



Irene Gomez-Bethke Papers.

## **Copyright Notice:**

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit [www.mnhs.org/copyright](http://www.mnhs.org/copyright).

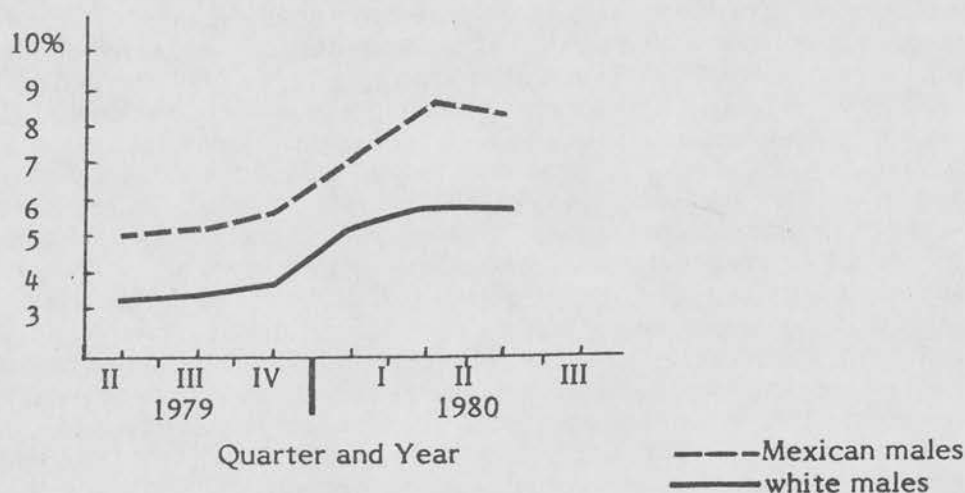
# la red/the net

MONTHLY NEWSLETTER OF THE NATIONAL CHICANO RESEARCH NETWORK

No. 44  
July, 1981

## REPORT TO THE NETWORK

Percent  
Unemployed



President Reagan was recently quoted as telling the NAACP that the current administration's plan for tax and budget reductions is "aimed at lifting the entire country and not just parts of it." As we entered the 1980s in yet another recession, adult males of Mexican origin again had the dubious distinction of advancing their ranks among the jobless at a rate much higher than comparable white males. For example, the joblessness of Mexican origin males **began** at 5.1% during the second quarter of 1979, and climbed to as high as 8.7% by mid 1980. In contrast, the rate of joblessness for white males during the same period was only from 3.2 to 5.4%.

While the government formulates policies to improve the general economic well-being of the "entire country," can it continue its practice of benign neglect towards subgroups with special needs?

---

### EDITORIAL AND PRODUCTION STAFF:

Marta Diaz (Editor), Ximena Gumucio, Jimmy Luzod,  
Mary Wreford, Carlos Arce

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan. **POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

Readers are welcome to quote or photocopy any portion or portions of this newsletter provided source is accurately cited.

---

DEADLINE FOR AUGUST ISSUE: JULY 29

MICRO ONDA# 1

## Psychosocial Consequences of Mexican Migration

by Richard W. Morris

This study involved seven months of ethnographic and quantitative field research conducted in and around San Luis Potosi, Mexico during 1978. The aims of the study were: 1) to determine migration that occurred in the backgrounds of patients at a psychiatric clinic in this region; 2) to compare migration strategies and experiences of households containing psychiatric patients with households containing no patients; and 3) to determine whether migration played a causal or precipitant role in disturbances of the patients. When patients in the clinic who received treatment during a specified time period were surveyed (N=218), 46% (N=100) were found to have a history of recent migration. Thirteen percent (N=28) had migrated within a year of treatment -- many having come to the clinic immediately after their migration -- and 33% (N=72) had a history of migration within their households. Other factors distinguish patients with migration histories from non-migratory patients, and suggest a causal link between migration and distress: symptoms tended to commence while patients or their household members were involved in migration; symptoms generally remitted rapidly and reoccurred with much less frequency than in the rest of the clinic population; migratory patients were typically in excellent physical health and showed no signs of organic or genetic propensity to mental illness; and these patients did, however, show clear evidence of psychosocial stress in the recent past, much of which has resulted from migration.

The data suggest that certain types of migration will produce household disruption and psychosocial stress, which may be regarded as precursors to various mental disturbances. While the incidence of all types of migration in the patient population (46%) is slightly less than in the general population of that region (52%), psychiatric patients reported migration to the U.S. with far greater frequency than did nonpatients; 17% of migration-sponsoring households in the general population sent members to the U.S., compared to 47% of the patients. These patients and their household members tended, furthermore, to migrate to the U.S. without legal documents, to originate from communities which differed markedly from their destinations, and to enter the U.S. as novices.

Through ethnographic and survey research in the general population, I constructed a model of adaptive migration depicting strategies of action and decision-making which enabled households and individuals to practice migration with maximum benefits and minimal psychosocial stress. Households which seemed successfully adapted to migration displayed all or most of these traits: 1) they were integrated into and traveled within a supportive extended community; 2) migration was a coordinated household effort, members planned for regular contact by phone, mail or in person, and members pooled the rewards; 3) they practiced migration with preparedness and well-informed strategies; and 4) their strategies involved moderate risk-taking and had overall success.

Few of the patients and their household members were able to migrate within a supportive familial/community network. Although most households contacted in the patient population originally sought to practice migration with friend/family networks, few were successful at doing so. The onset of symptoms for 60% of the patients was accompanied by prolonged periods of separation from family and/or other Hispanics. Migration in these households was not a coordinated family enterprise; in 39% of them, the patient was the only member of the family to migrate. For most of the additional 61% of households with patients, migration strategies which they used led to geographic dispersal of family members, and they tended to choose destinations in the U.S. with notably small Hispanic populations. In some cases where migrants traveled within a network or to a destination where they had family and friends, interpersonal conflicts led to separations. Migrations in patient households seemed to be undertaken at higher risks and with less preparedness than in the general population. Seventy percent of migrants who became patients had traveled as undocumented migrants to the U.S.; only 7% of these households had a previous migration experience in Mexico; and 92% had no history of migration in previous family generations. Furthermore, they tended to migrate from relatively primitive rural areas to densely populated and modern urban centers, and the

(continued on next page)

MICRO ONDA # 1 (CONT.)

households in the patient population generally began migration at times of severe economic and familial crisis (i.e., times of drought, or after loss of an important family member). Such factors increased the stress on individual migrants and upset the dynamics of entire families. Additionally, contact with U.S. culture presented a strong social force which could determine adaptive success or failure. Households adapting successfully to migration tended to prefer limited interaction with the host community, changing gradually and as little as possible in response to its behavioral demands. Troubled households tended to seek more contact, or changed more noticeably during the contact, and individual members seemed to practice different and noncomplementary strategies simultaneously.

In sum, migration for households with patients was not generally well-planned, predictable, or consistently supported and rewarding. Psychiatric patients and their families took greater risks, migrated in times of extraordinary family crises, and did so with a clear lack of preparedness. Even the most skillful attempts at adaptive migration were thwarted in many cases by obstacles imposed by the political and economic system through which these individuals moved, and by which they were exploited.

For additional information on this study, contact the author at the University City Science Center/3624 Market/Philadelphia, PA 19104/(215) 387-2255. (The author invites exchanges with persons involved in related research, or involved in delivery of services to Mexican migrants; exchanges are welcomed.)

MICRO ONDA # 2Loneliness Among Mexican Migrant Children<sup>1</sup>

by Barbara Chesser and Dania Inguanzo-Schleff

In this research project, the degree of loneliness felt by 25 Mexican American children attending a summer migrant school in Nebraska was examined. Eighteen males and 7 females, ranging in age from 9 to 14 years, were included in the sample. The migrant families were temporarily employed for the purpose of thinning sugar beet fields. Housing consisted of 1 to 3 families living in an abandoned farmhouse. The children were bused to school daily for the 5-week summer program. Bilingual interviews were conducted with the children at the school in June and July, 1977. For the purpose of this study, loneliness was defined as "a feeling of being alone and disconnected or alienated from positive persons, places or things." Information collected included "loneliness" measures, as well as gender, age, mobility, number of siblings, and number of people in the home for each child in the sample.

As a group, the 25 Mexican American migrant children in this study were not found to be extremely lonely. Mean loneliness scores were compared with 9 other loneliness studies which had used a replicate loneliness inventory. The mean loneliness scores of the Mexican American migrant children (1.56), were lower than mean scores for: college freshmen (1.9), low income mothers (1.89), high school freshmen and seniors (1.89), adolescents with physical impairments (1.77), and divorced persons (1.59). Research subjects having lower mean loneliness scores than the migrant children included: never-married adults (1.26), homemakers (1.21), elderly in homes for the elderly (.83), and the elderly (.78). Migrant children do appear to understand and experience feelings of loneliness. Loneliness to migrant children means to "be alone at home," when "no one is home and the house is quiet," and "to have no friends," and it seems to occur when one is bored. However, comparison of loneliness scores among this variety of research samples indicates that the global sociological assertions about the emotional impoverishment of migrant families are not entirely true.

In an attempt to identify theoretically relevant correlates of loneliness in the research population of migrant children, the demographic variables cited above were also investigated. The t-test was used to test the hypotheses for the significance of difference between the means and the relationships between variables. None of the selected variables were found to be significantly related to the loneliness score. The mean age in this study was 11.2. There seems to be a tendency in this sample for loneliness scores to decrease with age, with children

(continued on next page)

**MICRO ONDA # 2 (CONT.)**

12 and older having a lower mean loneliness score (1.31) than those 12 years and under (1.7). With respect to gender effects, the females obtained a higher mean loneliness score (1.9) than the males (1.43); however, the difference was not significant at the .05 level. On mobility, this research revealed that children who move more times than others did not have significantly higher scores. Both children moving 6 or more times, and those moving less than 6 times over the course of 2 years, had a mean loneliness score of 1.49. The average number of moves for children in this sample was 5.55 times in 2 years. Perhaps for Mexican American migrant children, mobility is not a crisis situation, as many of these children travel the same migration streams year after year, in company with the entire family and significant others. It was further hypothesized that the more siblings a child had, the less lonely he or she would be. However, children with 7 or more siblings had a mean score of 1.62, compared to mean loneliness scores of 1.54 for children with fewer than 7 siblings. The mean number of siblings for the sample was 5.8, and no children were only offspring. Children with 9 or more people in their homes had a loneliness score of 1.36, while those with fewer than 9 household members had a score of 1.71; again, the difference was not significant. The mean number of people in the homes of migrant children was 8.6, and all children lived with at least two other people.

These findings indicate that Mexican American migrant children are not particularly lonely. For Mexican American migrants, the most important source of self-moorings is the family, and migrant children travel and live with family members. There is a strong shared culture with relatives and friends, and many migrant families in the U.S. still make annual trips back to Mexico. The findings of this study refute inferences in the literature that the Mexican American migrant style of life induces excessive or unusual amounts of loneliness in the children of the migrant families.

<sup>1</sup>Published as Paper Number 6195, Journal Series, Nebraska Agricultural Experiment Station.

(For more information on this research, contact Barbara Chessier/Department of Human Development and the Family/University of Nebraska/Leverson Hall, East Campus/Lincoln, NE 68583, or Dania Inguanzo-Schleff/Westside Community Schools, District 66/909 South 76th/Omaha, NE 68114.)

**LANGUAGE & DISCOURSE**

\*\*\*\*\*  
**CONTRIBUTOR'S NOTE**  
 \*\*\*\*\*

Materials and or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

\*\*\*\*\*  
**BOOK  
 REVIEW**  
 \*\*\*\*\*

Culture and the Bilingual Classroom: Studies in Classroom Ethnography edited by Henry T. Trueba, Grace Pung Guthrie and Kathryn Hu-Pei Au, Rowley Massachusetts, Newbury House Publishers, 1981.  
 (Review by R. Durán).

This edited volume presents an informative and timely introduction to ethnography as a technique for studying the classroom behavior and other communicative behavior of ethnolinguistic minority children. The volume does not focus exclusively on research on Hispanic populations, and this is a considerable asset in appreciating the generality and importance of many issues in the study of social influences on communication which are of basic theoretical value regardless of the ethnolinguistic population under study. An example of one such issue is the notion of participation structure as the collective ways of speaking appropriately shared by speakers in a speech activity and sociocultural setting. Almost all of the papers in the volume in one way or another address the question of how participation structures in classroom and other settings affect the display of communicative competence by children. The volume, however has considerable breadth and the issues of ethnography and bilingual or minority education which are broached have a wide range, extending from the importance of studying home-community-school congruence of social life for children to the importance of a cultural viewpoint in understanding children's cognitive style and teachers' interactional styles.

(continued on next page)

LANGUAGE & DISCOURSE (CONT.)

The volume is organized into three major sections preceded by a helpful introduction by Grace Pung Guthrie and William Hall which overviews alternative perspectives on the notions of culture, cultural influences on social life, and the volume's papers as well. The first section of the volume entitled General Theoretical and Methodological Issues provides a broad introduction to issues in ethnographic classroom research and the importance of conducting such research in a way which is informed by an understanding of the social and cultural organization of children's lives outside the classroom. Included in this section are papers by Erickson, Mehan, Hymes, Cazden and Leggett, and Florio and Walsh. Publication of the Hyme's contribution 'Ethnographic Monitoring' originally presented orally in 1976, is noteworthy as this paper has circulated previously in hand-me-down, duplication machine copy version among many researchers.

The second section of the volume, entitled Microethnographic Studies of Minority Culture Children in the Classroom presents research studies concerned with Native Americans, Hawaiian Americans, Mexican-Americans, Black Americans and Puerto Ricans. The authors represented include Mohatt and Erickson, Van Ness, Au and Jordan, Carrasco, LeCompte, Ludwig, and McDermott and Gospodinoff. The three papers on Hispanics included in this section touch upon three different but related themes. Carrasco in his paper, 'Expanded Awareness of Student Performance' describes a study of the communicative competence of a kindergarten child; Lupita, as she interacts with other children in a puzzle making task. Carrasco's paper is rich in its account of the methodology he followed and of the process by which he negotiated entry into the classroom. The main message of the paper is that cooperation between a teacher and ethnographic researcher can lead to a better understanding of children's classroom interaction and communicative competence.

LeCompte in her paper, 'the Procrustean Bed' investigated four fourth grade teacher's social organization of classroom life. Her analysis focuses on the management of the classroom and on discretionary behavior of teachers in conducting classroom business. She concludes that the rules for management of the classroom often constitute a system of social relations which may or may not be viewed as accommodating from the viewpoint of minority group children whose sociocultural backgrounds differ from a teacher's background. McDermott and Gospodinoff in their paper, 'Social Contexts for Ethnic Borders and School Failure' pursue a theme similar to that of LeCompte through a microanalysis of children's interaction during a reading lesson. The authors conclude that a close analysis of interaction supports the view that many instances of miscommunication between a teacher and students are not incidental, but rather, are negotiated deliberate accomplishments which represent acceptable norms for how teacher and student come to react to each other. The paper indicates how children's ethnic identity, in this case Puerto Rican, serves to reinforce children's self-worth and judgments of self competence under circumstances which would otherwise be detrimental to children.

Culture and the Bilingual Classroom will prove to be an excellent reader or textbook for courses in bilingual education and bilingual teacher training. It is a timely book with papers of high quality representing the research efforts of leaders in the field of ethnographic studies of communication.

PEOPLE

**John L. Aguilar**, Dept. of Anthropology, Arizona State U, has been elected to the Executive Board of the Southwestern Anthropological Association for the term 1981-83.

**Carlos Brazil Ramírez** has been appointed to the position of Vice President of Instructional Services of the San Francisco Community College Centers/33 Gough St./San Francisco, CA 94103.

Chicano promotions to tenure at Stanford: **Albert Camarillo**, Director of the Stanford Center for Chicano Research and History professor, has been promoted to tenure and has also been awarded a fellowship at the Center for Advanced Study in the Behavioral Sciences for 1982-83. **Jerry Porras**, of the Graduate School of Business has also been promoted to tenure.

### REVIEW NOTES

#### Mexicano Resistance in the Southwest.

Robert Rosenbaum, Austin: University of Texas Press, 1981.

One rarely encounters as successful a blend of clear writing and masterful theorization about the evolution of Chicano resistance as found in Robert Rosenbaum's 158 pages. Scholars familiar with New Mexico politics during the Anglo-American territorial period will readily recognize these informative, closely packed pages are built not only from a choice selection of primary and secondary sources, but also from a consistency of work that integrates the social, political, and economic subordination of ethnic minorities in the United States. Rosenbaum does an excellent job in presenting unity as central to ethnic self-preservation -- unity focused in two directions: violent and reactionary.

