collection Project. Meetings would be held informally, with mailings still being sent out to everyone. We have enclosed a postcard asking for your opinion on this. Please check if we should/should not eliminate the words "task force" and use project instead.

On the same postcard we would like to know if you feel it is alright to proceed with the survey as outlined in our Working Paper #1. Please return the postcard as soon as possible. (No later than April 6th) We thank you for your input.

It was decided at the last meeting, that we should put an ad in some newspapers in search of other research papers that have been done on the Minnesota Chicano. The following ad will appear in select papers:

WANTED: Research papers on the MN Chicano. If you have worked on a project like this, or know of anyone who has, please contact the MN Spanish Speaking Research and Data Collection Task Force, 301 Walter Library, U of M, 117 Pleasant St. S.E., Mpls., MN 55455. (612) 376-7231

PART ONE

Employment Figures  
(Introduction)

1. Please describe your organization, the services you provide.
  
  
  
  
  
  
  
  
  
  
2. How many people are employed?  
(categories are mutually exclusive)  
  
\_\_\_\_ full time  
  
\_\_\_\_ part time  
  
\_\_\_\_ summer only  
  
\_\_\_\_ short term, special tasks
  
  
3. Please specify how many Hispanic employees are (currently/past two years?)  
working for your company?  
(categories are mutually exclusive) (define Hispanic)  
  
\_\_\_\_ full time  
  
\_\_\_\_ part time  
  
\_\_\_\_ summer only  
  
\_\_\_\_ short term, special tasks (other than summer)
  
  
4. Please indicate the number of Hispanic employees within each of the  
following occupational categories.  
  
\_\_\_\_ Professional, technical, and kindred workers  
  
\_\_\_\_ Health workers  
  
\_\_\_\_ Teachers, elementary and secondary schools  
  
\_\_\_\_ Managers and Administrators  
  
\_\_\_\_ Salaried

- \_\_\_\_\_ Self employed in retail trade
- \_\_\_\_\_ Sales workers
- \_\_\_\_\_ Retail trade
- \_\_\_\_\_ Clerical and kindred workers
- \_\_\_\_\_ Craftsmen, foremen, and kindred workers
- \_\_\_\_\_ Mechanics and repairmen
- \_\_\_\_\_ Construction craftsmen
- \_\_\_\_\_ Operatives, except transport
- \_\_\_\_\_ Manufacturing
- \_\_\_\_\_ Nonmanufacturing industries
- \_\_\_\_\_ Transport equipment operatives
- \_\_\_\_\_ Laborers, except farm
- \_\_\_\_\_ Farmers and farm managers
- \_\_\_\_\_ Farm laborers and farm foremen
- \_\_\_\_\_ Service workers
- \_\_\_\_\_ Cleaning and food service workers
- \_\_\_\_\_ Protective service workers
- \_\_\_\_\_ Personal and health service workers
- \_\_\_\_\_ Private household workers

5. How many Hispanic employees are within the following salary categories as paid by your organization?

- \_\_\_\_\_ Less than \$1,000
- \_\_\_\_\_ \$1,000 to \$1,999
- \_\_\_\_\_ \$2,000 to \$2,999
- \_\_\_\_\_ \$3,000 to \$3,999
- \_\_\_\_\_ \$4,000 to \$4,999
- \_\_\_\_\_ \$5,000 to \$5,999
- \_\_\_\_\_ \$6,000 to \$6,999

- \_\_\_\_\_ \$7,000 to \$7,999
- \_\_\_\_\_ \$8,000 to \$8,999
- \_\_\_\_\_ \$9,000 to \$9,999
- \_\_\_\_\_ \$10,000 to \$11,999
- \_\_\_\_\_ \$12,000 to \$14,999
- \_\_\_\_\_ \$15,000 to \$24,999
- \_\_\_\_\_ \$25,000 to \$49,999
- \_\_\_\_\_ \$50,000 or more

6. How many Hispanic employees have left your company in the past 2 years? (turnover)
- \_\_\_\_\_
7. How does Hispanic turnover compare with your total employee turnover?
- \_\_\_\_\_ Total number of employees who have left company in past two years.
8. How many Hispanic employees have been advanced within your company in the past two years?
- \_\_\_\_\_
9. What is the frequency of advancement for all company employees in the past two years?
- \_\_\_\_\_
10. Has your company provided training to Hispanic employees? How many?
- \_\_\_\_\_
11. Have any Hispanic employees been fired from your company in the past two years?
- \_\_\_\_\_ How many?



## PART TWO

Interview

1. Does your company face any special considerations or problems when considering Hispanics for employment?
2. What suggestions do you have for improving Hispanic employability within your organization?
3. What can be done to improve advancement opportunities?
4. To what extent is language a problem when considering Hispanics for employment within your organization? Language has been a:
  - a. serious barrier
  - b. somewhat of a barrier
  - c. very little
  - d. no problem

5. Is language a problem for advancement opportunities?
  - a. great problem
  - b. somewhat
  - c. a little
  - d. no problem
6. What about experience or training qualifications? Are Hispanic applicants adequately trained for the jobs they seek within your organization?
  - a. almost always
  - b. usually
  - c. seldom
  - d. never
7. In your opinion, how do the other employees receive Hispanic personnel?

University  
of  
Minnesota  
memo

date November 15, 1979

to Minnesota Spanish Speaking Research and Data Collection  
Task Force  
from Edward L. Duren, Jr.

Enclosed are the minutes of the last meeting. Please read and comment as you deem appropriate. In addition, we have enclosed a very, very, rough draft of the survey to be conducted with the companies. If you have suggestions for inclusions, exclusions, corrections, or restatements, they should be forwarded to Kathy Guthrie (376-8253) or Cheryl Selinsky (376-7231) by November 26, 1979. Please do not circulate the questions. We want to avoid, as much as possible, "contamination" of the data we receive.

If you have additional questions call immediately.

ED/cm



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November 15, 1979

MINNESOTA SPANISH SPEAKING RESEARCH  
AND DATA COLLECTION TASK FORCE

MINUTES

Date: November 14, 1979

The meeting was held at the West Side Ramsey Action Program, 462 South Robert Street, St. Paul, Minnesota. The meeting began at approximately 12:00 noon.

Members present: Laurel Boerger, Ed Duren, Al Martinez, Fran Trejo, and Cheryl Selinsky.

Others present: Kathy Guthrie, Mike Patton, and Greg Stark (Minnesota Center for Social Research).

The first part of the meeting was devoted to going over the list of private companies that have been referred by various Task Force members. We were looking for a variety of companies that might be used to show both good and bad examples of employment practices with Chicanos/Latinos. The list generated consisted of 35-36 companies in the areas of agriculture, construction, manufacturing, transportation, communication, utilities, sanitary services, retail, finance and insurance. The final list of 30 companies to be interviewed will be sent to Task Force members.

Following this, the Task Force members present, went over a rough draft of questions to be used in the company interviews. A final copy of the questions to be used will be sent to Task Force members for comment.

The final agenda item discussed by Task Force members concerned the list of possible candidates for the discrimination case studies. Input was again sought concerning who should conduct the interviews. Again, no decision was made.

Finally, it was mentioned that December 31, 1979, will be Cheryl Selinsky's last day working with the Task Force.

The meeting was adjourned at approximately 1:30 p.m.



Case Study  
Employee Interview

Introduction

Date:  
Interviewer:

Hello, my name is \_\_\_\_\_. I'm from the Minnesota Center for Social Research at the University. We have been asked by the Minnesota Spanish Speaking Research and Data Collection Task Force to conduct an employment study concerning Chicanos and Latinos in the Twin Cities.

You are one of five cases or situations which we will be studying. Each case includes interviews with both the employee and employer. The questions which are asked of you are similar to those that will be asked of your employer.

We will be asking you about your employment experiences with \_\_\_\_\_ company. During the interview, if you have any questions, please feel free to ask. We would like to assure you that your comments and responses will remain confidential. You do not have to answer any questions which you don't like. Just let me know and I will skip to the next one.

In order to concentrate more on the interview and less on note taking, we would like to tape record our discussion. Again, let me emphasize that you will never in any way be mentioned in any of our reports. Rather we will change your name and situation enough so that no one will know who you are. May we use the tape recorder?

The interview begins with some basic information and then goes into a description of your situation.

Do you have any questions?

To begin with we'd like to complete our information concerning your address and that of the company you had worked for.

Respondent's Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone(s): \_\_\_\_\_

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone(s): \_\_\_\_\_

1. Approximately how long had you worked for this company?

\_\_\_\_\_ (months and year)

2. What was your job? \_\_\_\_\_

\_\_\_\_\_

3. What wage did you earn? \_\_\_\_\_ (is that take home  
or gross pay, annual  
or hourly? Specify)

I. The Critical Incident

A. Description

1. Let's start by getting an overall picture of the situation.  
In your own words, would you please describe what happened when you  
worked for \_\_\_\_\_ company?

2. In order for us to focus the problem, it would be helpful if you could specifically identify the major reasons which led to your leaving the job. What do you identify as the specific reasons for your problem?

["Personality conflict" is not enough. What were the personalities involved?  
"Discrimination is not enough--get at specific behaviors.]"

3. Were there any cultural factors which may have influenced the situation?

(Probe: The concept of time, family orientation?)

4. Often times an experience such as yours influences people in more ways than being out of a job. Would you describe what ways, if any, your experience changed:

- a. your feelings about yourself?
- b. attitudes toward work (in general)?
- c. personal goals or ambitions?
- d. what about how you relate or interact with others--your relationships?
- e. anything else that you can think of?



5. In your mind, what would have been some acceptable ways to handle the situation?

B. Perceptions of Employer's Viewpoint

What would you say is your employer's response to what happened? How would s/he describe the situation?

C. Other Perceptions of Company

1. You have described several problems related to your particular situation. Are there other general weaknesses about the company which may or may not have to do with your case--other company weaknesses which in your mind need to be improved?

PROBE: company policies, employer's attitude toward workers, attitude among workers.

2. As a former employee, can you describe anything which was good about the company or your experience there?

3. If you could, how would you improve the company? What changes would you make?

## II. Initial Experience On The Job

In this next section we'd like to back up a bit and talk about your first experiences with the \_\_\_\_\_ company. Background information about the hiring process, training, and first days on the job will help us understand your experience more fully.

### A. Hiring Process

1. How did you find out about the job? What led to your application?

PROBE: Were you referred by a friend, read about it in the paper?

2. What was the application procedure?

PROBE: Did you complete a form or was there only an interview, or both?

3. Please describe the hiring process.

- a. Where was the interview conducted? Describe the setting.

- b. Who conducted it?

- c. What questions were asked?
- d. What specific requirements were stated for the job? What expectations did your employer specifically set forth?
- e. Do you think there were any other expectations your employer held which were not specifically mentioned?
- f. Do you feel you met the job requirements?
1. exceptionally well, went beyond requirements
  2. met the basic requirements
  3. did not quite meet the requirements
  4. did not meet any
- g. Were there any areas in which you feel you needed to improve in order to meet employer expectations?



## B. Special Training

We are almost done now. This next set of questions has to do with training.

1. Once on the job, what sort of training did you receive?
2. Did you receive enough or the right kind of training in order to do the job well? The training was:
  - a. excellent
  - b. good
  - c. fair
  - d. poor

## C. Initial Period On The Job

In order to better understand your last days on the job, we would like to get at what happened during your first days there.

1. Please describe your performance during those first few days.

PROBE: How well were you able to do the job? Was there anything which made it difficult or were you able to function alright?

2a. What sort of relationship did you have with the other workers?

PROBE: Was it generally supportive?

b. What about your supervisor or employer?

3a. After a time did you notice a change in your performance or in the way other employees treated you and the way you treated them?

PROBE: If a change occurred, what was it?

b. (Ask only if they noticed a change.)  
What do you suppose brought about the changes?

### III. Patterns

1. Have you experienced other similar employment situations? Is there a pattern here?

2. We were not able to ask questions about everything we wanted. Before we finish, is there anything that may have been left out, anything that may help us understand what happened more completely?

### IV. Key Individuals

As mentioned at the beginning of our interview we will be questioning other people at the company who are knowledgeable about what happened. Who do you suggest we contact?

[It can be supervisor and coworkers]

Name

Position

Address

Phone

As you know, we will also be interviewing people from the \_\_\_\_\_ company about what happened. Before we can do so, we would like your permission to review your company files if that is agreeable with you.

[If yes - have them sign permission form]

## V. Demographics

Before we finish there is one last set of questions that would help our study. These questions however are often sensitive and some people prefer not to answer. If you wish, we will skip any question you like.

1. Are you currently employed?

Yes \_\_\_\_\_ No \_\_\_\_\_ → (skip to question #6)



2. What is your occupation?

Use job groups (see attached)

3. Full \_\_\_\_\_ or Part \_\_\_\_\_ time?

4. Temporary \_\_\_\_\_ or Permanent \_\_\_\_\_ ?

5. What is your current annual salary?

- \_\_\_\_\_ less than \$1,000
- \_\_\_\_\_ 1,000 to 2,999
- \_\_\_\_\_ 3,000 to 3,999
- \_\_\_\_\_ 4,000 to 4,999
- \_\_\_\_\_ 5,000 to 5,999
- \_\_\_\_\_ 6,000 to 6,999
- \_\_\_\_\_ 7,000 to 7,999
- \_\_\_\_\_ 8,000 to 8,999
- \_\_\_\_\_ 9,000 to 9,999
- \_\_\_\_\_ 10,000 to 11,999
- \_\_\_\_\_ 12,000 to 14,999
- \_\_\_\_\_ 15,000 to 24,999
- \_\_\_\_\_ 25,000 to 49,000
- \_\_\_\_\_ 50,000 or more



6. What is your marital status?

- ☐ single
- ☐ married
- ☐ divorced
- ☐ widowed

7. Do you have children under 18 years old for whom you are the supporter?

Yes ☐

No ☐ (Go to #8).



How many?



a. Are you the sole supporter?

Yes ☐ No ☐

8. What is the last year of school you completed?

Elementary:

- ☐ less than 8 years
- ☐ 8 years

High School:

- ☐ 1 to 3 years
- ☐ 4 years

College or Vocational School:

- ☐ 1 to 3 years
- ☐ 4 years or more

9. What is your age? Are you between:

- ☐ 18 to 20
- ☐ 21 to 25
- ☐ 26 to 30
- ☐ 31 to 35
- ☐ 36 to 40
- ☐ 41 to 45
- ☐ 46 to 50
- ☐ 51 to 60
- ☐ 61 to 75
- ☐ 75 or older

Case Study  
Employer Interview

Introduction

Date:  
Interviewer:

Hello, my name is \_\_\_\_\_. I'm from the Minnesota Center for Social Research at the University. We have been asked by the Minnesota Spanish Speaking Research and Data Collection Task Force to conduct an employment study concerning Chicanos and Latinos in the Twin Cities.

This is one of five cases which we will be studying. Each case includes interviews with both the employee and employer. The questions which are asked of you are similar to those that will be asked of your former employee.

We will be asking you about your experiences with \_\_\_\_\_. During the interview, if you have any questions, please feel free to ask. We would like to assure you that your comments and responses will remain confidential. You do not have to answer any questions which you don't like. Just let me know and I will skip to the next question. In order to concentrate more on the interview and less on note taking, we would like to tape record our discussion. Again, let me emphasize that you will never be mentioned in any of our reports. Rather we will change your name and situation enough so that no one will know who you are. May we use the tape recorder?

The purpose of the interview is to find out in depth the kinds of employment problems encountered by Hispanic employees. It is hoped that a clearer understanding of these occurrences will lead to ways for reducing problems.

The interview begins with some basic information and then goes into a description of the hiring process.

Do you have any questions before we begin?

To begin with we'd like to complete our information concerning some basic information regarding \_\_\_\_\_ employment.  
(name of employee)

Name of Employee: \_\_\_\_\_

Job Description \_\_\_\_\_

Length of time on job. Dates: \_\_\_\_\_

Wage: \_\_\_\_\_  
(Hourly/weekly/gross/take home? Please specify)

## I. Initial Experience on the Job

In this next section we'd like to back up a bit and talk about your first experiences with Background information about the hiring process, training, and first days on the job. Background information about the hiring process, training, and first days on the job will help us to understand your experience more fully.

### A. Hiring Process

1. Would you describe how you typically hire people?

2. What is the typical application procedure?

PROBE: Does the applicant complete a form or is there only an interview, or both?

3. Please describe the hiring process involving \_\_\_\_\_.

- a. Where was the interview? Describe the setting.

- b. Who conducted it?

- c. What questions were asked?
- d. What specific requirements were stated for the job? What expectations were specifically set forth?
- e. Do you think there were any other expectations which were not specifically mentioned?
- f. Did you feel \_\_\_\_\_ met the job requirements:  
(employee)  
1. exceptionally well, went beyond requirements  
2. met the basic requirements  
3. did not quite meet the requirements  
4. did not meet any
- g. Were there any areas in which you feel \_\_\_\_\_ needed to improve in order to meet the job requirements or expectations?



B. Special Training

1. This next set of questions has to do with training. What training do employees in this position typically receive?

2. Once on the job, what sort of training did \_\_\_\_\_ receive?

3. In your judgment, did \_\_\_\_\_ receive enough or the right kind of training in order to do the job well? The training was:

- a. excellent
- b. good
- c. fair
- d. poor

C. Initial Period On The Job

In order to better understand \_\_\_\_\_ last days on the job, we would like to get at what happened during the first days there.

1. Please describe \_\_\_\_\_ performance during those first few days.

PROBE: How well was s/he able to do the job? Was there anything which made it difficult or was s/he able to function alright?

2. Overall, how would you rate \_\_\_\_\_ performance?

- a. excellent
- b. good
- c. fair
- d. poor

3a. What sort of relationship did s/he have with the other workers?

PROBE: Was it generally supportive?

b. What about with the supervisor?

4a. After a time did you notice a change in his/her performance?

PROBE: If a change occurred, what was it?

b. Was there a change in the way s/he related with other employees?

c. (Ask only if they noticed a change)  
What do you suppose brought about the changes?

d. Did the employee receive performance review?  
Recommendations for improvement?

## II. The Critical Incident

1. In this section we'd like to get an overall picture of the situation. In your own words, would you please describe what happened which led to the termination of \_\_\_\_\_?

(Probe for detail.)

2. In order for us to focus the problem, it would be helpful if you could specifically identify the major reasons which led to \_\_\_\_\_ leaving the job. What do you identify as the specific reasons for the problem?

(Personality conflict' is not enough. What were the personalities involved? "Discrimination" is not enough--get at specific behaviors.)

3. Were there any cultural factors which may have influenced the situation?

(Probe: The concept of time, family orientation?)



4. In your mind, if you could do it over, what would you do differently, if anything?

B. Perceptions of Employee's Viewpoint

1. What would you say is your former employee's response to what happened? How would s/he describe the situation?

2. I am now going to read several possible interpretations as to what may have happened from a different perspective. After I have read each scenario, I would like your response.

We have received permission from \_\_\_\_\_ to review his/her company file if that is agreeable with you.

(Obtain copy of file.)

## III. General Recommendations

We are almost done now. The final set of questions deals with your general experience with and recommendations for improving Hispanic employment.

1. Approximately what percentage of your applicants are Hispanic?

2. Have you employed other Hispanics in the past?

Yes \_\_\_\_\_

No \_\_\_\_\_ → (Go to question #4.)

↓  
3. (If yes) What has been your general experience with Hispanic employment?

PROBE: Are there cultural issues which have emerged? ie. time orientation, etc.

4. What suggestions do you have for improving Hispanic employment opportunities within your company?

5. What can be done to improve advancement opportunities?

6. What about experience or training qualifications. Are Hispanic applicants adequately trained for the jobs they seek within your organization?
  - a. almost always
  - b. usually
  - c. seldom
  - d. never
7. What kinds of training are you looking for?
8. We were not able to ask questions about everything we wanted. Before we finish, is there anything that may have been left out, anything that may help us understand what happened more completely?



## IV. Key Individuals

As mentioned at the beginning of our interview we will be questioning other people at the company who are knowledgeable about what happened. Who do you suggest we contact?

(It can be supervisor and coworkers.)

Name

Position

Address

Phone

Thank you



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Center for Social Research  
2122 Riverside Avenue  
Minneapolis, Minnesota 55454

376-8253

December 26, 1979

Greetings,

Enclosed are the completed interviews for the employment study. Many of you have already made helpful suggestions for improving the project. Your recommendations are appreciated. If you have anything else to add or have changed, now is the time. We realize the short notice, however further suggestions must be received by the fourth if we are to begin interviews during the second week of January.

Thank you for your continued support. May the new year bring you much peace and happiness.

Best wishes,

Kathryn Guthrie  
Project Director  
"Patterns of Employment Affecting  
Chicanos and Latinos in the  
Twin Cities."