Rosenbaum argues that the confrontation between Chicano and Anglo is one of violence. "The conflict was between cultures, and it occurred on two levels: often conflict grew out of misunderstanding, as neither group understood the other's socially established structures of meaning; at least as often, however, conflict was between meanings -- each understood the other well enough and that was precisely the problem. They didn't want the same things" (p. 17). Beginning with Anglo-American encroachment and domination in the Southwest from 1846 on (ending his analysis roughly in 1916), a survey of Spain's far northern frontier, and articulation of a so-called peasant economy thesis of long standing, Rosenbaum notes "the conflict between mexicano and americano was a struggle between expectant capitalist and established peasant" (p. 12). He then delineates mexicano resistance (such as social bandits, border revolts, Las Gorras Blancas and El Partido del Pueblo Unido), especially focusing on violence in the Chicano community. He amply discusses land grant controversies in Nuevo Mexico, as well as attempted history from the "bottom up." Moreover, he gives brief comments on large-scale political events. Insightfully, he pursues mexicano means of maintaining cultural and ethnic self-identification and survival in a changing society dominated by institutions, procedures, tactics, and standards of others. Yet in the end, Rosenbaum believes regional and class orientations of Tejanos, Californianos, and Nuevo Mexicanos divided and continue to fragment the Chicano pueblo.

Clearer chapters are those dealing with "Trouble in San Miguel County," "Las Gorras Blancas," and formation of El Partido del Pueblo Unido. The arrangement is basically topical and runs smoothly. Given that the latter part of the volume is Rosenbaum's dissertation, it is understandable. The rest of the book represents a geographic, temporal and conceptual expansion of that dissertation. Still, this expanded study is the latest example of a serious scholarly attempt to re-examine Chicano history. His encouraging efforts should stimulate others, especially Chicano scholars, to rectify the persistent stereotype of a docile, exploited mexicano people.

The peasant economy thesis requires critical comment. It is based on the assumption that a peasant economy of long standing is easily transformed by one with a capitalistic orientation. That transformation in the Southwest supposedly occurred through successive stages of conflict between mexicanos and americanos. But what explains, for example, the growth and circulation of merchant capital from the mexicano side of the Santa Fe trade? Frequently, Nuevo Mexicanos lent money, extended credit, received consignments of goods, and acted as fiscal agents for americano businessmen. Clearly, by the 1840s, expansion of commerce within the international economy by way of regional marketplace was in the hands of Hispano merchants. Further, so-called mexicano pobres were not merely passive spectators of political struggles in central Mexico; socioeconomic change reflected general patterns of change in Mexico and the United States; and because of historical/geographical factors, Nuevo Mexicanos were well-positioned to assume key commercial roles in the Santa Fe trade. Of most importance, the burden of work weighs heavily upon peasants whose existence is geared to routine with little or no free time. What then explains the significant demographic and cultural revolution of Nuevo Mexicano social life prior to Anglo encroachment? Finally, landowning mexicanos between 1846-1916, with secure access to land of their own, do not fall into the traditional definition of peasant. Perhaps, further expansion of the components of a peasantry would have added greater dimension to the volume. This would certainly clarify the workings of a stratified New Mexican society and what has been called a landowning "middle

(continued on next page)

REVIEW NOTES (CONT.)

peasantry" or a peasantry located in a frontier area outside the arenas of political control.

It is unfortunate that Rosenbaum brought his study to a close on something less than its strongest note. His last chapter -- "The Sacred Right of Self-Preservation" -- is the only fragmentary one in the book and is anticlimatic. It recapitulates mexicano efforts at self-preservation, but fails to meaningfully explain the nature of the mexicano "community" idea in the Southwest. Such a reiteration, written from the author's obvious security of knowledge and understanding, would have demonstrated the fragile nature of the "community" idea in the encroaching population.

Reviewed by Roberto M. Salmón/Southwest Hispanic Research Institute/University of New Mexico.

RECENT PUBLICATIONS

Aztlán--International Journal of Chicano Studies Research, Spring 1981, 12(1), features the following: Social Science Research in the U.S. Mexican Community: A Case Study, by José B. Cuellar; El Nacionalismo embrionario visto a través de la obra de Sor Juana Inés de la Cruz, by María R. González; Resegregation Processes in Desegregated Schools and Status Relationships for Hispanic Students, by Helen A. Moore and Peter Iadicola; An Essay on Understanding the Work Experience of Mexicans in Southern California, 1900-1939, by Douglas Monroy; A Longitudinal Study of Bilingual English Syntax, by Raymond J. Rodriguez; The Comparative Study of Values in Five Cultures, by Nicolás C. Vaca. Write to the Publications Unit/Chicano Studies Research Ctr./UCLA/405 Hilgard Ave./Los Angeles, CA 90024.

Casa de las Americas posee una biblioteca especializada en America Latina. Para obtener un catalogo de sus publicaciones, escriba a Casa de las Americas/3ra. y G El Vedado/La Habana, Cuba.

Chicano Resource Center Film Guide contains descriptive and critical annotations of over fifty 16mm films on Mexican American history, present status and future outlook. Write to the Los Angeles County Public Library/Fiscal Office/320 Temple St./P.O. Box 111/Los Angeles, CA 90053. (\$5.)

Daedalus--Journal of the American Academy of Arts and Sciences, Spring 1981, 110(2), is a comprehensive assessment of the gains and losses achieved by four of the country's principal minority groups -- American Indians, Blacks, Chicanos and Puerto Ricans. The special issue includes: Identity and Culture, by Vine Deloria, Jr.; Chicanos in the United States: A History of Exploitation and Resistance, by Leobardo Estrada, et. al.; A Wealth of Poor: Puerto Ricans in the New Economic Order, by Frank Bonilla & Ricardo Campos; A Reconsideration of Chicano Culture and Identity, by Carlos H. Arce; Minorities in the American Class System, by Joan W. Moore; The Grass Still Grows, the Rivers Still Flow: Contemporary Native Americans, by Michael A. Dorris; External Crosscurrents and Internal Diversity: An Assessment of Black Progress, 1960-1980, by Faustine C. Jones; and more.

Single copy orders must be prepaid (\$5.) and sent to Daedalus Subscription Dept./1172 Commonwealth Ave./Boston, MA 02134.

Directory of Latina Women on the Northeast Coast and Puerto Rico, prepared by Ruth E. Zambrana and Nilsa M. Burgos, and published by the Hispanic Research Ctr./Fordham University/Bronx, NY 10458.

Farber, A. & Rogler, L.H. Unitas: Hispanic and Black children in a healing community. 1981. Published as Monograph No. 6 by the Hispanic Research Ctr./Fordham U/Bronx, NY 10458.

Gil, C.B. Lydia Mendoza: Houstonian and first Mexican American lady of song. In the Houston Review, Summer 1981. Write to the Office of Special Projects/The Houston Public Library/Houston Metropolitan Research Ctr./500 McKinney Ave./Houston, TX 77002.

Lucas, I. The browning of America: The Hispanic revolution in the American Church. Write to Fides Claretian Publications/221 W. Madison/Chicago, IL 60606. (\$5.95).

(continued on next page)

### RECENT PUBLICATIONS (CONT.)

**National Council of La Raza** recent publications include: Issue Analysis of the Seals Decision in RE: Alien Children and its Implications for U.S. Immigration Law and Policy, by Mario Cantú & Francisco Garza, Feb. 1981 (free); Perspectives on Undocumented Workers: Black and Hispanic Viewpoints, by Francisco Garza, Sept. 1980 (free); Bilingual Education and the Lau Remedies, by Tomas Saucedo, Lori Orum & Rafael Magallan, Jan. 1981 (free); and Parent Power in the Migrant Education Program: How to Make A Difference (a handbook), 1981 (\$3.).

Write to the National Council of La Raza/1725 Eye Street, NW, Suite 200/Washington, D.C. 20006.

Admitting and Assisting Students after Bakke, in New Directions for Higher Education, 1978, VI(3). Special issue edited by A.W. Astin, B. Fuller & K.C. Green. Includes articles on alternative admissions procedures; the student experience; the minority pipeline; minorities at different educational transitional points; and more.

For single copy orders, write to New Directions Subscriptions/Jossey-Bass, Inc./433 California St./San Francisco, CA 94104.

Noticias de BASSTA is a newsletter of the Bicultural Association of Spanish Speaking Therapists and Advocates. Write to BASSTA/P.O. Box 40598/San Francisco, CA 94140. (\$6. per year.)

Quirk, R.E. Mexico. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981. (\$5.95).

Zavaleta, A.N. Federal Assistance and Mexican American Health Status. Appeared in the Jan/Feb 1981 issue of Agenda. Provides evidence for improvement in Mexican American Health status along the Border. Reprints available from the author at Texas Southmost College/Brownsville, TX 78520.

1980 Colorado Chicano Mental Health Conference Summary of Proceedings, edited by I.I. Blea. Some articles included are: Los Ancianos, by Lorenzo T. Cruz; The Battered Chicana, by Jennie Villegas and Theresa Sanchez; Chicano Mental Health Services: Are they Unique?, by Floyd Martinez; Emerging Challenges of the 80s: Chicanos and Mental Health, by Amado Padilla; and more. Write to the Colorado Chicano Mental Health Conference/29145 Highway 50 East/Pueblo, CO 81006. (\$9.75 prepaid.)

Correction: In the May issue of LA RED, we cited a paper by Mario Cantú entitled Hispanic Perspectives on the Reagan Administration's Economic Policies as published in 1980. It was published in 1981 and may be obtained through the NCLR at the address above. Our apologies.

### FELLOWSHIPS

#### CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT, 1982-83

A fellowship program administered by the Society for Research in Child Development and the American Association for the Advancement of Science offers opportunities for postdoctoral scientists or professionals interested in public policy to spend one year as members of a Congressional staff. Mid-career applicants from the social, behavioral and health-related sciences are especially encouraged to apply. Fellowship year begins September 1982. For information and application packets, contact Barbara Everett, Washington Liaison Officer/Society for Research in Child Development/2025 Eye St., NW #905/Washington, D.C. 20006/(202) 887-0977. AD: 11-16-81.

#### ETHNIC STUDIES FELLOWSHIPS

UCLA's Institute of American Cultures, in cooperation with the University's four ethnic studies centers, is offering graduate and postdoctoral fellowships to support study of Asian Americans, Blacks, Chicanos and American Indians. Graduate fellowships are awarded for periods of two years, while postdoctoral fellowships can be awarded for periods less than a year and can be used to supplement sabbatical salaries. For further information, write to: Lucie Hirata, Director - **Asian American Studies Ctr.**; Claudia Mitchel Kernan, Director - **Center for Afro-American Studies**; Juan Gómez-Quinones, Director - **Chicano Studies Research Ctr.**; and Charlotte Heth, Acting Director - **American Indian Studies Ctr.**/ UCLA, Los Angeles, CA 90024. AD: 12-31-81.

**MEETINGS & CONFERENCES**

- EVENT:** 7th Annual Texas Association of Chicanos in Higher Education (TACHE)  
**DATE:** July 30 - August 1, 1981. **LOCATION:** Dallas, TX  
**THEME:** "Chicano Impact on Higher Education: A Redefinition," with Lauro Cavazos, President, Texas Tech, and Tomas Rivera, Chancellor, UC Riverside as featured speakers.  
**CONTACT:** Frank Longoria/Texas Woman's U/Dept. of Foreign Languages/Denton, TX 76204/(817) 387-1657.
- EVENT:** 4th Annual Convention of the National Association of Prevention Professionals  
**DATE:** August 4-7, 1981 **LOCATION:** Kansas City, KS  
**THEME:** "Managing Cost-Effective Prevention," featuring workshops, dialog sessions, exhibits and Association business.  
**CONTACT:** Imelda Muñoz, NAPP Secretary/P.O. Box 813/Edinburg, TX 78539/(512) 383-5611.
- EVENT:** Minority Women's Employment Conference  
**DATE:** August 12-13, 1981 **LOCATION:** Chicago, IL  
**THEME:** "Networking Together, II." The conference is designed to present a regional (Illinois, Indiana, Michigan, Wisconsin, Ohio and Minnesota) scope for minority women's employment issues.  
**CONTACT:** U.S. Dept. of Labor/Women's Bureau/230 S. Dearborn, 10th Fl./Chicago, IL 60604/(312) 353-6985.
- EVENT:** American Psychological Association (ASA) Convention  
**DATE:** August 24-28, 1981 **LOCATION:** Los Angeles  
**SESSION:** "Testing, Assessment and Public Policy" (To be held on August 25, in Room 208 of the Los Angeles Convention Ctr. from 9:00 - 12:00 p.m. and 1:00 - 5:00 p.m.)  
**CONTACT:** Esteban Olmedo/(202) 833-7864.
- EVENT:** Conference of Latin Americanist Geographers  
**DATE:** October 15-18, 1981 **LOCATION:** Buffalo, NY  
**SESSION:** "Migration from Mexico to the U.S." focusing on undocumented patterns and the impact on the U.S., with Jorge Bustamante (Colegio de Mexico); Carlos Zazueta (CENIET, Mexico); Tim Dagodag (Cal State Northridge); Phil Gutierrez (U of Arkansas); and Alvar Carlson (Bowling Green State U).  
**CONTACT:** Richard C. Jones/Social Science Division/UT San Antonio/San Antonio, TX 78285.

**RESOURCES****GUIDE TO GRANTS AND FELLOWSHIPS IN LANGUAGES AND LINGUISTICS**

The Secretariat of the Linguistic Society of America has compiled a wealth of information in the form of a compact guide that appeared as a supplement to the June issue of The Linguistic Reporter, 23(9), entitled "Guide to Grants and Fellowships in Languages and Linguistics, 1981-82." For copies of the Guide, and/or to be added to the mailing list of The Linguistic Reporter, write to the Center for Applied Linguistics/3520 Prospect St., NW/Washington, D.C. 20007.

**FUNDING OPPORTUNITIES FOR WOMEN'S PROJECTS**

This listing was compiled by the Women's Concern Staff of the U.S. Dept. of Education. It is intended for use by women's organizations and public and private non-profit organizations seeking funds for projects involving women. Most of the Federal programs and foundations listed do not fund women's projects exclusively, but have or will fund applicants who meet certain eligibility criteria and successfully compete for awards. For copies of this flyer, contact Joan R. Thompson, Director/Women's Concerns Staff/Education Dept./Room 507-A, Reporter's Bldg./400 Maryland Ave., SW/Washington, D.C. 20202/(202) 447-9042.

## EMPLOYMENT OPPORTUNITIES

### FACULTY/RESEARCH

#### ADMINISTRATION - UC DAVIS

A number of positions available in the newly established UCD Graduate School of Administration. Duties include instruction, course development, and a high level of research productivity. Possibilities exist for joint appointments with other departments. Interested individuals should request detailed flyer and job specs from A.F. McCalla/Graduate School of Administration/UC Davis/Davis, CA 95616/(916) 752-7362.

#### ANTHROPOLOGY - SUNY

Socio-cultural anthropologist sought for fall 1982 (tenure-track asst. prof). Contact the Chair/Dept. of Anthropology/State U of New York at Binghamton/Binghamton, NY 13901. AD: 10-1-81.

#### CHICANO STUDIES - UC SANTA BARBARA

Director sought to begin fall 1982. PhD required as well as excellence in teaching and research. Tenure-track assoc. or full prof. for joint appointment in dept. appropriate with candidate's background. Contact David Brokensha, Chair/Search and Screening Committee/Social Process Research Institute/UC Santa Barbara/Santa Barbara, CA 93106. AD: 10-30-81.

#### EDUCATION - TEXAS A & M U

Tenure-track asst. prof. sought with expertise in reading/language arts. PhD preferred; ABD considered. Contact Jesús García, Chair/Reading Search Committee/Dept. of Educ. Curric. & Instr./Texas A & M U/College Station, TX 77843. AD: 8-1-81.

#### POLITICAL SCIENCE - TEXAS A & I

Tenure-track asst. prof to begin August 1981. PhD desired but ABD considered. Also available is a position for political scientist specializing in American/comparative politics to begin August 1981. PhD or ABD. The Dept. has a particular interest in applicants in the above fields who are able to offer courses in public administration and

### FACULTY/RESEARCH (CONT.)

Latin American politics. Contact J.D. Phaup, Chair/Dept. of Political Science/Texas A & I U/Kingsville, TX 78363.

#### SOCIOLOGY - U OF PENNSYLVANIA

Tenure-track asst. prof. sought with expertise in the area of family/gender roles to begin July 1982. Preference given to applicants with expertise in an additional field (preferably social psych). Contact Ivar Berg, Chair/c/o Jennifer Spann/Dept. of Soc./3718 Locust Walk Cr./Philadelphia, PA 19104. Ms. Spann can also schedule interviews for interested candidates during the upcoming ASA meetings in Toronto. Call (215) 243-6719. AD: 10-15-81.

#### TEXAS SOUTHMOST COLLEGE

Texas Southmost College is looking for qualified individuals with academic credentials and experience who are interested in teaching in a community college whose student population is approximately 80% Mexican American. Hispanics who may be interested and who hold a Master's degree in the fields of mathematics; Spanish/ESL; English; art; physics; or business administration should contact Albert A. Besteiro, President/Texas Southmost College/80 Fort Brown/Brownsville, TX 78520/(512)541-1242. AD: Inquire immediately.

### ACADEMIC ADMINISTRATION

#### DEAN, GRADUATE SCHOOL OF ADMINISTRATION - UC RIVERSIDE

Distinguished performance in teaching and research equivalent to that required for a senior tenured position; a demonstrated capability for professional school academic administration. Contact Chancellor Tomás Rivera/UCR/Riverside, CA 92521. AD: 9-30-81.