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Kathryn Guthrie  
Project Director  
"Patterns of Employment Affecting  
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Twin Cities."

## Employment Figures

### Instructions

The following questions seek comparative employment data for Hispanic and total company employees. Please use absolute frequencies as opposed to percentages. Questions related to the number and type of positions filled, advancement, turnover, and salary categories are examples of the kind of information we request.

Answer all questions as best you can. If you are at all uncertain answer with your best guess. In some cases you may not have Hispanic employees, simply designate those instances. Even though you do not have similar data on Hispanic employees, be sure to include the total employee data.

Please feel free to add comments to any questions to clarify or elaborate your answers.

1. Please briefly describe your organization, the products and services you provide.

2. It would be helpful to our analysis of your data if you would describe how you determine which of your employees are Hispanic. Do you use Spanish surnames? Please specify in the space which follows.

3. What is the current proportion of Hispanic to total employees? Each of the following categories is meant to be mutually exclusive. Remember to use absolute frequencies as opposed to percentages.

	Hispanic	Total Employees (Please include Hispanic employees in these counts)
Full Time	_____	_____
Part Time	_____	_____
Summer Only	_____	_____
Short term (Special tasks, other than summer)	_____	_____



4. In the past year, how many applicants have you received for employment (January - December, 1979)?

Hispanic \_\_\_\_\_

Total \_\_\_\_\_  
(include Hispanic)

5. The following job groups are described in greater detail on the attached form. For each of the categories please indicate the total number of Hispanic employees to total employees currently employed.

	Hispanic	Total Employees (include Hispanic)
a. Officers	_____	_____
b. Administrative managers	_____	_____
c. Engineering managers	_____	_____
d. Engineers	_____	_____
e. Administrative professionals	_____	_____
f. Manufacturing professionals	_____	_____
g. MIS professionals	_____	_____
h. Electronic professionals	_____	_____
i. Drafters	_____	_____
j. Sales Representatives	_____	_____
k. Office workers	_____	_____
l. Secretary/steno/typist	_____	_____
m. Other clerical	_____	_____
n. Key punch	_____	_____
o. Metal crafts	_____	_____
p. Maintenance trades	_____	_____
q. Machine operators	_____	_____
r. Assemblers	_____	_____
s. Welders	_____	_____
t. Laborers	_____	_____
u. Security	_____	_____
v. Custodial	_____	_____

6. How many employees are currently within the following annual salary categories as paid by your organization?

	Hispanic	Total Employees (include Hispanic)
Less than \$1,000	_____	_____
\$1,000 to \$3,999	_____	_____
\$4,000 to 6,999	_____	_____
\$7,000 to 9,999	_____	_____
\$10,000 to 12,999	_____	_____
\$13,000 to 14,999	_____	_____
\$15,000 to 24,999	_____	_____
\$25,000 to 49,999	_____	_____
\$50,000 or more	_____	_____

7. What is the frequency of advancement within your company? How many employees have been promoted in the past year (January - December, 1979)? If an employee advanced more than once, count as once.

Hispanic \_\_\_\_\_ Total \_\_\_\_\_

8. How many employees have been demoted (January-December, 1979)? If an employee was demoted more than once, count as once.

Hispanic \_\_\_\_\_ Total \_\_\_\_\_

9. What is the frequency of turnover? How many employees have left your company in the past year (January-December, 1979)?

Hispanic \_\_\_\_\_ Total \_\_\_\_\_

10. Has your company provided training for employees?

# Hispanic \_\_\_\_\_ # Total \_\_\_\_\_

11. Please describe the kinds of training provided and approximately the length of time required for training.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Center for Social Research  
2122 Riverside Avenue  
Minneapolis, Minnesota 55454

## BUSINESS INTERVIEWS

Firm:

Respondent:

Date:

### Introduction:

Hello, my name is \_\_\_\_\_. I'm from the Minnesota Center for Social Research at the University. We have been asked by the Minnesota Spanish Speaking Research and Data Collection Task Force to conduct an employment study concerning Chicanos and Latinos in the Twin Cities.

This is one of thirty interviews which we are conducting with business firms in the Twin Cities. The purpose of the interview is to find methods for improving the Hispanic employment position. The interview will take approximately one half hour and covers such areas as the application process, hiring and training.

Before we begin, do you have any questions?

A. Recruitment and Application

Let's start with the recruitment process.

1. Would you please describe how you typically hire people?

Probe: Do you advertise job vacancies in the paper? Recruit?

2. What is the typical application procedure?

Probe: Does the applicant complete a form or is there an interview or both?

3. What has been your company's experience with Hispanic applicants?

Probe: Have they had a lot, a few? Has it been favorable? Explain.



4. What do you suppose accounts for the numerous/lack of Hispanic applicants?
5. What suggestions do you have for increasing the number of Hispanic employees within your company?
6. Does your firm have special programs for recruiting minorities aimed at:
  - a. full time, permanent positions
  - b. part time, permanent positions
  - c. summer only, temporary (full or part time)
  - d. other part time; temporary

[Do #7-8-9 if they have Hispanic applicants, otherwise go to #10.]

7. Has your company been faced with any special considerations when considering Hispanics for employment?

Probe: Language Differences,  
training.

8. To what extent has language played a role when considering Hispanics for employment?
- a. no role
  - b. very little influence
  - c. somewhat of a barrier
  - d. a serious barrier

Please explain why you answered as you did.

Probe: Were applicants meeting  
a language requirement or  
not?

9. Are Hispanic applicants adequately trained for the jobs they seek within your organization?
- a. almost always
  - b. usually
  - c. seldom
  - d. never

10. Where are the employment opportunities within your organization and what kind of training is your company looking for to fill those positions?

B. This next section we will shift emphasis off of the application process and focus on actual employment, the on-the-job situation.

1. What has been your company's general experience with the employment of Hispanics?

Probe: Have they  
employed  
any?  
Strengths/  
Weaknesses?

2. In your judgement, what do you suppose accounts for the numerous/  
lack of Hispanic employees?

Probe: Is it re-  
lated to the  
application  
process?  
Training?

[If they have had Hispanic employees ask #3,4,5. If none, skip to #6.]

3. To what extent has language played a role in advancement opportunities?
  - a. no role
  - b. a very little influence
  - c. somewhat of a barrier
  - d. a serious barrier

Please explain why you answered as you did.

Probe: Were applicants meeting a language requirement or not?

4. Would you please describe the interface between Hispanic employees and other company employees?

Probe: Is it a supportive, favorable interaction?

5. What suggestions can you make for improving advancement opportunities for Hispanic employees within your company?

6. Are there any cultural issues that you know of which may influence Hispanic employability or advancement?

Probe: Concept of  
time, family  
orientation.

7. Would you be interested in obtaining more information about the Hispanic Community? (Statistics, cultural considerations, etc.)

8. Thank you for your help. Before I go, is there anything you would like to add to what you've said, anything that would help us understand the Hispanic employment situation more fully?





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Center for Urban and Regional Affairs  
311 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

October 30, 1979

MEMORANDUM

TO: Minnesota Spanish Speaking Research and Data Collection Task Force

FROM: Cheryl Selinsky and Edward L. Duren

RE.: Minutes and the next meeting.

Enclosed are the minutes (please read) from our meeting of October 11, 1979. As a result of this meeting we are making the following request of Task Force members:

1. We are asking Task Force members to send us names and addresses of people and agencies who should be on the mailing list to receive the soon to be published bibliography.
2. We would also like Task Force members to recommend private companies to be interviewed.
3. Finally, we would like you to suggest names of persons who have faced employment discrimination in the private sector and are willing to discuss this with a researcher on Hispanics in Minnesota. These interviews, of course, will be confidential.

The next meeting has been scheduled for November 14, 1979, at the West Side Ramsey Action Program at 462 South Robert Street in St. Paul. It will be from noon to 2:00 p.m., B.Y.O.B.L. (bring your own bag lunch.) At this meeting we will review and select six (6) names for our case studies of discrimination in employment. We will also review the questions that will be used in the interviews with the 30 companies selected from your suggestions. At this meeting we will finalize the survey instrument as well. The next step will be the collecting of data.

We ask that you submit the above information no later than November 9, 1979. This will allow us sufficient time to prepare for this important meeting.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Center for Urban and Regional Affairs  
311 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

October 30, 1979

MINNESOTA SPANISH SPEAKING RESEARCH  
AND DATA COLLECTION TASK FORCE

MINUTES

Date: October 11, 1979

The meeting was held at the West Side Ramsey Action Program, 462 South Robert Street, St. Paul, Minnesota. The meeting began at approximately 12:00 noon.

Members present: Julio Almanza, Nicha Coates, Edward Duren, Roy Garza, Al Martinez, and Cheryl Selinsky.

Others present: Kathy Guthrie and Mike Patton (Minnesota Center for Social Research), Judy Weir (Editor, Center for Urban and Regional Affairs).

The first part of the meeting was devoted to revisions of the soon to be published bibliography. Judy Weir asked if any items were incorrect or if there was any problems in general with the bibliography. A few minor corrections and additions were offered. Task Force members were asked to submit any further corrections by Friday, October 19, 1979. Edward Duren indicated that the Office of Intercultural Programs will periodically update the bibliography. Task Force members were asked to submit names of agencies and organizations that should receive the bibliography by November 15, 1979.

After additional discussion, it was decided that we will begin by printing 500 copies of the bibliography.

The discussion concerning the survey began by reviewing the previous meeting between the Task force and representatives of the Minnesota Center for Social Research (MCSR). Dr. Patton indicated that in the last meeting, it appeared that the Task Force wanted to investigate discrimination. He felt that this interest needed to be focused on an issue such as employment. Further, since most research information available was obtained from reports done in the public sector, our efforts would perhaps be best spent investigating the private sector. Following the discussion, most of those present agreed.

When asked where do we go from here, Dr. Patton indicated the following steps:

1. Kathy Guthrie will begin the design of the questionnaire; a rough draft of which will be available at the next meeting.

2. The Task Force was asked to submit names of persons who were dissatisfied with interviews or applications for jobs they failed to get in the private sector. Approximately six (6) persons will be interviewed. A brief discussion followed centering around whether the interviewer should be bilingual, bi-cultural, and/or Chicano. Names of bilingual and bi-cultural persons were mentioned but not agreed to. This will be discussed further at the next meeting.
3. The Task Force should also submit names of companies to be interviewed. Approximately 30 companies are to be interviewed.

In selecting individuals and companies, it was decided to "go for" diversity. Individuals were to be chosen to represent different types and sizes of companies. The companies will be chosen on the basis of size, sales, and type; paying some attention to companies where people are most likely to apply.

Further, the companies and individuals were not to be approached with the ideal of "nailing" someone for discrimination. Rather, we are attempting to describe the circumstance(s) of Chicano employment in the private sector. Once the report is completed, decisions about how to respond to that situation will be made both collectively and individually within and without the Task Force. Ed Duren indicated that the Office of Intercultural Programs expects to respond positively by working to alleviate any problems that are uncovered and to accentuate all successes.

The meeting was adjourned at approximately 2:00 p.m.



## INTRODUCTION

Concerns about the participation of minority and disadvantaged students in Minnesota post-secondary education have been raised during the past several years. Many of these same concerns have been raised in recent legislative sessions, and bills to address them introduced.

In response to these concerns, the Higher Education Coordinating Board staff has surveyed the status of Latino students including a review of current activities and the identification of possible problem areas relating to Latino participation. This effort has concentrated on Latino students because a delegation of Latino community leaders had expressed its concern to the executive director of the MHECB.

This review has consisted of an examination of previous studies on Latino students, the collection and analysis of available data, and interviews with those who are in contact with Latino students and/or programs.

The decision to interview someone was made according to that person's function, responsibilities or experiences (See Appendix 2). For this project, the term Latino was chosen to describe the target population. Latino is synonymous with Hispanic and includes Chicanos.

The data, where available, and the interviews focused on four areas frequently identified by previous studies as problem areas for Latino students. They are: admissions, more specifically recruitment policies; access, defined as the transition between secondary and post-secondary education; retention, defined as the holding power of post-secondary institutions; and awareness, or attitudinal climate that exists in post-secondary institutions, and institutional perception of Latino attitudes and culture.

This paper reports the results of the staff study. It is an attempt to list the problems and barriers to post-secondary education for Latino students as perceived by Latinos, secondary and post-secondary education counselors, admissions officers, academic officers of post-secondary

institutions, presidents of institutions, faculty, social workers and others involved with Latino students.

The report consists of three parts: An overview of the Latino population in Minnesota including the student population, a summary of concerns and problems raised in the interviews, and a summary of issues to be addressed in followup studies and activities.

Several limitations of this study should be noted. First, data needed to reach conclusions in some problem areas, such as retention, are lacking. In general, a more comprehensive data base needs to be developed. Second, many of the problems perceived by those interviewed could not be substantiated by available data, but due to the limited scope of the study, it was not feasible to conduct a more detailed examination to corroborate the problems which were identified.

While this study was being conducted, the 1979 Legislature was considering bills relating to the needs of minority students and a bill to establish a special scholarship program for students of Spanish ancestry. Noting the lack of information, the 1979 Legislature directed the Coordinating Board to study the conditions affecting participation of Latino-Chicano students and to conduct outreach efforts with the Latino community. (Minn. Laws 1979, Chapter 335, Subd 19.) Specifically, the Board is to employ one staff member to work with the Latino-Chicano communities in Minnesota, in cooperation with the Council on Affairs of Spanish Speaking People, to increase and enhance their participation in post-secondary education.

This project is to include but not be limited to (1) increasing the knowledge of opportunities for post-secondary education, (2) exploring ways to facilitate more effective recruitment and admissions, (3) improving the retention and success of the students and (4) expediting access to financial and other assistance.



The Coordinating Board is to make recommendations designed to more effectively meet their needs in a report to be submitted to the legislature by January 5, 1981.

As the Board pursues the legislative mandate, the experiences and information from this report will provide an overview of the status of Latino students, the gaps where data need to be collected, and identify specific issues that require further examination.

## SECTION I

### A. Characteristics of the Latino Population

There are many descriptors or indicators that define the Latino population. Among them are terms such as "Spanish-speaking", "Spanish-origin", "Hispanic", and "Spanish-surnamed". Schools gather data on the "Spanish-surnamed" which may or may not be an accurate reflection of actual participation. The Census Bureau collects data on "Persons of Spanish Language" for Minnesota, while post-secondary institutions and the MHECB collect data on "Hispanics".

Nevertheless, the 1970 Census reports that from a total Minnesota population of 3,804,971, 37,256 people were of "Spanish-origin," out of which 23,198 were "Spanish-speaking." A more recent report, Minorities in Minnesota estimates the Hispanic population at 49,500 (1.3% of the total population), thus making Hispanics the largest minority group in Minnesota.\* (See table 1, p. 2)

Some characteristics of the Latino population are:

- The Latino population has increased at a rate two times greater than that projected by the 1970 census. The increase has been primarily due to migrant workers settling in Minnesota each year.\*\*
- The majority of Latinos (78%) live in the Twin Cities, with a larger concentration in St. Paul.\*\*
- The mean family size of Spanish-origin people is 4.55 persons per family, compared to 3.67 persons per family in the White population.\*\*
- 64% of the Latino population (of approximately 38,000 people) designated Spanish as their native tongue.\*\*

\* Minorities in Minnesota, Commissioned by the Division of Vocational Education/Special Needs Unit, 1979

\*\* from "The Latino in Minnesota: Bilingual/Bicultural Education" Arturo Perez, Impact (Minneapolis Urban Coalition) #9, November - December 1976.

Nationally, 85% of the Spanish-origin population reside in metropolitan areas compared to 66% of those not of Spanish origin; the median age in March 1977 was 22 years for Spanish-origin people compared to 30 years for others; and, about 40% of the Spanish-origin population who are 25 years old and over have completed a high school education compared to 66% of the non-Spanish-origin people.\*

Considering these characteristics of the population--that is, a population which is growing faster than predicted, and is composed of a large proportion of the traditional post-secondary-age people--it may mean that adjustments should be made to accommodate this group of potential consumers of post-secondary education. But first, it will be necessary to explore other characteristics of the population.

\* "Persons of Spanish Origin in the United States: March 1977" U.S. Dept. of Commerce, Bureau of the Census, Series P-20 No. 317, December 1977.



TABLE I

Population Estimates by County,  
of Latino Concentrations, 1975

County	Total Population	Latino Population	% Latino
Anoka	185,400	3,088	1.6
Blue Earth	51,600	325	.6
Clay	46,600	631	1.3
Dakota	169,300	2,373	1.4
Faribault	20,200	559	2.7
Freeborn	36,700	1,320	3.5
Hennepin	932,200	11,661	1.2
Polk	35,100	618	1.7
Ramsey	460,300	13,650	2.9
St. Louis	216,600	689	.3
Stearns	102,300	117	.1
Steele	28,700	260	.9
Washington	103,400	1,840	1.7
Winona	45,100	260	.5
<hr/>			
Total	2,434,000	37,500	1.5
<hr/>			
State Total	3,921,000	49,500	1.3

Latino = Spanish heritage, including Spanish-speaking

Sources

Population Estimates for Minnesota Counties, Office of State Demographer,  
State Planning Agency, July 1978.

Minorities in Minnesota, Vocational Education/Special Needs Unit, Department  
of Education, 1976.

## B. Characteristics of Student Population

### 1. Elementary and Secondary Students

Even though this report concerns itself with post-secondary Latino students, it is essential to include lower level students in order to more fully understand the differences involved between Latinos and non-Latinos. Some of the highlights of the Latino elementary and secondary student population are:

- In 1977-78 there were 5,106 "Spanish-surnamed" students enrolled in elementary and secondary public institutions; up from 3,810 in 1970-71.\*
- 365 of the 5,106 students were in the 12th grade.\*
- "Spanish-surnamed" students in 1977-78 represent 0.61% of all students.
- Ramsey and Hennepin Counties enroll the most "Spanish-surnamed", or 57% of all Latino students in the state.

Literature on minorities and Latinos in education stresses the fact that Latinos drop out at a much higher rate than the total student population, therefore, there are fewer Latino students available for post-secondary education. With the statistics available now, it is not possible to determine if this is the case in Minnesota. For example, Minnesota schools do not tabulate dropout rates by minority groups. Rather, the St. Paul School district, for example, keeps these rates for boy/girl while the Minneapolis school district completed a drop out study in 1977 but only used Blacks and Native Americans as categories.

Some of those interviewed asserted that Latino students do indeed drop out at higher rates than traditional students. One person said that it is possible that up to 40% of Latino students in St. Paul do not graduate, but because of the manner in which data are kept (i.e. dropout vs. truant category) this phenomenon does not appear on record.

\* Fall Report, Systems Output Reports, Pupil Ethnic Breakdown, Vol. 71, Minnesota Department of Education.



The Latino students (i.e. Spanish-surnamed) who do graduate from high schools enter or participate in post-secondary education at approximately the same rate as the general student population; 44% of those Latino high school graduates pursue higher education compared to 47% of the total high school graduates. (These rates do not include participation in the AVTI system, for Latinos nor the total student population)\*

There is great concern among those interviewed about those students who do not speak English as their native language. (Approximately 25,000 school age students in Minnesota identified by the Census Bureau). Research is being conducted by the Bilingual/Bicultural Education Division of the Minnesota Department of Education to test the hypothesis that these children are not able to achieve their full academic and linguistic potential in regular English-speaking classrooms and therefore their chances of participating in post-secondary education are decreased. (See Appendix 6, for study on language minority children)

\* Minnesota Higher Education Coordinating Board Fall 1977 Post-Secondary Enrollment Survey, April 1978, Basic Data Series, Report #7.

TABLE 2

Elementary and Secondary Spanish-Surnamed Students  
by County, with Latino Concentrations, 1977-78

County	# of School Districts	Total Students	Spanish- Surnamed Students	Senior Spanish- Surnamed Students
Anoka	6	53,881	164	4
Blue Earth	6	10,254	24	1
Clay	6	10,247	137	8
Dakota	9	46,878	280	26
Faribault	9	4,145	87	8
Freeborn	5	7,702	264	11
Hennepin	16	161,171	1,030	83
Polk	9	8,504	151	8
Ramsey	5	80,173	1,892	116
St. Louis	18	41,031	86	11
Stearns	11	25,428	28	6
Steele	4	7,104	53	2
Washington	4	27,101	134	13
Winona	3	7,533	23	1
Total	111	491,152	4,353	298
% of State Total			(.6)	
State Total	441	835,748	5,106	365

## Source

1977-78 Fall Report, System Output Reports, Pupil Ethnic Breakdown, Vol. 71.  
Minnesota Department of Education.