#### DEAN, COLLEGE OF EDUCATION - UNM

Earned PhD holding or eligible for rank of professor; teaching and administrative experience in higher education. Beginning January 1982. Contact Dean Paul Vassallo/General Library/UNM/Albuquerque, NM 87131. AD: 8-1-81.

(continued on next page)

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."

- Mahatma Gandhi

EMPLOYMENT OPPORTUNITIES (CONT.)OTHERDIRECTOR - NATIONAL CENTER FOR BILINGUAL RESEARCH

Applications invited for research administration position. PhD required together with research and administrative experience. Contact Elizabeth Estrada-Follettie/NCBR/4665 Lampson Ave./Los Alamitos, CA 90720. AD: 8-31-81.

DIRECTOR - LA CASA DE LA RAZA INC.

Advanced degree in business, health or public administration required together with experience in submitting proposals to funding agencies as well as in community-based organizations. Organizational skills required. Contact Luis Villegas/Search Committee/601 Montecito St./Santa Barbara, CA 93103/(805) 965-8581. **Inquire immediately.**

CALLS FOR PAPERS3RD NATIONAL SYMPOSIUM ON HISPANIC BUSINESS AND ECONOMY

November 15-17, 1981 - Chicago, IL

This year's symposium "Hispanic Business and Economy in the 1980s," will address the following subjects: economic development programs; the Hispanic consumer market in the U.S.; Hispanic business in the U.S.; Hispanic labor market in the U.S.; education and training programs in business and economics; and Hispanic American business and economy in the Chicago area. For further details, or to submit abstracts or completed papers, contact Armando Triana/DePaul U/College of Commerce/25 E. Jackson/Chicago, IL 60604/(312) 321-8447. Submission deadline: 8-15-81.

HISPANIC JOURNAL OF BEHAVIORAL SCIENCES

The Hispanic Journal of Behavioral Sciences is planning a special issue on women and invites research studies and theoretical and methodological papers that cover major areas of concern on Hispanic females in the U.S. and Latin America. Interested individuals should send manuscripts to Olivia Espín, Guest Editor, at the Counseling Psychology Program/School of Education/765 Commonwealth Ave./Boston, MA 02215. Deadline for submission: 9-15-81.

KINSHIP IN INDUSTRIALIZED AND INDUSTRIALIZING COUNTRIES

The 10th World Congress of Sociology, International Sociological Association will be held in Mexico City on August 16-21, 1982. For this 10th World Congress, the Committee on Family Research (CFR) is organizing a session of papers and discussion around the theme "Kinship in Industrialized and Industrializing Countries." Currently, papers for this session are being invited. Letters expressing willingness to submit, including a title and abstract of 200-250 words, should be forwarded to John Mogey or Bernard Farber at the Dept. of Sociology/Arizona State U/Tempe, AZ 85281. Contact should be made prior to 9-30-81.

CALIFORNIA SOCIOLOGIST

The California Sociologist, a journal of sociology and social work will publish a special issue on Chicano and other Hispanic groups in its 1982 Volume (Vol. 5, No. 2, Summer 1982). Preference will be given to those manuscripts that critically address the substantive, theoretical, policy or practice issues confronting the Chicano/Hispanic community in the 80s. Both quantitative and qualitative pieces are welcomed. Contact Co-Editors Roger Delgado or Alfredo González/Dept. of Sociology/Cal State, LA/5151 State University Dr./Los Angeles, CA 90032. Submission deadline: 1-31-82..

GRANT OPPORTUNITIES

The SOCIAL SCIENCE RESEARCH COUNCIL offers grants for international doctoral and postdoctoral research in Latin American and the Caribbean. Doctoral fellowships are for graduate students in the social sciences, humanities or professional fields having completed all requirements for the PhD except the dissertation at the time the fellowship begins. Post-doctoral grants offer support for research in one country, comparative research between countries within fields, or comparative research between fields. The application deadlines are, respectively, 11-1-81 and 12-1-81. For application forms or further details, contact the Social Science Research Council/605 Third Ave./New York, NY 10016.

**PROBLEM & IDEA EXCHANGE**

Jorge Acevedo/National Concilio of America/2323 Homestead Rd., 2nd Floor/Santa Clara, CA 95050 is seeking rosters or information identifying **scholars with involved interests in Chicano/Hispanic gerontology.**

Agnes A. Blaize/School of Social Work/San Jose State U/San Jose, CA 95192 is soliciting information or literature on **inter-ethnic community cooperation or interrelations** (e.g., Asian American, black, Chicano/Hispanic).

Irma Lara de Donohue/510 Park Ave./San Jose Police Dept./San Jose, CA 95110 is interested in any content validation studies for the hiring of **bilingual/bicultural police applicants.** She is also interested in the use and effects of the MMPI and CPI tests as predictors or diagnostic tools with the same population.

James Raymond Duarte/510 12th Ave., SE/Minneapolis, MN 55414 is interested in the dissemination of information on a valuable but often overlooked area -- **Chicano student activities in colleges and universities throughout the country.** Interested persons should contact him and explore possibilities among which may include using LA RED as an outlet.

Antonio Flores/Office of Hispanic Education/P.O. Box 30008/Michigan Dept. of Education/Lansing, MI 48909/(517) 373-3260 would appreciate any **articles, bibliographies or information on research related to Hispanic school dropouts** (rates, causes and/or reports).

Ray González/LA VOZ/P.O. Box 9650/Denver, CO 80209 is seeking feature and news articles of general interest to Chicanos for LA VOZ, a weekly Colorado newspaper with a circulation of 10,000. He is specifically interested in **cultural, political, artistic feature articles or stories on Chicanos in current public affairs.**

Oscar Martí/Chicano Studies Research Ctr./UCLA/Los Angeles, CA 90024 would like to identify **Chicanos pursuing or holding degrees in philosophy,** and persons interested in Latin American, Chicano or Mexican philosophy.

George L. Mims/Office of Special Programs/Pace University/Pace Plaza/New York, NY 10038 is interested in obtaining information, research reports, bibliographies or articles on the **educational or vocational aspirations or expectations of black and Hispanic students.** Exchanges are invited.

Isaac Montoya/NCLR/740 San Mateo, NE/Albuquerque, NM 87108 seeks information/statistics on **Hispanic entrepreneurs involved in the business of agriculture, agribusiness and/or recreation** in the states of New Mexico, Colorado and Texas. Information is appreciated.

Enrique Nazario/300 Napoleon Rd. J91/Bowling Green, OH 43402 is interested in exchanges on **alternative relationships or lifestyles within Hispanic culture.**

Maria Elena Orrego/Andromeda/1823 18th Street, NW/Washington, D.C. 20009 is collecting materials related to **domestic violence in the Hispanic community;** materials, bibliographies or leads welcome.

Jose R. Sánchez/37-06 72nd Street, #4-G/Jackson Hts., NY 11372 is seeking information or data on the role of **landlords and lending institutions** on the political economy of Hispanic and black ghettos.

Betty Taylor/Criminal Justice Program/Cal State Fullerton/Fullerton, CA 92634 is seeking information on **Chicana gangs** (membership or gang affiliations.)

Rosendo Urrabazo/1780 LeRoy Ave./Berkeley, CA 94118 would appreciate any references of theoretical or empirical work done on **machismo.**

## REPORT TO THE NETWORK

No. 48  
November, 1981

From the 1979 Chicano Survey: Demographic Characteristics by Language and Nativity

Demographic Characteristics	Foreign Born Spanish	Native Born Spanish	Native Born English	Foreign Born English
	(1) (N=345)	(2) (N=180)	(3) (N=429)	(4) (N=32)
Age	$\bar{X}=40.75$ SD=16.52	$\bar{X}=48.77$ SD=14.4	$\bar{X}=35.71$ SD=11.4	$\bar{X}=37.09$ SD=14.92
Education	$\bar{X}=5.55$ SD=3.68	$\bar{X}=6.11$ SD=4.0	$\bar{X}=11.42$ SD=2.9	$\bar{X}=10.81$ SD=4.34
Income	$\bar{X}=\$9,443.70$ SD=\$5,983.89	$\bar{X}=\$8,405.20$ SD=\$6,589.92	$\bar{X}=\$14,084.00$ SD=\$8,176.73	$\bar{X}=\$11,683.00$ SD=\$7,205.69
Age came to U.S.	$\bar{X}=22.85$ SD=9.91	N.A.	N.A.	$\bar{X}=10.61$ SD=8.24
Country Father Born	Mexico N=326 U.S. N=6	N=96 N=70	N=152 N=261	N=23 N=7
Country Mother Born	Mexico N=325 U.S. N=7	N=85 N=83	N=104 N=318	N=25 N=5
Naturalized Citizen	Yes N=39 No N=292	N.A.	N.A.	N=14 N=15

The above table is a summary of the demographic characteristics of the 1979 Chicano Study sample stratified by language and nativity. In terms of income, education, and age, the two Spanish speaking groups are very similar. The Native Born Spanish speakers are in fact older and have about the same income as the Foreign Born Spanish speakers. Both groups of Spanish speakers have lower incomes than the English speakers.

The age of arrival in this country for the two foreign groups differ significantly. For the Foreign Born English speakers, the average age of arrival was 10.61 years while for the Foreign Born Spanish speakers was 22.85 years. The Spanish speakers, whether foreign born or native born, are very similar demographically. Likewise the English speakers are also very similar demographically regardless of nativity.

The country of birth of the respondent's parents and whether they are naturalized citizens are also noted for each of the different groups.

**EDITORIAL AND PRODUCTION STAFF:** Marta Díaz (Editor), Ximena Poch, Mary Wreford, Carlos Arce

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## CONTENTS

Report to the Network . . . . .	1
Micro Ondas . . . . .	2
Language & Discourse, People . .	3
Review Notes . . . . .	4
Recent Publications . . . . .	5
Student Recruitment and Scholarly Support . . . . .	6
Calls for Papers . . . . .	8
Problem & Idea Exchange, Employment Opportunities . . .	9
Meetings & Conferences . . . . .	10

DEADLINE FOR DECEMBER ISSUE: 11-23-81

MICRO ONDA

Perceptions of Pachuquismo and Use of Calo/Pachuco Spanish by Various Chicana Women  
by Letticia Galindo

The purpose of this descriptive study was to focus on a specific target group that has been overlooked in sociolinguistic research -- the Chicana woman. Most studies on the use of calo/pachuco Spanish have been conducted from a male perspective with a primary focus on male subjects. There is a noticeable lack of research on the Chicana, and those studies that did indeed mention women as users of calo have categorized them as being either prostitutes, barmaids, or mates of gang members. Because sociolinguistic research concerning the Chicana has remained an untapped source of information, this study proposed to look at a select group of Chicana women in order to obtain insight into: 1) their perceptions of the origin and nature of the cultural phenomenon called pachuquismo as well as the language associated with it; 2) their ideas regarding their use of this language variety and the social context(s) in which it is used; and 3) their ideas regarding any changes in the use of this speech variety by Chicana women attributed to changing sex roles and status.

The sample, representative of a small population, consisted of eleven (11) Chicanas ranging from ages 17-35; born and raised in cities and towns in Texas; and from a cross-section of occupations and professions (including students).

Most of the Chicanas had similar ideas and perceptions of what pachuquismo represented to them. In particular, the language and style of dress were seen as vital characteristics associated with pachucos from all of the cities represented in the study. One of the most salient regional differences was in the terminology used to describe the members of this sub-culture. Most of the women were familiar with the term "pachuco" and what it represented. The Chicana respondents from El Paso and San Antonio offered new insight into the terminology used in their cities and barrios. They used the term "cholo/chola" instead of "pachuco." In fact, the term "pachuco" has taken on a negative connotation in San Antonio.

Because the literature and sociolinguistic research has classified this speech variety as calo, it appeared only

fitting to ask the women if they were familiar with the term and its meaning. Only one respondent had heard of the term while the remaining women had not. Even the term "pachuco Spanish" was not heard of as a classification of this type of speech. In addition to asking the Chicanas to describe the style and way of speaking of members of this sub-culture, they were also asked to give examples of this speech variety. The women mentioned such terms as "chante," "vato," "carnal," and "jefe," which are common and more universally understood among members and non-members of this sub-culture. It is safe to say that these particular words have the same meaning in Laredo as in Los Angeles. This is not altogether true for other words or phrases.

Ten of the women said that men are not the sole users of this language variety. They proceeded to describe the typical woman user of calo/pachuco Spanish. They described her as being the adolescent Chicana (from junior high to high school) who professes to be outspoken and unheeding of parents' and other people's reactions about her physical appearance, her peers (both male and female), and especially her language. She is not intimidated by men and will not be pushed around. In many instances, she is the counterpart to the male pachuco or cholo. This description is far from what the literature has described the Chicana user of calo to be.

A basic sociolinguistic concept is that speakers who are competent in a variety of linguistic forms within a language use these variations for specific functions, in social and linguistic contexts. Hymes (1967) has defined this as "communicative competence." Those women who claimed to use calo were asked to identify settings where it was spoken and the people with whom they used it. Places such as bars, dances, restaurants, and social gatherings where spontaneous, uninhibited, free-flowing speech occur were the most prevalent responses. They also indicated girlfriends, family members, close friends (both male and female), and pachucos as the people most likely to be included in these social and linguistic interactions.

Most respondents felt that their

(Cont. on page 10)

LANGUAGE & DISCOURSE

\*\*\*\*\*  
CONTRIBUTOR'S NOTE  
\*\*\*\*\*

Materials or inquiries should be forwarded to Richard P. Duran, ETS/Princeton, NJ 08541/(609) 734-5704.

\*\*\*\*\*  
CONFERENCE REPORT  
\*\*\*\*\*

The Investigation of Form and Function in Chicano English: New Insights. Conference sponsored by The University of Texas at El Paso, El Paso Community College and the National Endowment for the Humanities, September 10-12, 1981. (Report by Benji Wald, National Center for Bilingual Research).

Providing a forum for exchange among more than 50 linguists, sociologists, educators and others concerned with issues affecting the Chicano and other Hispanic communities, the conference marked a milestone in the recognition of the complexity of the combined social and linguistic forces affecting members of these communities.

In particular, by noting the establishment and continuing evolution of specific and distinctive varieties of English in Chicano communities, the conference attempted to point out the practical, as well as theoretical importance of elevating our understanding of the linguistic dynamics of Chicano communities from a simplistic single-issue status, of a people whose English is "incomplete" or "wrong" because of their Spanish-speaking background, to a multiple-issue status, involving varieties of both English and Spanish that function in various ways both within the community and between community members and members of other communities and institutions. The English, as well as the Spanish, of many Chicano speakers has long been subject to unfavorable and misinformed prejudice.

For information regarding the conference proceedings, contact Jacob Ornstein-Galicia/UTEP/El Paso, TX 79968/(915) 532-7825.

\*\*\*\*\*  
CONFERENCE REPORT  
\*\*\*\*\*

Research and Policy Trends in Bilingual Education. Graduate School of Education, University of California at Santa Barbara September 25, 1981. (Report by Gustavo Gonzalez).

The University of California, Santa Barbara, was the site of a recent mini-conference on "Research and Policy Trends in Bilingual Education." The gathering was sponsored by the Bilingual Programs of the Graduate School of Education and focused on research currently underway in bilingual settings. Henry Trueba, San Diego State University, spoke on the problem of contextualizing ethnographic research. His presentation was followed by reports on ethnographic research by Robert Carrasco, Arizona State University, and Richard Duran, Educational Testing Service. Beatriz Arias, Stanford University, presented a research project summary on instructional practices in bilingual classrooms conducted for the California State Department of Education. Her presentation was followed by Eugene E. Garcia's discussion on research of the language development of bilingual children. The policy area was addressed by Josue Gonzalez, former director of the Office of Bilingual Education and Minority Languages Affairs. Gonzalez examined the similarities and differences between professionals in foreign language education and professionals in bilingual education, stressing the need for more communication and cooperation between the two groups. He identified the foreign language group as a potential ally in the upcoming reauthorization hearings for Title VII. Plans are underway to publish and disseminate the conference proceedings.

PEOPLE

**Raymond Padilla**, former director of Bilingual-Bicultural Studies at Eastern Michigan University, has been appointed associate professor of Higher Education at Arizona State University, Tempe.

**Marta Tienda**, Department of Rural Sociology at the University of Wisconsin-Madison has been recently appointed to the National Council of Employment Policy.

## REVIEW NOTES

The Changing Demography of Spanish Americans.

A.J. Jaffe; Ruth M. Cullen, and Thomas D. Boswell. New York: Academic Press, 1980.

The authors of The Changing Demography of Spanish Americans have utilized primarily 1970 census data to present detailed characteristics of five Spanish American groups in the United States: Hispanos, Mexican Americans, Puerto Ricans, Cuban Americans, and Central and South Americans. Information is provided on general demographic characteristics, education, fertility, and economic factors, with some attention given to regional variations where such information is available for specific groups. Their overall findings are that the different Spanish-origin groups are all changing, with each coming more and more to resemble the non-Spanish white population. Hispanos, Mexican Americans, and Puerto Ricans lag behind Cuban Americans and Central and South Americans, and this is attributed mainly to differences in years of schooling. When the data are standardized, the different Spanish-origin groups are not far behind the non-Spanish whites, the group used for comparison purposes throughout the book.