## 2. Post-Secondary Students

The data on post-secondary participation in Minnesota are taken from the Higher Education General Information Survey (HEGIS) for the years 1974, 1976, 1978. This survey of minorities is collected during the fall of every other year by the MHECB and forwarded to the National Center for Educational Statistics. Some highlights are:

- In the fall of 1978, there were 1,266 Hispanic students of a total of 212,762 in all post-secondary institutions in Minnesota, or 0.59%.
- The largest absolute and percentage increase in all minority enrollments occurred in the AVTI system, where the number of students increased from 472 to 1,362 students. The number of Hispanic students alone increased from 120 in fall 1974, to 444 in fall 1978, a 370% increase.
- The University of Minnesota had the most Hispanic students enrolled of all systems, 478, or .63% of its total student population in fall 1978. The State Universities had 103, or .24%; Community colleges had 72, or .23%, while the AVTI system had 444 which represented 1.63% of its total student population. (See table 2, Appendix 1)
- The largest absolute and percentage increase among minorities enrolled in post-secondary education occurred among Hispanic students, from 611 in fall 1974 to 1,281 in fall 1978, including all systems. (See population characteristics, p.1, for increases in the total Latino population)
- The number of Hispanic students has increased between 1974 and 1978 in three systems only: community colleges, University of Minnesota, and AVTIs.
- Of a total of approximately 18,200 bachelor degrees granted in 1975-76 in Minnesota, 47 were granted to Hispanics (.26%). In 1976-77, 46 bachelor degrees were granted to Hispanics of a total of approximately 18,400 (.25%).
- Total minority headcounts have increased from 5,059 in fall 1974 to 6,975 in fall 1978 (37%). There was a decrease between fall 1976 (7,052) and fall 1978 (6,975). At the same time, the total student population increased 16% between 1974 and 1978.

If one only considers enrollment figures to measure participation, the data indicate that Latinos are participating in increasing numbers. However, if one looks further at the number of degrees conferred to Latinos, the figures are very low compared to the total number of degrees granted. A recent retention study conducted at the University of Minnesota comparing Martin Luther King (MLK) Scholarship recipients (most of whom are minorities, including Latinos) to non-MLK recipients, showed that attrition is much higher for MLK student groups, and that they are less likely to complete



their program and receive a degree than the non-MLK group.

Besides this limited study, there are no centrally-gathered data to indicate the attrition rates of minority students or the length of the time spent obtaining a degree. Previous studies and comments made in the interviews, though, suggest that Latinos require a longer period of time in which to successfully complete a program of study than the rest of the student population.

This attrition problem, and length of time spent obtaining a degree need to be studied in more detail. (See appendix 1 for post-secondary students statistics).

## SECTION 2

### Concerns/Problems Identified in Interviews

Additional data were collected through interviews. Initial candidates to be interviewed were referred to the staff of the MHECB on the basis of their interest in the subject, their responsibilities or experience. Others were recommended as the interviews progressed. (See appendix 2, for list of people interviewed.)

It is important to remember that the comments reflect the personal opinions or perceptions of those interviewed. It is also important to note that in many cases perceptions of problems do not coincide with the data available. Since the scope of this project was limited, claims made by those interviewed were not corroborated in all cases. This suggests areas that need further consideration. (See appendix 3, for more detailed interview comments)

Some of the highlights of the interviews are:

Admissions. In the "admissions and recruitment" area, it was asserted that recruitment is not being done in high schools with high Latino concentrations; that there are not enough trained personnel to recruit minorities specifically; minority students and Latinos require more time and attention to consider attending post-secondary education, but admission offices claim to be understaffed and/or underfunded. People interviewed claim that admissions offices do not have the sensitivity required to successfully attract Latino students.

Access. A recurring concern throughout the interviews regarding "access" was that high schools are not preparing (all) students well enough academically to survive in post-secondary education, and that Latino students and other minorities are not receiving either the support, encouragement or assistance to pursue more education. The major "access" problem mentioned was the financing of post-secondary education. It was strongly felt that Latinos and other minorities need more financial aid than is currently offered. Some of the reasons given were that Latinos students cannot expect financial support from their families, in fact they may have to work to help support their families, and that most of them will need remedial help which will further prevent them from supporting themselves.

Retention. The most serious "retention" concern is that even though Latinos are enrolling in increasing numbers, they are not completing their program of study (as is suggested by the limited data on degrees conferred to Latinos). Reasons suggested for low retention rates include the claim of poor counseling and tutoring offered to Latinos by non-Latino staff, and



lack of Latino faculty to serve as role models and to provide insight into Latino related problems (such as serving in various committees.) For example, the University of Minnesota had 36 (.8%) Hispanic faculty in April 1978 of a total of 4,323 faculty. The State Universities employed 6 (.3%) of 1,797 in January 1979. Community Colleges employed 34 (2.1%) of 1,600 in October 1978, and the AVTI system had 27 (.9%) of a total of 2,899 faculty) (See appendix 4)

Awareness. "Awareness" barriers included a perceived lack of sensitivity on the part of post-secondary institutions to cultural differences such as language deficiencies, and the different value system of Latinos which does not include long-range planning, nor a rigid time orientation. Another cultural and socio-economic characteristic that may be considered an interference for the purposes of this paper, is that often families of Latino students encourage the young to work instead of study, therefore, expectations of ever attending post-secondary education are very low. It was also suggested that very few administrators and faculty members in post-secondary education create an attitude of hopefulness for minority students. Instead, the "I made it, why can't you" syndrome is postured. A concern of unknown magnitude is that concerning migrant potential students. It was claimed that they are not receiving resident status in order to pay resident fees and to be eligible for Minnesota scholarships and grants. (For more detailed interview comments, see appendix 3.)

## SECTION 3

### Summary

In order to have a thorough report on the status of Latino students, the claims made during the interviews must be verified, and the data base must be enlarged and made consistent so that in the future knowledge about Latino students will be equal to that of the general student population.

Following are some of the issues that need to be examined more closely:

1) Attrition rates at the secondary and post-secondary level for Latino students

- are they similar to those of the general student population?
- reasons for differences, recommendations for retention programs

2) Rates of program completion

- how long does it take for Latinos to complete a program, compared to others?

3) Impact of Special Programs

- do "special supportive" programs help retain Latinos?
- what special programs are available, where?
- distribution of support funds to minorities

4) Recruitment

- are Latinos in fact being recruited from areas of Latino concentration in this state?
- how do Latino high school students feel about recruitment efforts and the aid they receive from their high school counselors?

5) Financial Aids

- what percentage of Latino students receive financial aid?
- what percentage of aid is in loans, grants, work-study?
- what private sources of scholarships are available?

To summarize, the major problems encountered while conducting this review include the lack of uniform data on Latinos at both the State and institutional levels; the lack of coordination of efforts concerning Latino affairs, and the lack of support for already established Latino programs. Most importantly though, is the lack of defined goals and policies which could serve as a reference point to evaluate the status and progress of Latinos in Minnesota.

Based on the 1979 legislative mandate, a work plan is being developed by the staff of the HECB to address the above issues. In addition, this project will include an outreach component designed to increase the knowledge of opportunities for post-secondary education, to explore means of facilitating and improving recruitment and retention, and to expedite access to financial and other assistance.

## Appendices

### Appendix 1

#### Post-Secondary Students Statistics

Table 1 - Minority Enrollment by Collegiate Institutions - '78

Graph 1 - Hispanic Students in Post-Secondary Institutions 1974, 1976, 1978

Table 2 - Minority Headcount as a % of total headcount by system

Table 3 - Minority Enrollment by System Fall 1974, 76, 78

Table 4 - %-Distribution of Minority Students by System

Table 5 - %-Distribution by Racial/Ethnic Minority Within Each Public post-secondary System

Table 6 - Degrees and Other Formal Degrees Conferred 1975-76, 1976-77

### Appendix 2

List of people interviewed

### Appendix 3

Comments from interviews

### Appendix 4

Minority Faculty by System

### Appendix 5

Study on Language Minority Children

### Appendix 6

Bibliography



Table 1

## MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1978

Institution	Non-Resident Alien	Black Non-Hispanic	American Indian Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Total	Total Minority & Non-Resident	Percent Minority & Non-Resident	Total Minority	Percent Minority
Alaska Community		21	5	10	9	2,982	3,028	46	1.5%	46	1.5%
Alaska	3	3	1	2	6	959	976	17	1.9	14	1.6
Brainerd	1					605	606	1	.2	-	-
University of Alaska	14	7	2			545	568	23	4.0	9	1.6
Chitina			4		1	580	585	5	.9	5	.9
University of Alaska	4	6	3	5	10	3,443	3,466	43	1.0	39	.9
Idaho			12	1	1	688	692	14	2.1	14	2.1
Lakewood	11	9	2	2	3	3,184	3,211	27	.9	16	.5
Manitoba	10	1			1	719	731	12	1.6	2	.3
Metropolitan	53	100	50			2,172	2,444	272	11.1	219	9.0
University of Alaska	25	51	9	22	12	4,710	4,829	119	2.5	94	1.9
North Hennepin	34	10	5	5	3	4,038	4,106	85	1.6	31	.8
Northland	1	4	5			543	558	15	2.7	13	2.3
University of Alaska	20		50		1	323	403	80	19.9	51	12.7
University of Alaska	41	30	22	27	14	2,870	2,957	137	4.6	96	3.2
University of Alaska		2	2			454	458	4	.9	4	.9
University of Alaska	18	8		3	1	732	762	30	3.9	12	1.6
University of Alaska	4	2	3			541	550	9	1.6	5	.9
<u>University of Alaska</u>	<u>249</u>	<u>327</u>	<u>194</u>	<u>77</u>	<u>71</u>	<u>29,898</u>	<u>30,617</u>	<u>919</u>	<u>3.0</u>	<u>670</u>	<u>2.2</u>
University of Alaska	172	38	169	28	9	4,955	5,370	419	7.7	243	4.5
University of Alaska	340	61	22	20	22	10,920	11,413	493	4.3	183	1.6
University of Alaska		55	16		24	1,564	1,659	55	3.7	35	2.7
University of Alaska	121	24	6	18	13	5,861	6,043	182	3.0	81	1.3
University of Alaska	130	47	22	29	21	11,658	11,917	249	2.1	119	1.0
University of Alaska		13	6	17	5	1,889	1,934	45	2.3	45	2.3
University of Alaska	63	21	5	3	6	4,580	4,694	104	2.2	35	.7
<u>University of Alaska</u>	<u>862</u>	<u>270</u>	<u>246</u>	<u>123</u>	<u>103</u>	<u>41,447</u>	<u>43,030</u>	<u>1,593</u>	<u>3.7</u>	<u>751</u>	<u>1.7</u>



Table 1- cont.

## MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1978

Institution	Non-Resident Alien	Black Non- Hispanic	American Indian Alaskan Native	Asian or Pacific Islander	Hispanic	White Non- Hispanic	Total	Total Minority & Non- Resident	Percent Minority & Non- Resident	Total Minority	Percent Minority
Twin Cities	1,785	1,053	293	904	441	58,777	63,223	4,446	7.03	2,691	4.2%
Duluth	126	53	81	77	27	8,329	8,693	364	4.2	238	2.7
Morris	29	56	64	6	2	1,505	1,662	157	9.4	123	7.7
Crookston	4	2	6	2	8	1,061	1,083	22	2.0	13	1.7
Muskego	16		1	1		1,032	1,050	19	1.7	2	.2
<u>W. of M.</u>	1,940	1,164	435	990	478	70,704	75,711	5,007	6.6	3,067	4.1
Barthany Lutheran	4	4	2	2		274	286	12	4.2	8	2.8
Golden Valley	6	23	5		1	550	585	35	6.0	29	5.0
St. Mary's Jr.											
Crossier Seminary						18	19				
<u>Belmonte 2-Years</u>											
Augsburg	14	61	11	18		1,477	1,581	104	6.6	90	5.7
Bemidji	15	15	7	8	6	1,739	1,850	51	2.8	35	1.9
Carlton	1	61	5	41	25	1,673	1,907	134	7.4	133	7.4
Concordia (Moorhead)	56	20	3		1	1,567	1,667	80	4.8	34	1.4
Concordia (St. Paul)	10	63	2	2		556	633	77	12.2	67	10.6
Dr. Martin Luther	5	1	1			815	822	7	.9	2	.2
Guastavus Adolphus	14	20				2,210	2,244	34	1.5	20	.9
Hamline	28	37	7	10	5	1,581	1,668	87	5.2	59	3.5
Marquette	150	67	23	15	31	1,477	1,763	285	16.2	135	7.7
Mpls. Col. Art & Design	3	24	14	3	4	626	680	54	7.9	45	6.6
Minnesota Bible						111	131				
North Central Bible	2	18	4		7	576	607	31	5.1	29	4.8
W. W. College	3	7		3	5	688	706	18	2.5	15	2.1

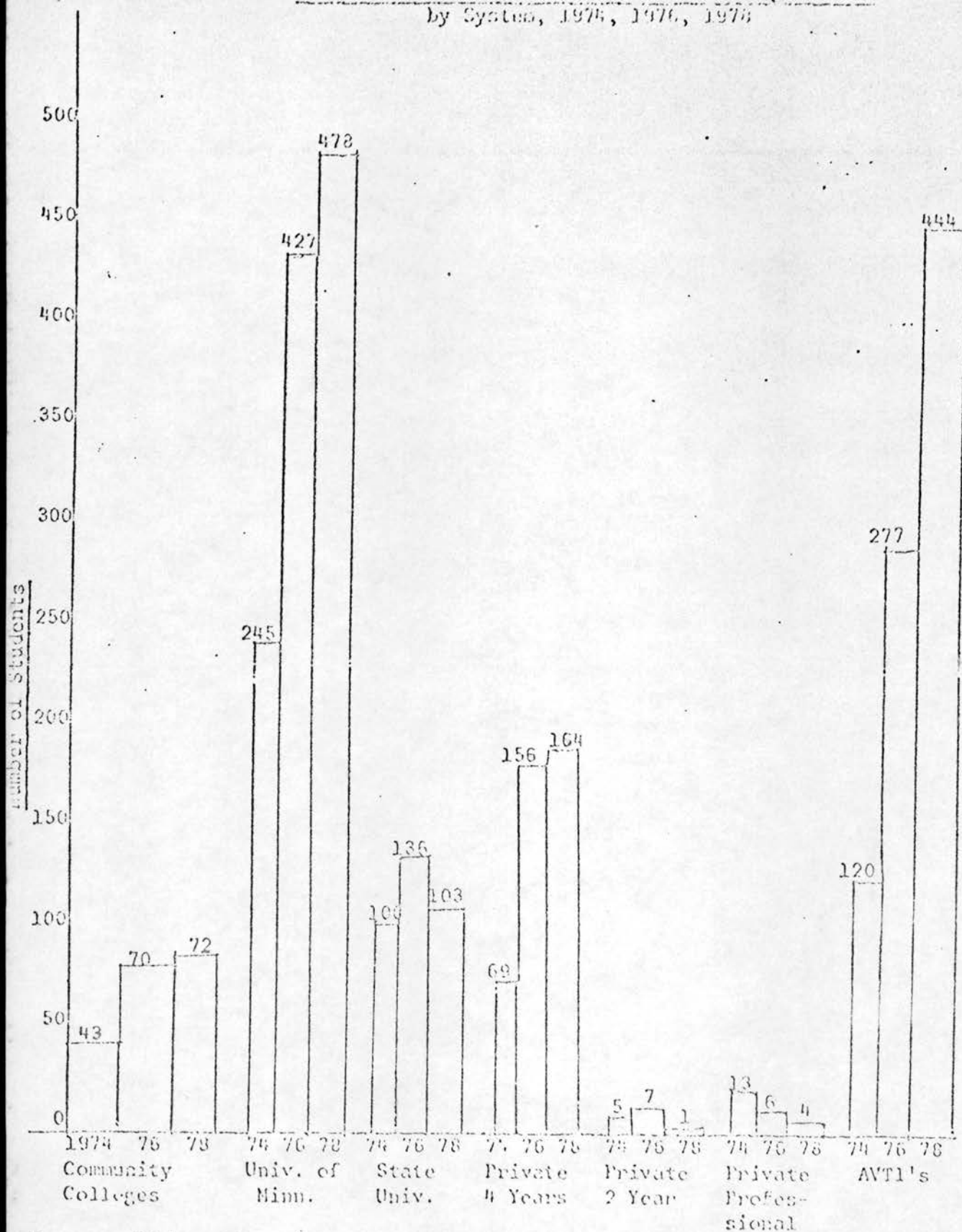
Table 1 - cont.

## MINORITY ENROLLMENT BY COLLEGIATE INSTITUTION FALL 1978

Institution	Non-Resident Alien	Black Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Total	Total Minority & Non-Resident	Percent Minority & Non-Resident	Total Minority	Percent Minority
St. Bernard	104	5	3	5	5	1,769	1,921	122	6.4%	18	.9%
St. Catherine	28	13	15	15	19	2,113	2,201	36	4.0	62	2.6
St. John's	32	4	1	3	3	1,922	1,971	43	2.2	11	.6
St. Mary's	6	16	1	3	5	1,235	1,266	31	2.4	25	2.0
St. Paul	33	24	4	10	2	2,876	2,957	81	2.7	46	1.6
St. Paul College	1			2	5	572	580	8	1.4	7	1.2
St. Thomas	15	7	30			1,110	1,162	52	4.5	37	3.2
St. Thomas	26	3	2	2	23	833	988	55	6.2	32	3.6
St. Thomas	38	36	11	25	22	4,350	4,482	122	2.9	94	2.1
<u>Private 4-Year</u>	587	504	144	171	169	32,012	33,587	1,575	4.7	968	2.9
Bethel University	16					446	462	16	3.5		
Eastern University	11	3		1		654	669	15	2.2	4	.6
Wayne Memorial College		6	1	2	2	151	162	11	6.8	11	6.8
W. W. Northwestern	9	1		3		372	385	13	3.4	4	1.0
W. W. Southern	3		1	1		197	202	5	2.5	2	1.0
St. Paul Seminary					1	132	133	1	.8	1	.8
United Seminary	1		8			209	218	8	4.1	8	3.7
Wm. Mitchell Univ.		13	1	5	1	1,140	1,160	20	1.7	20	1.7
<u>Private Non-Profit</u>	40	23	11	12	4	3,301	3,391	90	2.7	50	1.5
Community Colleges	249	327	194	77	73	29,832	30,817	919	3.0	670	2.2
State Universities	632	273	248	123	103	41,447	43,630	1,583	3.7	751	1.7
U of M	1,940	1,104	435	690	479	70,704	75,711	5,007	6.6	3,067	4.1
Private 2-Year											
Private 4-Year	587	504	144	171	169	32,012	33,587	1,575	4.7	968	2.9
Private Professional	40	23	11	12	4	3,301	3,391	90	2.7	50	1.5

State, Total  
Source: NCHES 2100-1.3

Graph 1  
HISPANIC STUDENTS IN POST-SECONDARY INSTITUTIONS  
by System, 1974, 1976, 1978



Source: Higher Education General Information Survey, Minority Enrollment Report for Fall 1974, 1976, 1978, ERCH.



Table 2

MINORITY HEADCOUNT AS A PERCENTAGE OF TOTAL HEADCOUNT BY SYSTEM

Minority	University of Minnesota	State Universities	Community Colleges	System			
				AVTIs	Private 4-Year	Private 2-Year	Private Professional
Black							
1974	NA	0.58%	1.10%	0.64%	2.43%	2.00%	0.87%
1976	2.03%	0.92	0.69	0.81	2.02	1.96	0.71
1978	1.54	0.65	1.06	0.75	1.50	2.15	0.68
Indian							
1974	NA	0.58	0.60	0.76	0.49	0.90	0.07
1976	0.70	0.80	0.42	1.43	0.48	0.44	0
1978	0.57	0.57	0.63	1.81	0.43	0.55	0.32
Asian							
1974	NA	0.12	0.21	0.06	0.33	0.19	0.14
1976	1.23	0.31	0.49	0.77	0.37	0.13	0.25
1978	1.31	0.29	0.25	0.80	0.51	0.51	0.35
Hispanic							
1974	NA	0.29	0.30	0.50	0.31	0.45	0
1976	0.56	0.34	0.18	1.00	0.49	0.32	0.25
1978	0.63	0.24	0.23	1.63	0.50	0.46	0.12
Total							
1974	NA	1.57	2.21	1.99	3.57	3.56	1.07
1976	4.51	2.37	2.17	4.00	3.36	2.85	1.18
1978	4.05	1.75	2.40	4.99	2.94	3.67	1.47

SOURCE: Higher Education General Information Survey (HEGIS) Minority Enrollment Report for Fall 1974, 1976 and 1978.