The mass of data, while overwhelming and repetitive in nature, is quite useful to persons interested in characteristics of different subgroups within the Spanish American population. Furthermore, the summary data presented in the narrative together with summary comments make it easier, especially for non-demographers, to utilize the book and get the general trends without getting bogged down in the detailed tables.

The book was published at the time of the 1980 Census and hence is already dated although the authors attempt to rectify this by examining 1977 census survey data. Yet there are more serious deficiencies in the book than this.

First, and foremost, the authors take an assimilationist perspective that assumes that the problems (differences) of Spanish Americans are based simply on the fact that they don't have the same characteristics as non-Spanish whites, especially in the area of education. Such a simplistic approach ignores the positive aspects and realities of

cultural pluralism while tending to deny the exploitation and discrimination which Spanish-origin groups face in this country. For example, "the large proportion of Hispano men occupied in the lower level jobs simply reflects their lesser amounts of schooling." (p. 109, emphasis is mine.) Any barriers to achieving more schooling which are created by discrimination are not mentioned. Spanish-origin groups are identified as basically the same as European immigrant groups with the assumption that their experiences will be (are) no different than those of earlier European immigrants. Once again, one is led to believe that the fault lies with the Spanish Americans, while the dominant society washes its hands of any fault.

Second, given the authors' historical definition of Hispanos as those who originally settled in the Southwest in the seventeenth and eighteenth centuries (p.12), there is no way to equate the historical group with the mishmash of "natives of native parentage... ..that had designated itself as 'Other Spanish,'" (p. 4) which were delineated by the authors as Hispanos in 1970. While many Hispanos, historically defined, are in this group, many Hispanos are also likely to be found in the Mexican American group. Furthermore, many non-Hispanos -- Mexican Americans, Spanish Americans (from Spain), products of mixed Spanish-origin marriages, etc. -- may be included in the "Other Spanish" group. All one has is persons who chose to identify as "Other Spanish," and who may or may not be Hispanos.

While the data provided can be useful to persons interested in the different Spanish-origin groups and how they compare to non-Spanish whites, the cultural and class biases make the book, at best, much less useful than it could have been; and, at worst, can reinforce many of the negative stereotypes which continue to plague the Spanish-origin groups.

Reviewed by David Alvirez, Pan American University.

## RECENT PUBLICATIONS

- Arevalo, R. & Minor, M. Chicanas and alcoholism: A sociocultural perspective of women. A collection of readings about alcoholism among Chicanas. Write to M. Minor/San Jose State U/School of Social Work/125 S. 7th/San Jose, CA 95192. (\$5.50)
- Blea, I.I. (Ed.). 1980 Colorado Chicano mental health conference: Summary of proceedings. Pueblo, CO: Viva Enterprises, 1981. Selected papers and speeches from the conference.
- Chicano Political Economy Collective. Chicano labor and unequal development. This is a special edition of the world-system journal, Review, IV(3), Winter 1981. Includes contributions on 19th and 20th century California, mining in colonial Mexico, the Arizona copper industry, and Texas agriculture. (See "Review Notes" in LA RED No. 46.) Write to Sage Publications/275 South Beverly Drive/Beverly Hills, CA 90212. (\$5.)
- Cisneros, H.G., Furino, A. & Rodriguez, G. CETA reauthorization: A report on a round table discussion. 1981. Sponsored by and available through the Human Resources Management and Development Program/College of Business/University of Texas, San Antonio/San Antonio, TX 78285.
- Fairchild, H.H. & Cozens, J.A. Chicano, Hispanic or Mexican American: What's in a Name? Hispanic Journal of Behavioral Sciences, 1981 3(2), 191-198. Reprints of this article may be obtained by writing to Hal Fairchild at the Dept. of Psychology/UCLA/Los Angeles, CA 90024.
- Fernandez, J.B. & Garcia, N. Nuevos horizontes: Cuentos Chicanos, Puertorriquenos y Cubanos. Lexington, MA: D.C. Heath and Co., 1981. (\$8.95) Note: Instructors interested in obtaining examination copies for possible adoption in their classes may request them directly from the publisher.
- Milk, R. The issue of language in education in territorial New Mexico. The Bilingual Review/Revista Bilingue, 1980, VII(3), 212-221.
- Padilla, R.V. (Ed.). Ethnoperspectives in bilingual research, Volume III: Bilingual education technology. Write to the Bilingual Programs/107 Ford Hall/Eastern Michigan U/Ypsilanti, MI 48197. (\$8 prepaid.)
- Robinson, D.J. (Ed.). Studies in Spanish American population history. Boulder, CO.: Westview Press, 1981. (\$20.) A series of articles reflecting key elements on the changing size, structure and distribution of the Spanish American population during the colonial period.
- Southwest Voter Registration Education Project. Survey of Chicano representation in 361 Texas public school boards, 1979-80. A Study on Chicano elected school board representation in Texas conducted by the Litigation Dept. of the Southwest Voter Registration Education Project. Write to SWVREP at 201 N. St. Mary's St., Suite 501/San Antonio, TX 78205. (\$2.50)
- Tienda, M. Socioeconomic attainment and ethnicity: Toward an understanding of the labor market experiences of Chicanos in the U.S., and Hispanic origin workers in the U.S. labor market: Comparative analyses of employment outcomes. Both of these publications are final reports to the U.S. Department of Labor. For further information, contact the author at the Dept. of Rural Sociology/240 Agricultural Hall/U of Wisconsin/Madison, WI 53706.
- Torres, M. & Arce, C.H. Archiving and disseminating quantitative social research data on Chicanos. Unpublished manuscript, 1981. Copies available from the National Chicano Research Network/P.O. Box 1248/Ann Arbor, MI 48106. (\$1. prepaid.)
- Valencia, R.R. The school closure issue and the Chicano community. The Urban Review, 1980, 12, 5-21. For reprints, write to the author at Oakes College/UC, Santa Cruz/Santa Cruz, CA 95064.
- Valencia, R.R., Henderson, R.W. & Rankin, R.J. Relationship of family constellation and schooling to intellectual performance of Mexican American children. Journal of Educational Psychology, 1981, 73, 524-532. For reprints, write to Richard Valencia at the address appearing in the above citation.
- Weeks, J. & Cuellar, J. The role of family in helping networks of older people. The Gerontologist, August 1981, 21(4), 388-394.

Proceedings of the National Hispanic Conference on Alcoholism. This publication is the product of a conference on alcohol abuse and alcoholism among Hispanics held in San

**STUDENT RECRUITMENT & SCHOLARLY SUPPORT****CHICANO STUDIES - UCLA**

UCLA Chicano Studies is announcing the availability of a limited number of graduate and postdoctoral fellowships for the 1982-83 academic year. The fellowships will be awarded to individuals on a competitive basis in support of their work in Chicano Studies. Support for postdoctoral and visiting scholars is available for periods up to one year. UCLA faculty members are not eligible for postdoctoral or visiting scholar support. Contact Carlos M. Haro/Program Director/Chicano Studies Research Center/3121 Campbell Hall/UCLA/Los Angeles, CA 90024/(213) 825-2364. AD: 12-31-81.

**NATIONAL MEDICAL FELLOWSHIPS**

NMF is a private organization providing financial assistance to minority students attending medical school. NMF awards scholarships to men and women of underrepresented minority groups who have been accepted by or are attending AAMC-accredited schools. Contact The Scholarship Program/National Medical Fellowships, Room 1820/250 West 57th St./New York, NY 10107. AD: January, 1982.

**SOCIAL SCIENCES - COMMITTEE ON INSTITUTIONAL COOPERATION (CIC) MINORITIES FELLOWSHIPS PROGRAM**

Eleven Midwestern universities cooperatively offer fellowships to minority graduate students in sociology and other social sciences. Twenty-five fellowships providing full tuition plus a stipend for up to four years will be awarded. Contact CIC Minorities Fellowship Program/Kirkwood Hall 111/Indiana U/Bloomington, IN 47405/(800) 457-4420 (out of state) (812) 337-0822 (in state). AD: 1-15-82.

**COUNSELING AND CLINICAL PSYCHOLOGY - U OF TEXAS, AUSTIN**

UT Austin is offering an APA-approved pre-doctoral internship program in counseling and clinical psychology from August, 1982 to July, 1983. The program provides opportunities for intensively supervised training experiences in clinical services, developmental intervention, and community intervention skills. Candidates must have completed all required course work for the doctorate before the beginning of the internship year. Contact Augustine Baron/Program Director for Training/Counseling-Psychological Services Center/U of Texas, Austin/P.O. Box 8119, University Station/Austin, TX 78712. AD: 1-18-82.

**THE URBAN INSTITUTE MINORITY FELLOWSHIP PROGRAM**

The Urban Institute is initiating a minority fellowship program for Black and Hispanic doctoral students interested in careers in public policy analysis. The program includes a summer work assignment at the Institute and a modest stipend during the following academic year to support the student's dissertation research. Contact the Director, Minority Fellowship Program/The Urban Institute/2100 M Street, N.W./Washington, D.C. 20037/(202) 223-1950. AD: 2-1-82.

**NATIONAL RESEARCH COUNCIL - POSTDOCTORAL FELLOWSHIPS FOR MINORITIES**

The council plans to award approximately 35 postdoctoral fellowships for minorities in a program designed to provide opportunities for continued education and experience in research. Fellows will be selected from among scientists, and scholars in the humanities who show greatest promise of future achievement in academic research and scholarship in higher education. For additional information, contact the Fellowship Office/National Research Council/2101 Constitution Avenue/Washington, DC 20418. AD: 2-1-82.

**THE AMERICAN SOCIOLOGICAL ASSOCIATION MINORITY FELLOWSHIP PROGRAM**

The ASA announces fellowship opportunities in applied sociology for 1982-83. The fellowships are designed to assist in the preparation of minorities for careers as researchers and applied sociologists in fields such as criminology, criminal justice, law and society, clinical sociology, medical sociology, and urban sociology with an emphasis on the application of sociological knowledge to the identification, analysis, and reduction of group mental health problems. For further information, write to the Minority Fellowship Program/American Sociological Association/1722 N Street, NW/Washington, D.C. 20036. AD: 2-1-82.

**STUDENT RECRUITMENT & SCHOLARLY SUPPORT (CONT.)****MINORITIES AND WOMEN - SUNY, BINGHAMTON**

SUNY invites qualified minorities and women to apply for admission for study leading to baccalaureate, master's and doctoral degrees in a wide range of programs. Persons interested in undergraduate studies may contact Geoffrey D. Gould, Assistant Vice President for Admissions and Financial Aid/Office of Undergraduate Admissions/SUNY-Binghamton/Binghamton, NY 13901/(607) 798-2171. AD: 1-15-82. Persons interested in graduate study may contact Jewel B. Hubbard/Assistant to the Provost of Graduate Studies and Research/Office of the Graduate School/SUNY-Binghamton/Binghamton, NY 13901. AD: 2-15-82.

**LATIN AMERICAN STUDIES - U OF PITTSBURGH**

Through a grant from the A.W. Mellon Foundation, the Center for Latin American Studies at the U of Pittsburgh can annually fund, for the period 1981-84, one visiting professorship and one postdoctoral fellowship in Latin American studies related to the social sciences, humanities and social professions. Fluency in English and in either Spanish or Portuguese is required. Details and application forms may be requested from the Center for Latin American Studies/4E04 Forbes Quadrangle/U of Pittsburgh/Pittsburgh, PA 15260. AD: 4-1-82.

**SOCIAL SCIENCE RESEARCH COUNCIL - FELLOWSHIPS AND GRANTS FOR RESEARCH**

The SSRC is sponsoring different programs which provide dissertation fellowships and postdoctoral research in both the social sciences and the humanities. Awards are made only at stated times, so all applicants under each program will compete on an equal basis. Applications for fellowships and grants are particularly invited from women and members of minority groups. For details, write to the Social Science Research Council/Fellowships and Grants for Research/605 Third Avenue/New York, NY 10158. AD: varied.

**MEXICAN AMERICAN GRADUATE STUDIES PROGRAM - U OF NOTRE DAME**

The University of Notre Dame -- through the Mexican American Graduate Studies Program -- provides grants, fellowships and assistantships to encourage Chicanos in academic pursuits at the highest levels. Contact Julian Samora/P.O. Box 534/U of Notre Dame/Notre Dame, IN 46556/(219) 283-6463. AD: Unspecified.

**BILINGUAL EDUCATION FELLOWSHIPS - INDIANA UNIVERSITY**

Indiana U at Bloomington is soliciting applicants for bilingual education doctoral fellowships; these include stipend, tuition, books and fees. Information for graduate enrollment and fellowship programs may be obtained by contacting Rey Contreras, Director/Bilingual Education Fellowship Program/School of Education/Indiana U/Bloomington, IN 47405/(812) 337-9042. AD: Unspecified.

**LATINO OUTPATIENT MENTAL HEALTH SERVICE CENTER**

The center is recruiting graduate students in mental health fields for its non-stipend internship/field placement program. Opportunities are provided for interns to give individual and group counseling, as well as crisis intervention, outreach, and consultation services to Hispanics in the San Fernando Valley area. Contact Victor De La Cancela/Director, Latino Services/Van Nuys Community Mental Health Center/6740 Kester Ave./Van Nuys, CA 91405/(213) 988-8050, ext. 248. AD: Unspecified.

**COUNSELING PSYCHOLOGY - COLORADO STATE U**

Chicano and other ethnic minority applicants are encouraged to apply to Colorado State U's APA approved PhD program in Counseling Psychology. The presence of six minority faculty members in the department provides opportunities for specialized training and research related to minority issues. The program is structured according to the scientist-practitioner model. Students are trained to have a strong theoretical background, research skills, and applied skills. Contact Ernest Chavez/Dept. of Psychology/Colorado State U/Fort Collins, CO 80523. AD: Unspecified.

CALLS FOR PAPERSSOUTHWESTERN SOCIOLOGICAL ASSOCIATION

The Minority's Committee on Minority Status and Studies of the Southwestern Sociological Association invites papers in the area of Chicano Studies for presentation at the 1982 meeting slated for March 17-20, 1982. Preference will be given to research on the Chicano family. As this call for papers carries a late November deadline, interested parties are advised to send papers immediately or to call Abelardo Valdez at (512) 691-4375/Division of Social Sciences/U of Texas, San Antonio/San Antonio, TX 78285.

TENTH ANNUAL CONFERENCE OF THE NATIONAL ASSOCIATION OF CHICANOS STUDIES

Papers are invited for presentation at the NACS 10th annual conference slated for March 25-27, 1982. Papers reflecting the status of 10 years of Chicano studies research in the fields of anthropology, art history, education, history, law, literature, political science, psychology, public health, and sociology are encouraged. Contact Arturo Rosales/Dept. of History/Arizona State U/Tempe, AZ 85287/(602) 258-8413 or 965-5778. AD: 12-1-81.

CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS

Original papers are solicited for presentation at the 33rd annual CASPP convention to be held on March 25-28, 1982 at the Anaheim Marriott Hotel. Specific topics of concern are testing and teaching practices involving handicapped non-English speaking students. Contact CASPP "82" Convention/180 El Camino Real, Suite 5/Millbrae, CA 94030/(415) 697-9672. AD: 11-27-81.

1982 WESTERN SOCIAL SCIENCE ASSOCIATION - CHICANO STUDIES SECTION

The 1982 WSSA meetings will be held on April 22-24, in Denver, Colorado. Several sessions on Chicanos are planned. Persons wishing to present papers should forward abstracts to Maxine Baca-Zinn/Dept. of Sociology/U of M, Flint/Flint, MI 48503. AD: 12-1-81.

1982 SYMPOSIUM ON THIRD WORLD STUDIES

Original unpublished research papers are invited for presentation at the 1982 Symposium on Third World Studies to be held on March 5-6, 1982. The symposium theme is "Oral Sources in Third World Studies," and specific topic areas will include methodology, biography, literature, and race and class in third world countries. Regional focus is limited to Latin America, the Caribbean, and Africa and its diaspora. Contact LaRay Denzer or Gary Y. Okihiro/Ethnic Studies Program/U of Santa Clara/Santa Clara, CA 95053/(408) 984-4472. AD: 12-15-81.

ANTHOLOGY OF CONTEMPORARY CHICANO NARRATIVE - MEXICO CITY

Original manuscripts are solicited for an anthology to be published in Mexico City for the purpose of disseminating Chicano literature in the Spanish-speaking world. Short stories or novel excerpts, unpublished or published materials in Spanish, English or a combination of both are accepted. Contact Oscar U. Somoza/Dept. of Foreign Languages and Literatures/U of Denver/Denver, CO 80208/(303) 753-3228 and 3226. AD: 12-31-81.

TENTH ANNUAL CONFERENCE ON MINORITY AND ETHNIC STUDIES

The National Association of Interdisciplinary Ethnic Studies (NAIES) is organizing its 10th annual conference to be held April 14-17, 1982, at the University of Santa Clara. Papers, media productions, or panels on the themes of "Ethnicity and Political Viability" and "Ethnicity and the Arts" are invited. Persons interested in serving as chairs or discussants are also invited to respond to this call for papers. Contact Gary Y. Okihiro, Conference Director/Ethnic Studies Program/U of Santa Clara/Santa Clara, CA 95053/(408) 984-4472. AD: 1-15-82.

CORRECTIONAL EDUCATION ASSOCIATION INTERNATIONAL CONFERENCE

The 37th International Conference of the Correctional Education Association will be held on July 23-28, 1982 and will address practical and theoretical issues in correctional education including juvenile, adult, academic, vocational, special, community and other related educational topics. Papers are invited. Contact Helen Pecht (804) 293-2650, Jay Holmes (209) 944-6164 or Bruce Wolford (606) 622-1394/5425. Send all materials and written inquiries to Helen Pecht/417 Brandon Ave. #2/Charlottesville, VA 22903. AD: 2-1-82.

PROBLEM & IDEA EXCHANGE

Candelario F. Huerta/CARA, Inc./1100 W. Corral, Suite 137/Kingsville, TX 78363 is working in **educational consulting (emphasis in bilingual education)** and would like to know if there are other consulting firms working with school districts outside of Texas. He is interested in discussing the possibility of establishing working relationships with either profit or non-profit organizations or firms.

Leonardo Kuzov-Trujillo/ACCEPT/7111 East 56 Ave./Commerce City, CO 80022 would appreciate exchanging ideas in the areas of **energy education, appropriate technology and self-sufficiency, and increasing energy costs** as well as programs doing research on ways to alleviate the impact of the energy crisis on people.

Isaac J. Montoya/National Council of La Raza/740 San Mateo NE/Albuquerque, NM 87108/(505) 262-2477 is seeking information/statistics on **Hispanic entrepreneurs involved in agriculture, agribusiness and/or recreation**, preferably in the Southwest and the midwestern states, to provide management and technical assistance to the minority entrepreneurs involved in agriculture.

Trinidad Sanchez/1524 20th St./Detroit, MI 48216/(313) 963-7879 is interested in data, information and/or papers written on the **response of the Catholic Church in encouraging Hispanic vocations in the Midwest**. She is also interested in any alternative efforts that have been attempted in dealing with this problem.

Antonio R. Soto/School of Social Work/San Jose State U/San Jose, CA 95192/(408) 277-2235 is helping to organize a workshop on **Chicanos, religion and mental health** in the spring and invites exchanges and/or contact with interested persons

Jeanette Tamayo/La Opinion Latina/UICC-LAST-1401 UH/Box 4348/Chicago, IL 60680 is seeking feature and news articles, commentaries and general information of interest to Latinos for La Opinion Latina, the first major Latino newspaper in the Chicago area published exclusively by students.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHCRIMINAL JUSTICE - SUNY, ALBANY

Three positions in criminal justice beginning fall, 1982 for persons with backgrounds in anthropology, economics, history, law, psychiatry, psychology, political science, and/or sociology. Two of the positions are either at the assistant or associate level; the third has open rank and salary. Research and publication records are heavily considered for all positions. Contact David Dufee, Chairperson/Faculty Search Committee/School of Criminal Justice/SUNY-Albany/135 Western Ave./Albany, NY 12222. AD: 1-15-82.

PSYCHOLOGY - U OF WISCONSIN, PARKSIDE

Tenure-track assistant, associate, or full professor position for PhD graduated from an APA-approved clinical program to begin fall 1982. Contact William R. Morrow, Chair/Psychology Recruitment Commit-

tee/U of Wisconsin, Parkside/Box 2000/Kenosha, WI 53141. AD: 2-8-82.

SOCIOLOGY - NEW MEXICO STATE U, LAS CRUCES

Tenure-track position at assistant professor level beginning fall 1982. PhD required with specialization in race and ethnic relations with active interest in Southwestern Hispanics. Contact James D. Williams/Dept. of Sociology and Anthropology/Box 3 BV/New Mexico State U/Las Cruces, NM 88003. AD: 12-31-81.

SOCIOLOGY - CAL STATE COLLEGE - STANISLAUS

Tenure-track position available January 1982 at the assistant professor level. PhD required. Contact Joseph A. Novack, Chair/Dept. of Sociology/Cal State College, Stanislaus/801 W. Monte Vista Ave./Turlock, CA 95380. AD: 12-15-81.

**MICRO ONDA (CONT.)**

speech use had been influenced by the changing role and status of the Chicana woman. Respondents tended to be more liberal in their thinking and even leaned toward feminist ideologies. Also, the fact that most of the women were career-oriented, college-educated, unmarried, and living away from home and family pointed to the type of responses regarding language use and sex roles. Thus, just as men have at their disposal a set of linguistic options for particular communicative situations, women too, possess their own linguistic options and are expressing themselves accordingly. However, a traditional view remains as was expressed by a married woman who forbade her daughter to use calo in her presence. Ironically, this woman claimed to be more lenient in child rearing practices than was her mother. According to this 35 year old woman, speaking calo is still considered "unlady like" and unacceptable, particularly by elders and parents.

A Although the study looked only at calo usage by a small sample of women, a question was raised which probed attitudes towards calo/pachuco Spanish and its perceived role and function within the Chicano culture. Three of the sampled women indicated that this language variety "contributed" to the culture by promoting group identity among Chicanos as well as serving as the mode of communication in intragroup settings. Five of the Chicanas

felt that the language variety was just another facet within the culture and thus viewed it in a positive manner. One of the women stated that "it (calo) should not be used unless it was with a circle of people who knew what was going on." This could be interpreted to mean that even though the language is legitimate, the rules for language use and appropriateness have precedence.

There were two women who felt that this mode of speech "detracted" from the Chicano culture as a whole and generally tended to "set back the Chicanos." Reasons given for this "set back" pertained to stereotypes and myths that members of the majority culture had created about Chicanos who use calo, especially in an educational environment. As a result of such stereotypes, many speakers of calo have developed a linguistic inferiority complex which, in many instances, has led to negative attitudes toward the Spanish language in its many varieties, including calo.

(For additional information on this project, contact the author at 5411-A Tallowtree Dr./Austin, TX 78744/(512) 476-6861. Also, readers are referred to LA RED No. 32, July 1980, pp. 5 for a review of a monograph entitled Calo Tapestry, 1977, written by Adolfo Ortega and reviewed by Richard Duran.)

**MEETINGS & CONFERENCES**

EVENT: **First National Conference of the National Puerto Rican Coalition**  
 DATE: December 3-5, 1981 LOCATION: Washington, D.C.  
 THEME: "The U.S. Puerto Rican Community: Influence and Growth in the 80s."  
 CONTACT: Higinio Albelo, Conference Coordinator/NPRC/801 North Fairfax St./Alexandria, VA 22314/(703) 684-0020.

EVENT: **American Orthopsychiatric Association - Hispanic Study Group Presentation**  
 DATE: March 29 - April 2, 1982 LOCATION: San Francisco, CA  
 THEME: "New" Families, "New" Needs: A Critical Study of Gender Roles Among Puerto Ricans. An attempt will be made to understand gender relations in the context of larger cultural, social and political systems that frame them. Panel presentations include: Review of the Literature: The Need for a Dialectical View of the Machismo Concept; The Meaning of Puerto Rican Manhood in the Social Context; Attitudes Towards Lesbian Relationships Among Puerto Ricans; A Conceptual Framework for the Understanding of Homosexual Relationships among Puerto Ricans; and A Critical Appraisal of the Role of Puerto Rican Women.  
 CONTACT: Victor De La Canela/Manos de Esperanza/Van Nuys Community Mental Health Center/6740 Kester Ave./Van Nuys, CA 91405.

**LA RED/THE NET****RESPONSE FORM No. 48****November 1981**

Newsletter recipients are reminded that names will be maintained on the mailing list of LA RED only if interest is expressed by returning a response form at least once every six months.

1. COMMENTS AND SUGGESTIONS regarding this issue of LA RED (content, format, timeliness)

2. RESEARCH PROBLEM AND IDEA EXCHANGE. (A clear, concise, and complete statement of a problem you would like other readers to react to, or an idea you would like to share for comments.)

3. News about PEOPLE. New appointments to regional or national positions in government, research or academia; service in scholarly associations or editorial boards; initiation of major new research efforts; promotion to tenure; major awards or fellowships, etc. (Provide complete details including significance and impact on Chicano social sciences.)

4. FILLERS or marginalia for future issues of LA RED.

LA RED/THE NET

RESPONSE FORM No. 48 (Cont.)

November 1981

5. FORTHCOMING EVENTS, MEETINGS, PROGRAMS, GRANTS, OR FELLOWSHIPS (Provide complete details or include a program complete with the name and telephone number of a contact person.)

6. RECENT SOCIAL SCIENCE PUBLICATIONS. (Yours or others which you wish to have announced in LA RED. (Provide complete citation, including price, publication date, publisher and how interested readers may obtain copies. Send us a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below.

☐ Add the names on the attached sheet to your mailing list.

LA RED/THE NET  
6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

Second  
Class  
Postage  
Pd at Ann  
Arbor, MI

IRENE GOMEZ-BETHKE  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

3738

## REPORT TO THE NETWORK

With the novelty of the new year, fresh beginnings and new ideas, we take this opportunity to introduce a new LA RED feature aimed at highlighting the current status of Hispanic research. This new section, **MACRO ONDAS**, is our attempt to present, in sum and substance, encapsulated overviews of Hispanic and Hispanic-related research on such topics as the education of Hispanics, population research, research on the family, language, mental health and immigration.

Initiating this series is a summary of the wage and annual earnings of Hispanics in this country, by Marta Tienda of the University of Wisconsin. In March, we expect to share a report on the Chicano family, and in May, we hope to bring you up to date on population research.

This new feature, **MACRO ONDAS**, is being launched with the help of long-time NCRN research associates and collaborators who have been invited to set the stage for what we expect to be annual updates on major topics of interest to Hispanics involved in basic as well as policy research. Long time LA RED readers may recall our first such attempt in April (No. 41, page 9), on Chicano Health Policy Research by David Hayes-Bautista. **With your input**, we hope to draft a list of priority areas along with a list of potential reviewers to aid us in the

presentation of such topical overviews. You can help us by: 1) sending us a list of the research areas you would most like to read about; 2) providing us with the names and addresses of potential reviewers; or 3) by sending us copies of research status reports you may have recently prepared for consideration. With your help, we are confident that this will be a valuable resource and important starting point for those undertaking Hispanic research as well as those tackling policy issues and applications.

This Report to the Network also serves to inform our readers that we are **ALWAYS** happy to receive reports on research in progress; **MICRO ONDAS**; book reviews, or suggestions of books to be reviewed for future newsletter issues; and any other information that may be of interest to Hispanic academicians, students and researchers. We also appreciate corresponding with our readers -- though sometimes it takes us a little while to get back to you -- and chatting over the phone about recent developments that we may be able to pass on to our readers. Every now and then, we even have visitors who venture out to our neck of the woods. To those who have, you are very welcome; to those who have not, you are cordially invited.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Armando Lopez, Mary Wreford, Jimmy Luzod and Carlos Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## CONTENTS

Report to the Network .....	1
Micro Onda .....	2
Macro Onda .....	4
Review Notes .....	7
Language & Discourse .....	12
Employment Opportunities .....	13
Recent Publications .....	14
Call for Papers .....	15
Student Recruitment & Support .....	16

MICRO ONDA

Projections of Number of Limited English Proficient  
(LEP) Persons to the Year 2000<sup>1</sup>

BACKGROUND

Beginning in the early 1960s -- as a result of the push by Hispanics and other non-English language groups, and precipitated by the arrival of thousands of Cuban political exiles as well as the call for change by Mexican American and Puerto Rican militant movements -- many school districts recognized the special needs of minority language students and attempted to adjust by providing some form of special assistance. Borrowing methodologies from foreign language educators, school systems throughout the nation began to provide language development courses, often known as ESL (English as a Second Language) courses.

By 1967, Congress convened hearings on the educational needs of limited English-speaking students. These hearings revealed to the public the inequality in educational opportunity suffered particularly by children of Mexican, Puerto Rican, and Cuban descent. It was evident that school districts had failed to provide special instructional programs designed to meet their educational needs and that Congress would have to act to facilitate such programs. In 1968 Congress enacted Title VII (the Bilingual Education Act) of the Elementary and Secondary Education Act (ESEA), and a small appropriation of funds was made for bilingual demonstration projects. According to the Act, the goal of the program was to incorporate the use of two languages, one of which was English, as mediums of instruction for the same pupil population in a well-organized program which encompassed part or all of the curriculum and included the study of the history and culture associated with the students' mother tongue. A complete program was to develop and maintain the child's self-esteem and legitimate pride in both cultures.

Bilingual education has been carried far beyond Title VII discretionary programs by court and state legislative actions that have mandated it a matter of civil rights by clear legislative intent. Most notable among these is the Supreme Court decision in the Lau vs. Nichols ruling that school districts receiving federal funds are to provide equal educational opportunities for students from non-English speaking backgrounds. Today, 22 states have enacted state legislation either mandating or permitting bilingual education and earmarking funds for its implementation in school districts with substantial numbers of limited English-speaking children.

In order to assess the national needs for bilingual education among children and other persons in the U.S. with limited English proficiency (LEP), to improve the effectiveness of services provided, and to improve Title VII program management and operations, the Title VII Part C Coordinating Committee was established in 1978 to help plan and implement various studies and activities that would comprise a broad research program in bilingual education. As part of this effort, the Committee was charged with commissioning four major studies to obtain information that would aid in adequately addressing the educational needs of the limited English proficient in America now and in the future. The 1974 and 1978 amendments to Title VII of the ESEA offer the Department of Education a unique opportunity to conduct a thorough information gathering and research effort on bilingual education in the U.S.

RESULTS

The following is a summary of key results from a study conducted to provide an assessment of national needs for bilingual education through projection of the size of the limited English proficient (LEP) population through the year 2000.

- (1) The total number of LEP children, ages 5-14, in 1976 approximated 2.52 million, with a drop to 2.39 million in 1980 and a gradual increase to 3.40 million in the year 2000.
- (2) The majority of these children reside in a few geographical areas. For example, about 62 percent of the LEP children in 1980 are from California, Texas, and New York.

MICRO ONDA (CONT.)

- (3) Of the total number of LEP children in 1980, 72 percent are of Spanish language background, 22 percent European languages, 5 percent Asians,\* and 1 percent Navajo. However, such distributions will change due to differential growth rates, and by the year 2000, the proportion of Spanish LEP children is projected to be about 77 percent of the total number of LEP children.
- (4) Of all non-English language background (NELB) persons of any year, the largest single language background group is Spanish; it comprised 38 percent of NELBs in 1976. Since this language group is projected to grow much more rapidly than the remainder of the NELB population, its share of the NELB population (all ages) increases from 38 percent in 1976 to 41 percent in 1985 to 46 percent by the year 2000.
- (5) Since the Spanish group is much younger than the rest of the NELBs, the Spanish group comprises a much larger share of the 5-14 year old NELBs than of NELBs of all ages (in 1976, 62 percent vs. 38 percent). This group also is projected to grow more rapidly than other NELBs (65 percent in 1985 and 70 percent in 2000).
- (6) The rapid growth of the Spanish group is significant because (a) they comprise such large shares of the NELB population, and (b) they have very high LEP rates (LEP-to-NELB ratios), i.e., .75 nationally and even higher in some states, such as New York with a rate of .92.
- (7) As a result, the share of all LEPs that were Spanish was 71 percent in 1976. Again, the more rapid growth projected for the Spanish results in substantial gains in this share, to 74 percent in 1985 and 77 percent in 2000.
- (8) There was a heavy concentration of NELBs in 1976 in three states, California, New York, and Texas; all ages - 45 percent, ages 5-14 - 56 percent. This concentration increases to: 1985, all ages - 46 percent, 1985, ages 5-14 - 57 percent; 2000, all ages - 48 percent, 2000, ages 5-14 - 60 percent.
- (9) It appears that the projection assumption that the non-Spanish groups would grow at the same rate as the U.S. population grew during the early 1970s overestimates the growth of many (if not all) European language groups and underestimates the growth of at least some Asian language groups.

\*For the purpose of this report, Asian refers to the following groups: Vietnamese, Filipino, Korean, Japanese and Chinese.

<sup>1</sup>By R. Oxford-Carpenter, L. Pol, D. Lopez, P. Stupp, S. Peng, and M. Gendell representing InterAmerica Research Associates, Inc. for the National Center for Education Statistics. (Write to Paul Stupp at InterAmerica Research Associates, Inc./1555 Wilson Blvd., Suite 600/Rosslyn, VA 22209.)

-----

If you are doing research with relevance for Hispanics, we invite and encourage you to submit a Micro Onda of your own, and share your work and findings with LA RED readers. Submissions should be one to two page reports on new or recent research findings. Accepted articles will be printed within six months, and may be revised to fit the editorial style and space allowances of LA RED. To submit articles, or for more information on Micro Onda guidelines, write to the Editor/LA RED/6081 ISR/Box 1248/The University of Michigan/Ann Arbor, MI 48106.