Table 3

MHECB  
Policy Planning  
3-29-79

## MINORITY ENROLLMENT BY SYSTEM IN FALL 1974, 1976 AND 1978

<u>Minority</u>	<u>University of Minnesota</u>	<u>State Universities</u>	<u>Community Colleges</u>	<u>System</u>				<u>Total</u>
				<u>AVTIs</u>	<u>Private 4-Year</u>	<u>Private 2-Year</u>	<u>Private Professional</u>	
Black								
1974	1,041	200	254	153	534	31	13	2,226
1976	1,532	366	168	225	658	31	17	2,933
1978	1,164	279	327	206	504	51	23	2,554
Indian								
1974	470	198	139	181	108	14	1	1,111
1976	524	316	103	396	156	7	0	1,502
1978	435	246	194	495	144	13	11	1,538
Asian								
1974	327	40	48	18	73	3	2	1,111
1976	331	122	120	213	121	2	6	1,515
1978	390	123	77	217	171	12	12	1,602
Hispanic								
1974	245	100	70	120	69	7	0	611
1976	427	136	43	277	158	5	6	1,052
1978	478	103	72	444	169	11	4	1,281
Total Minority								
1974	2,683	538	511	472	784	55	16	5,059
1976	3,420	940	434	1,111	1,093	45	29	7,052
1978	3,067	751	670	1,362	988	87	50	6,975

Percent of Total Headcount

1976	4.50%	2.37%	1.77%	4.00%	3.36%	2.85%	1.17%	3.45%
1978	4.05	1.74	2.17	4.99	2.94	4.09	1.47	3.22

SOURCE: HEGIS.



Table 4

PERCENT DISTRIBUTION OF MINORITY STUDENTS BY SYSTEM

<u>Minority</u>	<u>University of Minnesota</u>	<u>State Universities</u>	<u>Community Colleges</u>	<u>System</u>			<u>Private Professional</u>	<u>Total</u>
				<u>AVTIs</u>	<u>Private 4-Year</u>	<u>Private 2-Year</u>		
Black								
1974	46.8%	9.0%	11.4%	6.9%	24.0%	1.4%	0.6%	100.0%
1976	51.6	12.3	5.3	7.5	22.0	1.0	0.6	100.0
1978	45.6	10.9	12.8	8.0	19.7	2.0	0.9	100.0
Indian								
1974	42.3	17.8	12.5	16.3	9.7	1.3	0	100.0
1976	34.9	21.0	6.9	26.4	10.4	0.5	0	100.0
1978	28.3	16.0	12.6	32.2	9.4	0.8	0.7	100.0
Asian								
1974	83.4	3.6	4.3	1.6	6.6	0.3	0.2	100.0
1976	61.5	8.1	7.9	7.9	14.1	0.1	0.4	100.0
1978	61.8	7.7	4.8	13.5	10.7	0.7	0.7	100.0
Hispanic								
1974	40.0	16.4	11.5	19.6	11.5	1.1	0	100.0
1976	40.6	12.9	4.1	26.3	15.0	0.5	0.6	100.0
1978	37.3	8.0	5.6	34.7	13.2	0.9	0.3	100.0

Distribution of Total Headcount by System

1976	37.1	19.4	11.7	13.6	15.9	0.7	1.2	100.0
1978	35.0	19.9	14.3	12.6	15.5	1.1	1.6	100.0

Source: HEGIS

Table 5

PERCENT DISTRIBUTION BY RACIAL/ETHNIC MINORITY  
WITHIN EACH PUBLIC POST-SECONDARY SYSTEM

Minority	University of Minnesota	State Universities	Community Colleges	System	Private 4-Year	Private 2-Year	Private Professional
				AVTIs			
Black							
1974	36.8%	37.2%	49.7%	32.4%	68.1%	56.4%	81.3%
1976	45.0	38.9	38.7	20.3	60.2	68.9	58.6
1978	32.0	37.2	48.8	15.1	51.0	58.6	45.0
Indian							
1974	17.5 *	36.8	27.2	38.3	13.8	25.5	6.3
1976	15.3	33.6	23.7	35.6	14.3	15.6	0
1978	14.2	32.8	29.0	36.3	14.6	14.9	22.0
Asian							
1974	34.6	7.4	9.4	3.8	9.3	5.5	12.5
1976	27.2	13.0	27.6	19.2	11.1	4.4	24.0
1978	32.3	16.4	11.5	15.9	17.3	13.8	24.0
Hispanic							
1974	9.1 *	18.6	13.7	25.4	8.8	12.7	0
1976	12.5	14.5	9.9	24.9	14.5	11.1	20.7
1978	15.6	13.7	10.7	32.6	17.1	12.6	8.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: HEGIS

Table 6

Degrees and Other Formal Degrees Conferred  
1975-1976, 1976-1977

	1975-76	Bachelor's Degrees		1976-77
<u>System</u>	<u>Total</u>	<u>Granted to Hispanics</u>	<u>Total</u>	<u>Granted to Hispanics</u>
University of Minnesota	6,748	17	7,129	17
State Universities	5,809	7	5,876	6
Private 4 Years	5,679	23	5,420	23
	18,236	47	18,425	46

	1975-76	Master's Degrees		1976-77
<u>System</u>	<u>Total</u>	<u>Granted to Hispanics</u>	<u>Total</u>	<u>Granted to Hispanics</u>
University of Minnesota	1,666	3	1,791	11
State Universities	960	1	1,079	0
Private 4 Years	350	1	444	2
	2,976	5	3,314	13

	1975-76	Doctorate Degrees		1976-77
<u>System</u>	<u>Total</u>	<u>Granted to Hispanics</u>	<u>Total</u>	<u>Granted to Hispanics</u>
University of Minnesota	495	0	513	2

	1975-76	Professional Degrees		1976-77
<u>System</u>	<u>Total</u>	<u>Granted to Hispanics</u>	<u>Total</u>	<u>Granted to Hispanics</u>
University of Minnesota	657	6	667	5
Private 4 Years	43	0	196	0
	700	6	863	5

	1975-76	Other Degrees		1976-77
<u>System</u>	<u>Total</u>	<u>Granted to Hispanics</u>	<u>Total</u>	<u>Granted to Hispanics</u>
University of Minnesota	1,365	7	1,515	4
State Universities	101	1	87	0
Private 4 Years	145	0	104	0
Community Colleges	4,418	2	4,446	13
	6,029	10	6,152	17



List of Persons Interviewed, Latino Project

Those interviewed, in chronological order, are:

Tony Perez	H.E.L.P. Center Counselor University of Minnesota
Jessie Montano	Director, Bilingual/Bicultural Education State Department of Education
Jerry Guevara	Vocational-Technical Education Special Needs Unit Director
Jose Trejo	Director State Council for Spanish Speaking People
Mark Zimmerman	Counselor Minnesota Migrant Council, St. Paul
Arturo Madrid	Associate Dean of Humanities and Fine Arts University of Minnesota
Jose Cortez	Director, Chicano/Latino Resources Center University of Minnesota
Virginia Flores	Guidance Supervisor St. Paul School District
Phillip Carey	Director, Office of Minority and Special Student Concerns University of Minnesota
Roy Garza	Clinical Social Worker Ramsey County Mental Health Department
Carol Pomroy	Counselor, Edison High School President elect of Minnesota School Counselors Association
Norberto Valdez	Faculty, Minority Group Studies Moorhead State University
Roberto Treviño	Director, Minnesota Migrant Council Moorhead, Minnesota
Ted Guerrero	Counselor Moorhead AVTI
Donald Sargeant	Vice President, Academic Affairs University of Minnesota, Crookston
Wallace Simpson	President Inver Hills Community College
Lou Branca	Admissions and Recruitment Officer University of Minnesota
Rafael Esparza	Student, and Staff of Chicano Cultural and Student Center, Minneapolis
Reatha King	President Metropolitan State University
Katrina Green	Director, Office of Urban Affairs St. Paul Public Schools

Ben Bryant	Director, Adult Basic Education St. Paul Public Schools
Don Zander	Associate Vice President, Student Affairs University of Minnesota
Rufus Webster	Director, InterGroup Education Minneapolis Public Schools
Chris Skjervold	Director, Ethnic Cultural Center Minneapolis Public Schools
Lillian Lee	Counselor Humboldt High School
Arturo Perez	Staff Minneapolis Urban Coalition
Daniel Murray	Director, Admissions Hamline University
Efren Tovar	Director, Minnesota Migrant Council East Grand Forks, Minnesota
Sharon Ireland	Guidance Counselor Supervisor Minneapolis Migrant Council
Marilyn McClure	Member State Council for Spanish Speaking People



### Appendix 3

#### Special Concerns/Problems Identified in Interviews

Following is a list of concerns and problems identified during the interviews. These comments are not verbatim.

##### A. - Admissions

- 1) Admissions and recruitment offices were consistently identified as a major cause of low Latino student participation in post-secondary education (pse), by those interviewed.
- 2) Recruitment is not being done in high schools with high Latino concentrations, nor are there, reportedly, minority recruiters whose main mission is the recruitment of minorities, nor do campuses have recruitment policies that reflect a "truly affirmative action" effort.
- 3) The claim was made that departments or offices such as "Minority Affairs" and "Minority Group Studies" have been forced to do their own recruitment in order to keep their departments alive which was claimed to be above their mission and resources.
- 4) There is a perceived need to provide an admissions "one-stop" office for minorities where minority students may fill out and turn in all applications, (admissions, housing, financial aids) forms, schedules required by the institution.
- 5) The priority deadline for applying for financial aids is considered a major barrier because it is considered an "absolute" instead of a "priority" deadline. It was claimed that undecided minority students will not bother to apply for admittance (or financial aids) after this date.
- 6) A recruiter complained that students often do not receive their financial aids application packages early enough to coincide with the recruiter's visit to the high schools, therefore the recruiter cannot help filling out forms.
- 7) Student recruiters (i.e. recruiters who are students) were discussed and a range of opinions emerged. Some feel that student recruiters should be used by all means, and others that student recruiters should not be used. Somewhere in the middle is the stance that they have very high credibility but a very low level of specific knowledge about specific programs.
- 8) Recruitment is reportedly a very important first step that, if done correctly and extensively enough, will attract Latino and other minority students into post-secondary education. There is a perceived problem in that the recruitment of minorities is different from the recruitment of majority students requiring sensitivity to differences, more time spent with families, and more time spent in explaining procedures. Since admissions offices claim to be understaffed and/or underfunded, potential minority students are not given the time and attention necessary to consider whether they will attend post-secondary education institutions.