-----

**MACRO ONDA****Hispanics in the U.S. Labor Market: An Overview of Recent Evidence**

by Marta Tienda, The University of Wisconsin

Since it was first released in mid-1978, the Survey of Income and Education (SIE) has become an important data source for the study of the labor market position of Chicanos and other Hispanics. Several studies dealing with different aspects of labor market issues, such as labor supply, earnings determination, educational attainment, occupational attainment, language patterns, work-limiting health conditions, and job search patterns have recently been completed, or are presently in progress. Results of these studies, are only now beginning to appear in published form, although some exchange of unpublished results has been underway for at least two years, but circulation has not been extremely broad. The purpose of this summary note is to highlight some new findings based on a recently completed 2-1/2 year study of the labor market position of Hispanic origin workers. Emphasis will be placed on the labor market outcomes of Mexican origin workers, but I maintain that these can best be appraised when compared to the experiences of other Hispanics, and especially non-Hispanic white workers.

**Hispanic Women Workers: Labor Force Participation and Occupational Position**

Until recently, there existed relatively little research which examined the interactive effects of gender and ethnicity among Hispanic workers. Therefore, the work of Guhleman and Tienda, Cooney and Ortiz, and Reimers should make an important contribution to this relatively understudied topic. Additional work conducted by Tienda, and by Snipp and Tienda using the 1979 Chicano Survey further contributes new information about how Hispanic men and women fare in the U.S. labor market, with an emphasis on occupational positions. What follows is a brief summary from the work of Guhleman and Tienda, based on their analyses of the SIE.

Important differences were found among the Hispanic national origin groups in both the distribution of sociodemographic characteristics and the influence of those characteristics on women's labor force participation. For every Hispanic origin group,

disproportionately low labor force participation rates are found among women with young children and those who usually speak Spanish, as compared to women without young children and those who speak predominantly English. Mexican, Puerto Rican, and other Spanish origin women who have at least a high school education exhibit higher labor force participation rates than their less educated counterparts. With the exception of Puerto Ricans, female family heads have higher rates of labor force involvement than do married women who live with their spouses or other family members. It would appear, therefore, that differences in social and demographic characteristics account for a significant portion of the variance in women's labor force participation.

Individual worker characteristics are not sufficient, however, to explain all the observed variance in labor market activity among Hispanic women. Examination of employment patterns revealed that Mexican and Puerto Rican origin women who work tend to supply many hours; however, in comparison to other Hispanic and non-Hispanic white women, relatively small proportions of Mexican and Puerto Rican origin women are employed throughout the year. And among the same two groups, employment patterns outside the home appear to be much less compatible with the requirements of child care than the pattern of steady part-time work which is prevalent among non-Hispanic white women -- a finding which did not appear for Central/South Americans or "other" Spanish (the residual group). Since individual and structural characteristics interact in such a way that their influence on the earnings of Hispanic origin workers is different among the national origin groups, this analysis indicates that the effects of sociodemographic characteristics on earnings must be assessed within the context of relevant labor markets, which may differ in terms of the demand for, as well as the evaluation of, Hispanic origin workers.

In this regard, Cooney and Ortiz have undertaken to assess how regional differences in the prevalence of low skill jobs and the availability of welfare benefits influences the labor force participation of

**MACRO ONDA (CONT.)**

Hispanic women. They found that for foreign born Hispanic women, two major factors interact with nationality to influence labor force participation: education and female headship. For Puerto Ricans, education exerts a significant positive effect on participation, whereas for Cubans and Mexicans there is no such effect. This is because the education effect disappears when adjustments are made to reflect regional differences in the prevalence of low skilled jobs and the level of welfare benefits. With respect to linking education and English language proficiency to labor force participation, differences among national origin groups appear to be minor. There is a substantial difference, however, between foreign born and native born Hispanic women. While education acquired abroad may be related to occupation and earnings attainment after entering the labor force, foreign schooling does not significantly affect the integration of foreign born Hispanic women into the U.S. labor force. This result holds even after labor market characteristics are taken into account. For native born Hispanic females, in contrast, years of schooling show the expected positive relationship with participation in the labor force. Overall, their findings show that the relationship between nativity and female labor force participation is more complex than recognized in earlier studies and that, for different Hispanic national origin groups, the life experiences associated with the acquisition of such work-related skills as education and English language proficiency in relationship to participation in the labor force are, indeed, qualitatively different.

In a study of the occupational position of Hispanic women, Tienda and Guhleman document that Hispanic females are more highly concentrated in low status jobs than non-Hispanic white women. The mean occupational status score among white women is about 41, compared to about 25 for Mexican, Puerto Rican and Central/South American origin women. Women of other Spanish origin have a slightly higher mean status score, about 32. The dispersion is equally interesting. About 50 percent of employed Mexican, Puerto Rican, and Central/South American origin women report low status jobs compared to less than 20 percent of non-Hispanic white women.

At the other extreme, less than 7 percent of Hispanic origin women held upper status jobs in 1975, in comparison to more than 25 percent of non-Hispanic white women. Results of a multivariate analysis showed that core sector employment renders a sizable socioeconomic status bonus to workers. The largest reward (10 points on the total labor-force-based status index) accrues to the two groups most highly concentrated in the core sector -- non-Hispanic whites and other Spanish origin. For the remainder of the groups, core sector employment provides a status bonus of 7-8 points. Puerto Ricans receive a payoff to core sectoral location that falls between the two; they too are disproportionately located in the core sector relative to Mexican and Central/South American origin women workers. In the main, their results indicate that the influence of ascribed characteristics on the socioeconomic achievements of Hispanic origin women is largely conditioned by nationality and the immigrant composition of the nationality groups. Using a categorical measure of occupation rather than the socioeconomic status scale yields similar results.

**Hispanic Male Workers: Earnings Determination, Language and Occupational Position**

Studies of the earnings and labor supply of Hispanic origin men are somewhat less scarce than those based on women, but with few exceptions (Carliner; Newman), most analyses are not comparative. To be sure, most studies of Hispanic men are based on Mexican origin workers, therefore a comparative frame of reference can provide some perspective about the relative position of Chicanos vis-a-vis other Hispanic origin workers.

Although the earnings of Hispanic origin male workers are uniformly lower than those of non-Hispanic whites, whether native or foreign born, earnings differentials also appear among Hispanic origin workers of different origins -- earnings being lowest for foreign born Mexicans and highest for "other" Spanish whether foreign or native born. These differences arise partly from human capital and sociodemographic characteristics and partly from the structural characteristics of the labor market in which they work. The groups with the highest

MACRO ONDA (CONT.)

levels of human capital -- non-Hispanic whites and Central/South Americans -- secure the highest status jobs, although the latter are still 10 points lower than the former. Labor supply patterns do not, however, differ greatly among the groups. Foreign born workers appear to concentrate in labor markets with somewhat higher average wage rates than their native born counterparts, but do not seem to translate this advantage into higher earnings.

Post-school job experience renders positive returns for all the nationality and nativity groups -- although there are noteworthy differences by national origin, with Central/South American immigrants faring least well. Weeks worked has a positive effect on annual earnings for all groups, and job turnover a negative effect. Proficiency in English seems to make the most substantial difference for foreign born Central/South Americans and Puerto Ricans. For all other foreign born men and for native born Mexicans, English language skills have a positive, but smaller influence on earnings. For native born Puerto Ricans and other Spanish origin workers, language skills seem to have little to do with earnings. The effect of occupational status is relatively trivial. Labor market characteristics do not exert uniform impacts on earnings. The unemployment rate is hardly ever significant. Higher prevailing wage rates are translated into higher earnings only for Central/South Americans, native born Mexicans, and "other" Spanish. Residence in areas of high Hispanic concentration has an offsetting negative effect on earnings for native born Mexican and "other" Spanish, but not for Central/South Americans.

The components analysis of discrimination computed by Tienda shows major differences by national origin. If worker and labor market differences were eradicated, 50 percent of the wage gap for foreign born Puerto Ricans would be eliminated (the lowest proportion of any group), somewhat over 70 percent for foreign born Mexicans, 80 percent for native born Mexicans, 90 percent for foreign born Central/South Americans, and over 100 percent for native born Puerto Ricans. The author points out, however, that any optimism that may be stimulated by these results should be tempered by the realization that the abso-

lute earnings gap between Hispanics and non-Hispanic whites ranges from a low of \$2,500 for native born men of other Spanish origin to a high of nearly \$5,900 for Mexican immigrants. The task of eliminating the differences in social and economic characteristics that give rise to such large differences is still overwhelming.

In studying the determinants of occupational status, Tienda and Neidert paid special attention to the importance of linguistic factors. Although there exists considerable linguistic diversity among Hispanic male workers, it is not the case that all Hispanics use Spanish. Whereas approximately one-fifth of the total Hispanic male work force is classified as English monolingual, the group-specific proportion varies from less than 10 percent among Central/South Americans to nearly one-half of all men of other Spanish origin. At the other extreme there is less diversity, except that men of Central/South American origin are considerably more likely to be Spanish monolinguals compared to those of other Spanish origin -- differences reflecting in large part the immigrant composition of these two populations. There is also evidence of substantial differences in the command of English among the groups. Four-fifths of all other Spanish origin men reported good to excellent English speaking and comprehension skills, whereas only half of all Central/South American origin men reported comparable English ability. About two-thirds of both Mexican and Puerto Rican origin men report reasonable proficiency in English.

Hispanic workers with good to excellent English competency attain an average occupational status of approximately 9 to 12 points higher than those with limited English ability. For all groups, the differences in occupational status between those with good and poor English skills are statistically significant, and in the same direction. The same relationship appears when status is measured by type of occupation, and by education, but no causal relation can be inferred because low English proficiency levels may themselves be a product of frustrated schooling careers. Mexican and Puerto Rican origin men are especially apt to achieve low levels of education.

The key finding of this study is that

MACRO ONDA (CONT.)

retention of Spanish does not hinder the socioeconomic achievements of Hispanic origin groups, provided that a reasonable level of proficiency in English is acquired. The only exceptions to this pattern are Mexican immigrants, for whom Spanish bilingualism and monolingualism exert independent, negative effects on the occupational achievement of adult males. Another important finding is that the influence of language on socioeconomic status varies according to national origin and nativity. The source of low status attainment for certain foreign born groups -- in particular Central/South Americans who are likely to have come from high status backgrounds and to have at least a high school education -- is likely to be lack of English language skills. Among the native born populations, in contrast, particularly Mexicans and Puerto Ricans, the source of low status attainment is likely to come from low levels of educa-

tion. The former would benefit, therefore, from programs to improve their language skills; the latter need programs to improve the high school retention rate.

What can we learn from these results? On the basis of current research about the labor market experiences of Chicanos and other Hispanics, it appears that workers of differing Hispanic origins are not equally competitive in the labor market. Employment prospects improve with additional education and English language usage, indicating that programs aimed at development of labor market skills may result in some improvement in the labor market experiences of Hispanic men and women. Such programs are not likely to be sufficient to bring about income parity among Hispanics relative to non-Hispanic whites, however, because of the influence, also evident from several studies, of labor market factors in shaping work outcomes.

REVIEW NOTES

Operation Wetback: The Mass Deportation of Mexican Undocumented Workers in 1954. Juan Ramon Garcia, Greenwood Press: Westport, CT, 1980.

The importance of work which depicts the events surrounding the massive deportation of Mexican workers during the middle fifties cannot be overestimated. There appeared little motivation, by social scientists, prior to the sixties, to record and analyze the labor flow from Mexico to the U.S. An immeasurable amount of data and specific events up to this point remain unknown to the vast majority of people. Juan Ramon Garcia attempts to contribute a much needed and long-awaited account of the 1954 "Operation Wetback" episode.

Professor Garcia describes the social as well as the economic conditions Mexican workers faced upon crossing the border. Aside from those who were apprehended at the border, the many thousands of Mexicans who successfully crossed suffered amidst the most horrendous working conditions in this country. The author writes of their poor living conditions, the victimization of their children, and the exploitive role of the growers, processors, professional smugglers, and urban employers. He further describes the racism and segregation endured by Mexicanos - whether here "legally" or not,

bracero or otherwise.

In describing the struggle between those who opposed the entry of Mexican workers and those who were proponents of a continued unobstructed flow of cheap labor from Mexico, the author convincingly exhibits how the group with more capital (i.e., those who represented the growers) had easier access to policy-makers. Moreover, he demonstrates that in this debate, the "human factor" was not taken into consideration by either side. The two sides concerned themselves with their own economic self-interests.

The author writes of how "individuals" viewed all Mexicans, regardless of their legal status, as one mass of undesirables. What this reviewer feels would have been even more beneficial to readers would have been to illustrate that individuals do not arrive upon an attitude or opinion out of a vacuum, but often from the subtle, and sometimes not so subtle, ideology sowed through the various institutions of a society. The author could very well have accomplished this in light of his fine depiction of the role of the mass media. He documents

## REVIEW NOTES (CONT.)

how television, newspapers, and magazines preferred to portray Mexican workers as "diseased," "criminal elements," "welfare parasites," and the like, instead of exposing the deplorable conditions in which they lived and worked.

Professor Garcia is at his best, structurally and contextually, in the latter part of the text, when he analyses the weakness of the Bracero Program. He writes on the impact of the deportation program on the Mexican American community. He also connects the repatriation drive to other decisive historical events during this period (i.e., McCarthyism and the McCarran-Walter Immigration Act of 1952). Lastly, the writer correctly points out that this massive deportation did not end migration from Mexico.

Upon delving into the material, one is not quite sure if the author is stating a position or merely attempting to give an objective account of the historical events and of the various perceptions leading up to and pending "Operation Wetback." If it is the latter, the writer does so very poorly; if the former, he appears to have made numerous attempts at legitimatizing, and rationalizing the repressive roles of the U.S. government and the Immigration and Naturalization Service (INS).

In describing Commissioner of Immigration, Joseph Swing, a retired Army General (who, by the way, drew a plan in 1953 in which 4000 American troops would be stationed at the Mexican border to stop the "wetback invasion"), Professor Garcia offers us the following sentimentality:

In many ways Swing was a perfectionist. A stern task master, he was easily angered when anyone failed to carry out responsibilities. Yet, according to a close associate of his, underneath this harsh exterior there lay a person concerned about the welfare of others..... According to a close associate Swing, who was in his late fifties when he became Commissioner of Immigration, was in constant pain from injuries he had suffered while making paratrooper jumps, yet he never complained about his discomfort. (172).

Later, the author writes:

As it turned out, Swing's appointment of Harlon Carter as director of field operations was a good one. Although he was still a relatively young man, Carter was an experienced veteran.... (178).

Yet, even later in the volume of the text, it is revealed by the media that the Border Patrol officers were instructed by Carter to collect whatever money the apprehended Mexican workers had on them, supposedly to defray the cost of their transportation. The workers were to be left with three dollars. Carter, prior to the news leakage, had not thought it necessary to inform the public of his idea to have the Mexican workers pay for their own deportation. Still, Carter was a good choice? If so, for whom?

One is left a bit puzzled by what the author is seeking to explain. Yet, Professor Garcia continues along this enigmatic vein by bemoaning the harsh treatment the Texas immigration officers encountered from the residents:

Mexican and Mexican Americans were not alone in being victimized by discriminatory practices during the drive. Throughout the campaign in Texas, immigration officers encountered difficulty in getting meals, places to sleep, and gasoline for their vehicles... were rudely treated when they went into banks or into local cafes and restaurants... (218).

He continues in this manner for almost an entire page.

At best, we may see a need for what is considered objective recounting of historical occurrences, but the author fails to do even this. What does occur is that in the process of gathering data and writing a pertinent account of that period, the author many times loses sight of the intended perspective and he further appears to take up and even defend the actions of the INS.

In his attempt to give accounts of particular groups' opinion on the issue, the writer inadvertently presents it as his own opinion. In explaining the G.I. Forum's

## REVIEW NOTES (CONT.)

stand, he writes, "...Furthermore, as undocumented workers often deprived Mexican American citizens of much-needed work because of their willingness to work for substandard wages, the G.I. Forum advocated a closed border and strict control over the entry of undocumented workers." (86). Now, is he actually stating that indeed Mexican workers take jobs from U.S. citizens, or is he endeavoring to merely present the G.I. Forum's position? I believe he was striving to affect the latter, but the manner in which he wrote indicates otherwise.

In the introduction, it may not have been Professor Garcia's intention to explain the causes of Mexico's serious problems (unemployment and inflation) but merely to advance the reasons he believes migration took place. He did not wish to dwell on Mexico, but merely use it as a backdrop to the topic of deportation. Nevertheless, most of the reasons which he contends are the causes of Mexican migration to the U.S. are incorrect and merely supportive of an ongoing erroneous and dangerous theory held by many social scientists who study 'Third-World' countries. Simply stated, what these countries supposedly must do is control their population and concentrate on modernizing (Westernizing) their social and economic spheres. Unfortunately, the authors' conceptualization of 'developing countries,' and thus, the causes of migration is fed by the dominant political ideology. What results is an inability to fully comprehend the dynamics and significance of this movement. The author appears to know little of Mexico's state dynamics and economy. Familiarity with this information

is critical in providing an accurate account of Mexican migration to the U.S.

Of all the theories of migration developed, one would question the rationale Professor Garcia had in mentioning the push-pull theory. Since its inception, this theory of migration has been shown lacking by other authorities in the area, including Ernesto Galarza, Gilbert Cardenas, and Esteban Flores. Furthermore, the migration phenomenon is not so much a situation of push-pull, but of a natural flow of labor in the direction of capital flow.