## B - Access

- 1) Many stated that one of the causes of low minority participation lies with secondary educational systems. For example, it was pointed out that high school counselors tend to steer minority students into vocational/technical training and/or the Armed Services. (A counselor supervisor said that this may have been true years ago when vocational-technical education offered the best opportunities to minority students therefore they were encouraged to pursue it, but that this is no longer the case).
- 2) It was reported that high school counselors do not provide adequate assistance to students completing financial aids applications on a timely basis.
- 3) The most serious concern expressed, which does not apply exclusively to minority students, is that secondary education does not prepare students in basic skills such as reading, speaking, mathematics, and program exploration to enable them to survive in post-secondary education. High schools are developing special programs though, (i.e. experimental courses, minority programs, supportive programs, etc.) which will hopefully increase the pool of eligible students.
- 4) At the post-secondary level, the concern was expressed that minority students enrolled in pse lack adequate financial resources. It was reported that financial aid awards are usually not large enough to attract minority students and hold them through successful completion of a program.
- 5) The majority of interviewees felt that traditional financial aid awards do not take into account special problems that minority students face, such as very limited, if any, financial support from their families or the consideration that many minority students have to help support their families. At the other end of the spectrum was the single opinion that financial aids offered by higher education institutions are adequate to meet the needs.
- 6) There are two contradicting approaches and opinions expressed to allocating financial aids. One approach advocates the earmarking scholarship or grant money exclusively for Latino students (such as the Indian Education scholarships), and another approach contends that there are plenty of scholarships, grants, private funds available, however, the money is perceived to be neither visible nor accessible to Latino students. One minority program director and student, stated that this phenomenon (i.e. lack of visibility which leads to low use) may contribute to minority-related program reduction and/or termination.
- 7) There is a perceived need to locate private sources of money to make available more scholarships and grants to minorities.
- 8) Three people interviewed said that many minority students attending AVTI's on scholarships and CETA funding would prefer to attend a college or university if given comparable funding.

## C - Retention

1) Retention problems have not received much attention until recently, perhaps due to the forecasted decrease of the student population. Nevertheless, the problem of retention of minority students was reported to be serious.

2) It was reported that there are very few Latino faculty to serve as role models for Latino students, and to offer insight into minority or Latino related problems (i.e. by serving in committees). It was also reported that the general faculty does not understand different minority problems and tends to treat or advise Latino students and other minorities without considering exclusive factors such as different aspiration levels, or low expectations of finishing their education.

3) The need was expressed to have minority tutors, that is, tutors that will help minority students "catch up". It was mentioned that these tutors do not necessarily have to be minorities themselves, but there should be bilingual tutors available if needed.

4) The major concern expressed regarding retention services was that supportive services are not individualized as to positively affect special students such as Latinos. Interviewees felt that there is a need to employ minority counselors who understand, or have gone through, the "minority experience". One person was even more specific in that he felt only Chicanos can counsel Chicanos, and only ex-migrant can counsel migrant students.

5) It was mentioned that minority students need ethnic groups or societies to find support among themselves, and that most institutions have provided limited amounts of resources (space, some money) but that the long-range commitment is not obvious.



D - Awareness

- 1) Cultural barriers such as language deficiencies were defined to be a problem by some in academic performance (writing, speaking). Most felt that there should be bilingual/bicultural academic tutoring available.
- 2) Another cultural barrier mentioned is that Latino values are sometimes in conflict with the values assumed by post-secondary institutions. For example it was mentioned that long-range planning is not an integral part of the Latino value system, nor is the rigid time orientation such as timely completion of applications.
- 3) It was mentioned that since minority status is frequently accompanied by low socio-economic status or poverty many minority students are pressured by their families to join the labor force instead of attending pse. Therefore, the expectations of ever attending pse are very low.
- 4) Most of those interviewed expressed concern regarding large-sized institutions where services rendered are impersonal and not individualized, which have negative effects on minority students.
- 5) It was suggested that very few administrators and faculty members create an attitude of hopefulness, and foster supportive attitudinal climates for all students, especially minority students. Instead, the "I made it, why can't you" syndrome is postured.
- 6) There also seems to be a lack of commitment by colleges and universities to use creative alternatives of the "minority experience". This comment came from a person frustrated about the potential benefits of using the minority population on the campuses but not utilized in such areas as human relation requirements for teacher education.
- 7) Reportedly, minority problems, programs and issues are not a top priority matter in institutions as demonstrated by the low allocation of student fees and of the institution's budget to minority-related programs.
- 8) There is a great concern about migrant students and their not receiving resident status in order to pay resident fees, and to be eligible for Minnesota scholarships and grants.
- 9) A more general concern is that Latinos are not well represented in task forces, boards, councils, at the state or institutional level where important policy decisions are made affecting their population.

Minority Faculty by System

<u>University of Minnesota</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
April 1977	4,410	42	.9
April 1978	4,323	36	0.8

Source: Affirmative Action for Equal Opportunity, University of Minnesota, Annual Report, Sept. 1978, Table 22

<u>State Universities</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
January 1979	1,797	6	0.3

Source: EEO-6 Summary, January 1979, State University Board

<u>Community Colleges</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
Approximately	1,600	34	2.1

Source: Archie Sutton, Affirmative Action Officer, Community College Board (data from October 1978)

Private 4 Year Colleges

Not Available

<u>AVTI System</u>	<u>Total</u>	<u>Hispanic</u>	<u>%</u>
March 1979	2,899	27	0.9

Source

Linda Bollinger, Data Specialist, Voc-Tech. Education



Study on Language-Minority Children

To comply with M.S. 126.39 and M.S. 120.095, the Bilingual Section is studying the characteristics and the educational needs of this state's language minority children, and the human resources, instructional materials and educational intervention schemes that may be able to meet the identified needs.

Although the research is far from complete, it seems apparent that many of the 25,000 Minnesota school-age children the Census Bureau said in 1976 have backgrounds in languages other than English (and a larger percentage of the Indochinese Refugee children, adopted children, etc. who have arrived since 1976), are not able to achieve to their full academic and linguistic potentials in regular English-speaking classrooms.

Even controlling for socio-economic status and mobility rates apparently does not account for the lesser achievement levels. Lack of proficiency in English, the language of instruction, and limited acculturation into the mainstream composite American culture seem to be the controlling factors.

The attachment explains research hypotheses under which the study is continuing.

Please note that almost no valid, pertinent data exist, and this study must therefore concentrate on initial identification procedures and on initial determination of current performance levels.

## RESEARCH FINDINGS CONCERNING EQUAL EDUCATIONAL OPPORTUNITIES FOR LANGUAGE MINORITY CHILDREN

- \* The potential for linguistic development in the second language is dependent upon the level attained by the learner in the first language.
- \* The potential for the development of problem-solving skills through instruction in the second language is dependent upon the level attained by the learner in his or her first language.
- \* Educational methodologies in which the learning of the second language reflects the loss, or the non-learning, of the first language, indicate lower levels of attainment in the first language.
- \* Learning in two languages does not interfere with the student's cognitive or affective development.
- \* Bilingual/bicultural education programs demonstrating positive academic results are associated with the following characteristics:
  - a) They begin small and experience slow, steady growth;
  - b) They have well-planned curricula, and
  - c) They have strong community and administrative support.
- \* Negative academic effects resulting from bilingual/bicultural education activities are associated with programs that force the learning of the second language at the expense of the first language.
- \* Students in programs to learn a second language develop adequate proficiency levels in the receptive areas (understanding and reading) of the second language long before they develop adequate speaking and writing proficiency levels in that language.
- \* Existing language proficiency, academic achievement, and attitudinal assessment instruments are inadequate to the task for children with atypical linguistic/cultural backgrounds.

## IMPLICATIONS OF THESE FINDINGS FOR THE PLANNING OF PROGRAMS TO EQUALIZE EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH LIMITED ENGLISH PROFICIENCY

- \* If optimal development of the child's academic and linguistic potential is a goal, the school program must aim to teach the second language without incurring losses to, or denigrating the first language.
- \* When, and to what degree, the instructional methodology proposes to switch from the home language to the official language, must be determined in relation to the socio-economic characteristics of the learner and of his/her home and community environment.

- a) When the home language is different than the official school language, and the home language tends not to be well-respected in the community or an object of pride on the part of the learner, and where children come from socio-economically deprived homes, it is more appropriate to begin initial instruction in the child's first language, and to formally introduce the second language as subject matter;
  - b) Where the home language is a majority language valued by the community, and where literacy is actively encouraged in the home, the most efficient means of promoting the learning of the second language without the child losing the home language, is to provide initial instruction through the second language.
- \* Programs should begin on a small scale, such as in kindergarten and grade one, and should slowly expand (one grade level per year) upward as instructional materials development, curriculum planning, teacher training, and administrative experience permit.
  - \* Parent participation, community and administrative support must be actively cultivated.
  - \* Legal requirements dictate that each district determine local minimum standards and establish criteria for determining when those standards have been met, so that criteria for the entry of transitional bilingual/bicultural education project students into regular programs, their "effective participation" in regular classrooms, may be determined. What does a student need to know, linguistically, in relation to understanding, speaking, reading and writing, in order to be able to profit from instruction in that language? P.E.R. may be utilized.
  - \* Different program formats are appropriate for different students in different districts. Each school program will have to muster the resources available to interact with the linguistic characteristics that the children bring with them to school, and with the community attitudes towards the two languages.
  - \* Program planning and evaluation must consider all the following aspects:
    - a) The characteristics, especially linguistic, academic, and attitudinal characteristics, of the limited-English-proficient students before they entered the program;
    - b) The attitudinal and linguistic characteristics of the community and of the educational staff;



- c) The nature of the educational treatment scheme as regards the use of the two languages, both as they are taught and as they are used to teach;
- d) The length of time the students are to be followed, and how cumulative effects are to be demonstrated;
- e) The feelings the students, staff, and community have about the program;
- f) Tests that are to be used; what the tests really measure; in what languages they will be given, and whether that language is the child's strong or weak language;
- g) Other evaluation needs and considerations:
  - 1. Program eligibility depends upon valid measurement of proficiency skills in English and in the native language;
  - 2. Determining how well the students in the pilot project are doing in learning the second language is dependent upon knowing what can be expected of the district's monolingual native speakers of that language in understanding, speaking, reading, and writing.
  - 3. What must a child be able to understand of teacher-talk and peer-talk in order to function in the classroom? How much English appears printed on the blackboard or in texts that children need to comprehend? How important is child-writing to classroom success?
  - 4. Any test given should provide information needed to educate the child. Tests of skills or subject matter may need to be given in both languages since levels may vary in each;
  - 5. The actual program scheme may depend as much on the qualifications of teachers and their ability to use available materials or develop new materials when adequate materials do not exist, as upon student needs and district and community desires;
  - 6. All known, normed instruments, no matter what they purport to measure, provide scores for children from atypical language, culture that are directly related only to English proficiency and American acculturation.



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