As this reviewer sees it, a theoretical foundation on which to ground all the valuable information found in this book is neglected. Without a theory with which to thread the historical occurrences and consequences, what is presented is an array of data, a mere hodge-podge of information which does not address the larger structural and ideological issues: the role of large corporate firms, class conflict, and those economic and social interests with which both governments are concerned. Some may ascertain these are inconsequential to the book's topic. However, by tracing and linking historical events to a broader scope one would tend to avoid falling into a style of writing which abidingly emphasizes individual reasons and isolated premises which are merely speculative; and instead, analyze the structural flaws of a society and the economic causes of the phenomenon of migration from a less developed to a more technologically advanced country.

Reviewed by Marta Lopez-Garza, Chicano Studies, UCLA.

The Border Economy: Regional Development in the Southwest.  
Niles Hansen, The University of Texas Press, Austin, 1980.

Any contribution is welcome in the area of border studies. Niles Hansen's volume is a meticulously written socioeconomic presentation of the major issues that affect the U.S.-Mexico border area. The interesting data amassed by the author allows him to make a persuasive case for the existence of several subregions within the borderlands each of which has specific characteristics.

Hansen borrows elements from inter-

national trade theory, location theory and growth pole literature to discuss the economic and social conditions peculiar to border regions. He concludes that existing theories do not offer a satisfactory method to account for some of the observed economic disadvantages of border areas, but that a border region need not necessarily be disadvantaged economically. So far as that is the case, it may be due to what he calls "persistent nationalism in the face of

## REVIEW NOTES (CONT.)

attempts to achieve greater economic integration among nations."

In terms of the U.S.-Mexico border, Hansen utilizes data from the Bureau of Economic Analysis and the Continuous Work History Sample to illustrate subregional differences in earnings, patterns of growth, proportion of government employment and so forth, among the various border subregions. A central part of the book (Chapters 5 and 6) is devoted to the role of Mexican labor in the economic development of the Southwest. While the author acknowledges that the contribution of Mexican labor has been obscured by lack of knowledge and Anglo prejudice, the massive migration to the border is seen as a positive overall development.

The living conditions of undocumented workers, their lack of rights to protect themselves against employers and immigration authorities, the effect of their undocumented status upon the future of union organization in the Southwest, etc., do not seem to merit analytical attention since "Mexicans who supplied their labor to the building of the southwestern economy would not have been better off in Mexico." With this argument (a variation of the old theme of "if you don't like it here...") the author avoids a serious discussion of the mechanisms of exploitation of labor in the U.S. Southwest.

Hansen displays an almost visceral reaction against "Marxists" and others who have pointed to the root causes of the phenomenon of migration from Mexico. He is bothered by critics who blame "the United States for growing economically at a more rapid pace than Mexico." For him, "both Americans and Mexicans have ... gained something by moving to the border area." There is no discussion of the forceful displacement by U.S. agribusiness in cahoots with the Mexican government of thousands of peasant cultivators to give way to capitalist agriculture in various areas of Mexico. Somehow the role of international monopolies in uprooting peasants in one country, and maintaining them near indentured servitude in another does not appear a good area of analysis for Hansen.

Hansen's approach is generally weakened by two factors. One is a bias to see

social phenomena in terms of natural laws of technology. Thus, many of the changes in the border economy are seen as due to the appearance of a "new international division of labor." The origin of such phenomenon is not itself explained, but merely presented as a *deus ex machina* from which everything else flows. The second weakness, if we may paraphrase *Candide*, is to see social inequality and economic exploitation as the best that we can expect in an otherwise pretty good world. Thus, the current structure of the undocumented workers labor market is one that functions "because it benefits all parties concerned."

Hansen is not unaware of the seriousness of the social problems involved. The standard of living of the Mexican population of the Southwest is shown to be (in Chapter 7) as clearly in need of improvement. But the author does not see a role for the State, even in as wealthy a society as the United States, in the amelioration of this problem. The only solution can come from the individual initiative and hard work of the people involved. Of course, he warns us that work skills, business experience and the like, are relatively slow in developing. Needless to say, therefore, the condition of the Mexican-American population will not change for a long time and we should perhaps add "patience" as another of the virtues that Chicanos should acquire to withstand this arduous journey towards long-run success!!!

Thus in an otherwise positive environment where social mechanisms are functioning as well as one could expect, one of Hansen's few desired policy changes would be to stop government programs intended to help minority groups. Of particular interest also is his opposition to the various programs that have been advanced in U.S. political circles to deal with the question of undocumented workers. Presumably he would be opposed to the guest worker program that has been proposed by the Reagan administration. What makes Hansen's position unique, of course, is his feeling that the current situation of the undocumented worker is essentially satisfactory and could not be improved.

Reviewed by Raul Fernandez, Program in Comparative Culture, The University of California at Irvine.

## REVIEW NOTES (CONT.)

## The Latin Image in American Film

Allen L. Woll, UCLA Latin American Center Publications, UCLA, 1977.

As someone who has had more than a casual interest in the medium of film, I remember my delight when, in the late sixties, I first came upon Peter Noble's *The Negro in Films*. This influential book -- it has served many as a foundation and model in the continued chronicle and analysis of black portrayals on celluloid -- helped make clear to me the fact that films are important cultural artifacts, as they reflect many social realities of the eras in which they are produced. Equally well, I recall my initial surprise when I noticed that it was first published in 1948, and my subsequent chagrin when I realized that in the interim twenty years, no comparable work had been completed on the screen portrayal of Latin Americans. I am happy to report that after some thirty years, Noble's work now has an Hispanic companion in Allen Woll's *The Latin Image in American Film*.

This short book is a creditable piece of film scholarship. Besides helping to fill a painful void in the film history, its survey and description of films with Latino themes from 1896 to 1974 provide several insights for understanding the negative ethnic stereotypes so frequently displayed on the movie screen. And it offers some interesting facts about the reactions of Latino audiences to the depiction of themselves by U.S. filmmakers.

Probably the most informative aspect of the book stems from the review of Mexican images presented during the infancy of American cinema. The author resurrects from obscurity such films as *Tony the Greaser* (1911), *Broncho Billy and the Greaser* (1914), and *The Greaser's Revenge* (1914), and in recounting their plots shows that the Mexican image had its origins in racist sentiments. "Half-breed," with all its pejorative connotations of impurity and inferiority, was as common a label as "greaser" for those from "south of the border." These labels may be gone, but Woll contends that the unfavorable characterizations have remained.

Woll's observations from films produced between 1920 and the end of the second World War reveal, among other things, how the movies have traditionally

ignored the cultural and historical diversity of Latin American nations as well as their migrants to the United States. So crude were some of these characterizations that Brazilians, for example, were portrayed as Spanish-speakers. This theme is interestingly enriched by the author's use of Latin American sources to document the almost immediate and vehement protest of these unsophisticated Hollywood representations by a number of Latin American governments. Also interesting is his account of how the U.S. government intervened during World War II to try and promote more sympathetic, if not realistic, Latin images, all in the name of "good neighbor" diplomacy.

If there is a significant flaw, it is the author's brevity in the latter chapters. In relative terms, the cinema has offered few opportunities to critically examine Hispanic images and themes. Woll's failure to capitalize on several of these opportunities mars his treatment of movies from the last three decades, and this lessens the overall impact of the book. *Viva Zapata* (1952), and *Salt of the Earth* (1953), receive the most in-depth descriptions. But unlike the earlier films cited, these movies have been widely discussed, and their reviews here do not disclose any new information. A probe of such topical films as *Border Incident* (1949), dealing with the importation of "wetbacks," *Lawless* (1950), showing the exploitation of farm laborers, and *Trial* (1955), with its contrived but interesting view of blacks and Chicanos during the McCarthy Era would have helped to make this book a more comprehensive document. It is also very difficult to understand why there is no mention of the expressionistic portrayal of Puerto Ricans in *Westside Story* (1961), or their more realistic depiction in *The Young Savages* (1961).

Along the same line, Woll rarely comments on Hispanic roles within films where the character's ethnicity was, in the main, irrelevant to the storyline. These portrayals often provide the most revealing examples of unconscious stereotyping. In addition, their review is essential in understanding the contributions of many Latino actors. Some

REVIEW NOTES (CONT.)

attention to this area would have also helped to satisfy the wants of those who have a less scholarly but more passionate relationship with film. And I think this is important since film, after all, is primarily an entertainment medium.

In sum, Woll's book is an informative first attempt at ransacking films for their social information on Anglo-Latino rela-

tions. And the book is commendable for integrating the views of Latino audiences whenever possible. But it certainly leaves room for more historical and empirical discussion of the cinematic portrayals of Latinos.

Reviewed by Philip Garcia, University of Michigan, Ann Arbor, Michigan.

LANGUAGE & DISCOURSE

Materials or inquiries should be forwarded to Richard P. Duran, ETS/Princeton, NJ 08541/(609) 734-5704.

Conceptual Framework for a Comprehensive Language Assessment Program. Report by Carmen I. Mercado, Migdalia Romero de Ortiz and Jose A. Vasquez. Published by the National Clearinghouse for Bilingual Education/1300 Wilson Boulevard, Suite B2-111/Rosslyn, VA 22209/(800) 336-4560. (Review by R. Duran).

\*\*\*\*\*  
CONTRIBUTOR'S NOTE  
\*\*\*\*\*

\*\*\*\*\*  
REPORT REVIEW  
\*\*\*\*\*

This report, 46 pages in length, is a synthesis and summary of major issues surrounding assessment of language skills among children considered for admission to bilingual education programs. The report begins with a concise discussion of socio-political factors surrounding the creation of the present bilingual education movement and policy actions in federal/state legislation or courts which affect enactment of bilingual programs. Discussion of socio-political factors leads to an outline of four main implications on the conduct of language proficiency assessment in bilingual programs. The points raised emphasize the ambiguities which arise in having assessment techniques reflect: the intentions of programs (transitional vs. maintenance); the involvement of native and non-native speakers of both languages in programs; lack of nationwide norms for language assessment; and differences in community goals regarding bilingual education.

The next two parts of the report lay out basic definitions of terms used in language proficiency assessment; summary findings of what areas of personal and social functioning represent exercise of language proficiency, and what factors characterize learning or acquisition of two language systems. The remaining sections of the report concentrate on specific issues surrounding testing of language ability and appropriateness of tests. The conclusion is drawn that no single measure of student's language ability in and of itself may prove adequate as a useful measure of language proficiency. Instead of use of a single measure, emphasis is placed on an evaluation process that will yield multiple sources of information on children's language abilities. The final portions of the report set out guidelines for conducting the evaluation process which is forwarded. The initial questions faced in the language assessment process are: Who is to be measured? For what purpose? How will the results be used? What are the criteria for placement? Two levels of language assessment activities are advocated stemming from considering answers to the foregoing questions. First there is a need for establishing a global profile of children's language aptitudes which could be used in screening children for admission into bilingual programs. A second level of language assessment is used as a follow-up to the first level for students selected for bilingual programs. Assessment at the second level would emphasize criterion-referenced testing and would be intended to help teachers diagnose the particular strengths and weaknesses of children in each of their languages. The final comments in the report point out the importance of concern for language assessment based on children's experiences at home and in the community, as well as at school.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHAGRICULTURAL DEVELOPMENT - UC, DAVIS

UC, Davis is seeking an associate or full professor for a tenured eleven-month position in International Agricultural Development beginning 7-1-82. Doctoral degree in the social sciences and proven excellence in teaching and research. Contact the Chair, Search Committee/Applied Behavioral Sciences/UC, Davis/Davis, CA 95616. AD: 2-1-82.

AMERICAN STUDIES - CAL STATE, POMONA

California State Polytechnic University, Pomona is currently seeking an assistant professor in a tenure-track American Studies program. PhD required. Apply to Walter P. Coombs, Chair/Department of Social Sciences/Cal State Polytechnic U/3801 West Temple Ave./Pomona, CA 91768. AD: 3-1-82.

CHICANO STUDIES - HUMBOLDT STATE U

Assistant or associate professor sought for tenure-track position beginning fall 1981. PhD preferred plus advanced degree in Chicano Studies or related discipline. Contact Stephen W. Littlejohn, Chair/Division of Interdisciplinary Studies and Special Programs/Humboldt State U/Arcata, CA 95521/(707) 826-4311. AD: 2-26-82.

CHICANO STUDIES - PITZER COLLEGE

Candidates for a joint tenure-track position in Sociology and Chicano Studies are sought by Pitzer College for fall 1982. PhD or nearly completed doctorate required. Applicants should write to Ronald Macaulay, Dean of Faculty/Pitzer College/Claremont, CA 91711. AD: 2-22-82.

HISTORY - UTEP

Tenure-track assistant professor to teach history of Hispanic peoples as well as Chicano History. PhD preferred. ABD considered. Contact Carl T. Jackson, Chair/Dept. of History/UT, El Paso/El Paso, TX 79968. AD: 2-1-82.

POLITICAL SCIENCE - UTEP

Full or associate professor in public administration. PhD required. Contact C. Richard Bath, Chair/Political Science Dept./UTEP/

El Paso, TX 79968. AD: 2-15-82.

PSYCHIATRY - UC, SAN FRANCISCO

A full-time assistant or associate professor faculty position is open in the psychiatry department at UC, San Francisco. Person will direct the clinical, teaching, research and administrative functions of the Adolescent/Young Adult Inpatient Unit at the Langley Porter Psychiatric Institute. Position is available 7-1-82. Contact Delmont Morrison/Langley Porter Psychiatric Institute/UC, San Francisco/San Francisco, CA 94143. AD: 2-1-82.

PSYCHOLOGY - CUNY

Assistant or associate professor sought for the Clinical Psychology Doctoral Program. Tenure-track position open fall 1982. PhD required. Contact Steven J. Ellman, Program Director/The Psychological Center/3332 Broadway/New York, NY 10031. AD: 3-15-82.

PSYCHOLOGY - UT, AUSTIN

A staff psychologist for a permanent 12-month position is sought by UT, Austin. PhD required; Spanish fluency and understanding of Chicano culture preferred. Position available August, 1982. Contact Augustine Baron, Jr., Search Committee/Counseling-Psychological Services Center/UT, Austin/P.O. Box 8119/Austin, TX 78712. AD: 3-8-82.

PUERTO RICAN & CARIBBEAN STUDIES - SUNY, BINGHAMTON

Tenure-track position to teach Puerto Rican and Caribbean political economy and society beginning fall 1982 at SUNY-Binghamton. PhD required. Send applications to Mark Selden/Dept. of Sociology/SUNY, Binghamton/Binghamton, NY 13901. AD: 2-1-82.

SOCIAL WORK - CAL STATE, FRESNO

Cal State U, Fresno encourages applications for a tenure-track position in the Department of Health Science. PhD required. Send applications to Ronald C. Schultz, Chair/Department of Health Science/School of Health and Social Work/Cal State U, Fresno/Fresno, CA 93740/(209) 294-4014. AD: 2-1-82.

EMPLOYMENT OPPORTUNITIES (CONT.)SOCIAL WORK - COLORADO STATE U

Colorado State U seeks candidates for a 12-month appointment as Chair of the Department of Social Work. PhD and MSW required. Position begins fall 1981. Apply to John Snider, Chair/Social Work Search Committee/Division of Continuing Education, C102 Rockwell Hall/Colorado State U/Fort Collins, CO 80523. AD: 3-1-82.

ACADEMIC ADMINISTRATIONHUMANITIES - U OF ARIZONA

Dean of faculty for new College of Arts and Sciences is sought for the U of Arizona. Candidates must have qualifications to warrant a full professorship with tenure in one of the following academic departments: Classics, English, French and Italian, German, Russian and Slavic languages, Spanish and Portuguese. Applications should be sent to Executive Vice President A.B. Weaver/Administration 512/U of Arizona/Tucson, AZ 85721. AD: 2-1-82.

HUMANITIES - UM, FLINT

Dean of the College of Arts and Sciences, PhD or other appropriate terminal degree required. Nominations and applications should be mailed to Dean Search Commit-

tee/c/o Office of the Provost/UM-Flint/Flint, MI 48503. AD: 2-1-82.

OTHERDIRECTOR OF EVALUATION - LA FRONTERA CENTER

Director of Program Evaluation for La Frontera mental health, alcoholism and drug treatment services program is sought; PhD required. Also sought is a consultation and education specialist to assist and implement La Frontera consultation and educational programs. MSW required. For information, contact La Frontera, Inc./Personnel Office/2101 S. 6th Ave./Tucson, AZ 85713. AD: Both positions will remain open until filled.

PSYCHIATRY - EAST VALLEY MENTAL HEALTH CENTER

Spanish-English bilingual psychiatrist with a specialty in child psychiatry is sought for a full-time position at a community mental health center. Competitive salary and excellent fringes. Contact Pablo Garcia/East Valley Mental Health Center/1991 McKee Rd./San Jose, CA 95116/(408) 926-2900. AD: Open until filled.

RECENT PUBLICATIONS

Andrews, F., et. al., A guide for selecting statistical techniques for analyzing social science data (2nd. ed.). Write Publication Sales/Institute for Social Research/P.O. Box 1248/Ann Arbor, MI 48106. (\$8.).

Berk-Seligson, S. A sociolinguistic view of the Mexican-American speech community: A review of the literature. Latin American Research Review, 1980, 15(2), 65-110.

Gamboa, E. Mexican migration into Washington state: A history, 1940-1950. Pacific Northwest Quarterly, July 1981, 72(3), 121-131.

Hunsaker, A. The behavioral-ecological model of intervention with Chicano gang delinquents. Hispanic Journal of Behavioral Sciences, 1981, 3, 225-239.

Santiago, A.K. The Puerto Rican community of Milwaukee: A study of geographic mobility. Spanish Speaking Outreach Institute Papers Series, 1981. Write to the Institute at P.O. Box 413/U of Wisconsin-Milwaukee/Milwaukee, WI 53201.

Vigil, J. D. & Long, J.M. Unidirectional or nativist acculturation -- Chicano paths to school achievement. Human Organization, September 1981, 40(3), 273-277.

A new series of booklets has just been released by the Garrett Park Press detailing the availability of financial aid sources for minority students in the following areas: **allied health, business, education, engineering, law, mass communication, medicine and science.** Write to Garrett Park Press/Garrett Park, MD 20896.

The following publications are available from the National Institute on Drug Abuse: Bibliography on Multicultural Drug Abuse Prevention Issues, and five guides to multicultural drug abuse prevention in relation to needs assessment, strategies, resources, funding and evaluation. Single copies are available from the National Clearinghouse for Drug Abuse Information/P.O. Box 1701/Washington, D.C. 20013.

CALLS FOR PAPERSNATIONAL COUNCIL OF TEACHERS OF ENGLISH

Elementary, secondary and college educators are encouraged to submit manuscripts for the 1982 National Council of Teachers of English Classroom Practices publication. The theme of the publication will be, "Working with the Linguistically or Dialectically Different Student in the English Classroom." Articles should thoroughly describe a single lesson, method or strategy for building the English competence of individual students in the regular classroom who are non-native speakers of English or who speak a non-standard dialect. The publication focuses on regular classroom teachers who are finding themselves faced with one or two isolated non-native speakers in a traditional classroom setting. Manuscripts from two to ten doublespaced typed pages are encouraged. Please send two copies of each manuscript bearing the author's name and address on a separate title page. Mail manuscripts to Candy Carter/P.O. Box 2466/Truckee, CA 95734. AD: 4-1-82.

LA RED/THE NETRESPONSE FORM No. 50

January 1982

Newsletter recipients are reminded that names will be maintained on the mailing list of LA RED only if interest is expressed by returning a response form at least once every six months.

1. COMMENTS AND SUGGESTIONS regarding this issue of LA RED (content, format, timeliness).

2. RESEARCH PROBLEM AND IDEA EXCHANGE. (A clear, concise, and complete statement of a problem you would like other readers to react to, or an idea you would like to share for comments.)

3. FORTHCOMING EVENTS, MEETINGS, PROGRAMS, GRANTS, OR FELLOWSHIPS (Provide complete details or include a program complete with the name and telephone number of a contact person.)

**STUDENT RECRUITMENT & SCHOLARLY SUPPORT****APA/NIE SHORT-TERM STUDY GRANT PROGRAM**

The American Psychological Association and the National Institute of Education have begun a short-term study grant program geared to expanding opportunities for educational research by minority researchers. The grants, available on a month-to-month basis from January 1, 1982 through June 1, 1982 are targeted for such short term projects as seminars, conferences, workshops and other short term opportunities that might otherwise be unavailable to candidates. For applications, contact Denise L. King/APA-NIE Postdoctoral Fellowship Program/American Psychological Association/1200-17th Street, N.W./Washington, D.C. 20036/(202) 833-4914. AD: The 1st of any month for funding by the end of that month.

**WERNER-GREN FOUNDATION**

The Werner-Gren Foundation for Anthropological Research offers grants-in-aid support for research projects at the advanced pre-doctoral level. Petition forms can be acquired from the Werner-Gren Foundation for Anthropological Research, Inc./1865 Broadway/New York, NY 10023. AD: 3-1-82.

LA RED/THE NET

RESPONSE FORM No. 50 (Cont.)

January 1982

4. RECENT **SOCIAL SCIENCE** PUBLICATIONS. (Yours or others' which you wish to have announced in LA RED. (Provide complete citation, including price, publication date, publisher and how interested readers may obtain copies. Send us a review copy.)

5. FILLERS OR MARGINALIA. . .

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below.

☐ Add the names on the attached sheet to your mailing list.

LA RED/THE NET  
6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

Second  
Class  
Postage  
Pd. at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

## REPORT TO THE NETWORK

In the coming months we will likely see -- in the courts, the legislature and the executive offices in Washington and state capitals -- very important actions affecting the lives of most people, and especially Hispanics. Most of these actions will be efforts to put in place programs and laws reflecting a new social philosophy which is on the rise. This philosophy is notable in three areas of particular concern to Hispanics: political rights; affirmative action; and immigration. In each of these areas there is currently great debate with influential forces arguing for policies certain to dilute and even eliminate Hispanic advances of the last fifteen years. For Hispanic intellectuals, these debates are particularly critical in that a formidable burden of responsibility is placed on us. In the three areas, we have gathered and are familiar with much data and findings which would assist those who advocate on behalf of Hispanics and other minorities.

The Voting Rights Act is currently being reviewed and there are many in Congress and the White House who argue that it is no longer needed or that it can be diluted. Many of us have undertaken studies of political participation and representation and can generate compelling evidence that protective laws such as the Voting Rights Act have helped Hispanics gain and maintain legitimate rights which would otherwise be denied. This evidence needs to be communi-

cated to our representatives so that the Act will not be emasculated. If opponents of the Voting Rights Act are victorious in the next few months, we must see to it that their "victory" is correctly perceived as blatant disenfranchisement of selected Americans. Scholars can help in both regards.

In the area of affirmative action and immigration policy, similar situations exist. Judicial decisions, executive orders and legislative actions are all too often making it easier for employers to discriminate; for colleges to reject students and to not hire minority faculty, and for the public sector to shrink at the expense of minorities. Affirmative action has been a crucial weapon and it is still needed. Scholars must present and disseminate their research evidence. Similarly, studies of the impact of immigration on immigrants and on the host society also need to be publicized and utilized to insure that a process of responsible reason guides the forthcoming debates.

In brief, research scholars need to look beyond their own interests and their own survival. It is critical during these times for us to invest a significant portion of our energy towards helping advocates such as the Mexican American Legal Defense and Education Fund, MALDEF (28 Geary St./San Francisco, CA 94108) with intellectual as well as moral and financial support.

Attention: Readers with **white copies**, see back page.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Armando Lopez, Jimmy Luzod, and Carlos Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## **CONTENTS**

Micro Onda .....	2
Review Notes .....	3
Calls for Papers .....	4
Meetings & Conferences .....	5
Student Recruitment and Scholarly Support .....	6
Problem & Idea Exchange .....	7
Announcements .....	8
Employment Opportunities.....	10

**DEADLINE FOR MARCH ISSUE: February 19, 1982**

MICRO ONDA

## Student Financial Aid: Hispanic Access and Packaging Policies

Financial aid is essential to disadvantaged students, and is the major governmental investment in postsecondary education. This study reports findings of an ongoing national project on financial aid packaging for Hispanic students; the first such study ever conducted to analyze Hispanic student financial aid awards. Data problems have plagued earlier packaging studies as national data bases have relied upon students' estimates of family income and their memories of financial aid received. Utilizing program data from the LULAC National Educational Service Centers, an 11-city Hispanic counseling organization, this study is based on IRS returns and parent confidential statements notarized to be correct indicators of family income. To record student awards, aid report forms were secured from institutions. A sample of 521 Hispanic full-time freshmen enrolled in 1979-80 was assembled; all files were audited for completeness and documentation. The sample replicated the institutional-type enrollment patterns of Hispanics and Mexican/mainland-Puerto Rican subgroups. An income-based formula was used to enter test scores for those students (30%) not having taken entrance exams (ACT or SAT). All ACT scores were converted to SAT's for analysis.

The most striking single finding is the small extent to which any packaging is being performed -- over sixty percent of all the students received only one source of aid, almost exclusively Basic Educational Opportunity Grants (BEOG's, since 1981 known as Pell Grants). BEOG as a major component of multiple sources was also evident; 90% of multiple sources included a BEOG award. Single-source aid was evident at all income levels, ranging from 54% of lower-middle to 65% of upper-middle students. The pattern of single source aid by SAT sources is less evenly distributed across all score levels, due both to the imputation of scores for non-testtakers and to the small number of students (34) with combined SAT scores above 950. The lowest score category had 62% of its students with single-source aid, while the three higher score categories ranged from 44% to 77% with single-source aid -- almost exclusively BEOG and Supplemental Educational Opportunity Grant

(SEOG) awards.

The evidence of little packaging for Hispanic students contrasts both with earlier studies of Hispanic student aid with current packaging practices for all students. In 1972-73, fifty two percent of Hispanic aid packages were single sources, but only 23.4% of all packages were solely grant awards. There was evidence that work study (10.3%), loans (14.7%), and benefits (3.7%) were significant components of Hispanic financial aid packages at all income levels and for attendance at all types of institutions. A 1978 study of student assistance reported that even students from the lowest income families attending the least expensive schools averaged \$158 of non-grant federal aid in their average package of \$1,079. Data from 1979 revealed that only 31.5% of all freshmen received a BEOG, only 7.2% a SEOG, and 13.2% a guaranteed student loan. It is clear, then, that grant aid has risen dramatically for all students, in all institutions and for all income levels. These Hispanic data, however, reveal a strikingly different pattern in the students' extraordinary reliance upon grants, to the near exclusion of other forms of aid.

The data were also disaggregated by median family income and the type of institution attended. Crosstabulations show several trends: in each income quartile, more money went to students attending, in descending order, private four-year, private two-year, public four-year, public two-year colleges. Additionally, students from low and lower-middle income families received more aid than did students from upper middle and high income families. Curiously, however, except for students in public two-year institutions, in each institutional type, lowest income students received less aid than did students in the lower-middle category; the mean difference was more than \$200 per student. One of the assumptions of financial aid distribution is that the neediest students receive the most assistance within the limits of institutional costs. It could have been expected, then, that within institutional types, the amounts to students would slope downward with the highest aid awards going to the students in

MICRO ONDAS (CONT.)

the lowest income category. In these data, only the public two-year colleges showed such a pattern, with private four-year colleges showing a disturbing tendency to award more aid to higher income students.

Despite the favorable income slope, attending a public two-year college meant that students were less likely to receive aid. Fewer students attending public community colleges received aid than did students attending other institutions, and in the important grant category, a significant difference in grant receipt was evident. This lower availability of financial assistance corroborates other research on the practice of community colleges in financial aid administration. This finding is more enigmatic in light of the heavy reliance by public two-year colleges upon federal financing for their Hispanic students, and cannot be explained by the institutions' lower costs. Public two-year colleges are the sector most reliant upon federal financial aid, and the sector with the least discretionary aid.

This reliance upon federal funds is a major shift since Hispanic packaging data in 1972-73, when the federal sources of aid were 39%, non-federal 21.6%, and mixed sources 39.4%. Inasmuch as Hispanic students are disproportionately enrolled in public two-year colleges, this distribution of assistance suggests that enrollment patterns may inhibit complete access to financial aid resources. The extraordinary reliance upon federal funds may also mean that federal cutbacks in financial aid programs will disproportionately affect community colleges and Hispanic students.

Single copies of this study, Financial Aid: Access and Packaging Policies, are available without charge from the Institute for Educational Research on Finance and Governance/Stanford University/Stanford, CA 94305. Details on the study may be obtained from Michael A. Olivas, Director of Research/LNESC/400 First St. NW, Suite 716/Washington, D.C. 20001/(202) 347-1652.

REVIEW NOTES

Chicano Sociolinguistics: A Brief Introduction.  
Fernando Peñalosa, Newbury House Publishers, Rowley, MA 1980.

Chicano Sociolinguistics is a general survey of research focused on the presence of the Spanish language in the United States, its use within the Chicano speech community, and the mainstream sociolinguistic observations regarding Chicano speech. The book reviews the historical presence and socio-cultural incorporation of Spanish in the United States (Chapters 2 and 3); ways of speaking characteristic to Chicanos (Chapters 4, 5, and 6); institutional concerns with language as a social issue (Chapters 7 and 8); language attitudes (Chapter 9); and linguistic/social change (Chapter 10). In brief, Peñalosa states a central goal of the book as "...an attempt to synthesize the resultant findings, representing disparate viewpoints and levels of quality, into a coherent and usable whole" (p. ix). Thus, the book directs itself at providing the reader with a caricature of the Chicano speech community.

Peñalosa makes the observation in the Introduction (Chapter 1) that "...study of the Chicano's use of language, in both historical

background and social context, has long been a concern of scholars, practitioners, and many average citizens." He further adds that, "while little of the available material on the subject comes up to current standards of sociolinguistic work, there is enough to enable us to identify some major questions and answers" (p.1). Some central questions are raised at this initial point regarding the nature of Chicano sociolinguistics.

On the one hand, Peñalosa's work is supportive of the observation that a large amount of attention and work has been directed at Chicano language and speech. There is enough information available to not only identify major questions, but to specify parameters in the study of the Chicano speech community. The amount of information available could also be said to be capable of generating a paradigm, or even of identifying paradigmatic shifts, in the study of language and speech in the Chicano community.

Having noted from the onset that the

REVIEW NOTES (CONT.)

work done to date is not up to current sociolinguistic standards, limits, in this reviewer's opinion, this book from becoming an exercise in paradigm formation. There is still a tremendous amount of ambiguity surrounding the field of sociolinguistics largely due to its inability to work itself out of a dependent relationship with other academic disciplines. There is then very little continuity in "sociolinguistic work" that cannot be partialled out into other academic disciplines. By contrast, though different approaches may have characterized previous work on Chicano language and speech, such work has taken the Chicano speech community as its principal scope condition. That is, the phenomenon has defined its own study. Is this not what is Chicano sociolinguistics?

On the other hand, Chicano Sociolinguistics vividly portrays the contribution previous work makes to the explication of central sociolinguistic concepts. By focusing on the Chicano speech community, Peñalosa is able to provide the reader with

an extremely useable education in general sociolinguistics. If one ignores the issue of paradigm formation, this is a major contribution Peñalosa's book makes: it goes beyond being just a description of Chicano sociolinguistic behavior by demonstrating how its study contributes to the development of sociolinguistic knowledge.

Chicano Sociolinguistics is quite readable, relatively free of jargon, and extremely comprehensive in its survey of literature focusing on Chicano language and speech. The book is a valuable tool for the student in sociolinguistics due to the unambiguous presentation of sociolinguistic concepts. Despite the lack of attention paid to paradigm formation in Chicano sociolinguistics, Peñalosa is successful at communicating the richness in Chicano expression, and the cumulative growth of the Chicano speech community.

Reviewed by Adalberto Aguirre, Jr.,  
Department of Sociology, UC at Riverside.

CONFERENCE REPORTSTUDYING HISPANIC DEMOGRAPHY THROUGH CATHOLIC PARISH RECORDS

The problem of faulty demographic techniques and their relation to the 1980 Census undercount of Hispanics was the focus of the Wingspread conference held in Racine, Wisconsin under the auspices of the Johnson Foundation. The November conference brought together demographers, statisticians, Census Bureau officials, church officials and others to discuss the use of Catholic parish records in providing estimates of the Hispanic population. Conference participants viewed the possible misallocation of public services to the Hispanic community due to census undercount. For more information, contact Teresa Sullivan/Population Research Center/UT, Austin/Austin, TX 78712/(512) 471-5514.

CALLS FOR PAPERSNEW WORLD CHARACTERISTICS AND PROTAGONISTS

The MLA Commission on Literatures and Languages is sponsoring a session on "New World Characters and Protagonists" designed to reflect Native American, Asian American, Chicano or Puerto Rican literatures which have created characters uniquely aware of their "New World" perspectives. Send abstracts or papers to Theresa Melendez/Center for Intercultural Studies in Folklore/University of Texas/Austin, TX 78712. AD: 3-1-82.

JOURNAL OF LATIN COMMUNITY HEALTH

The Journal of Latin Community Health, a publication designed to assess the social, medical, economic, and environmental factors which affect Latino health, is seeking original manuscripts in the following areas: Latino health, mental health, public health, human services, public policy and social issues. Manuscripts should be typewritten in standard publication form. Three double-spaced copies should be sent to J. Emilio Carillo, M.D., Editor/The Journal of Latin Community Health/107 Avenue Louis Pasteur, Box 152C/Boston, MA 02115.

MEETINGS & CONFERENCES

EVENT: **Georgetown University Round Table on Languages and Linguistics 1982**  
DATE: March 11-13, 1982 LOCATION: Washington, D.C.  
THEME: "Contemporary Perceptions of Language: Interdisciplinary Dimensions."  
CONTACT: Heidi Byrnes/GURT 1982/School of Languages and Linguistics/Georgetown University/Washington, D.C. 20057.

EVENT: **AERA Training Session**  
DATE: March 20, 1982 LOCATION: New York City  
THEME: "Hispanic Data Sets: Education and Labor."  
CONTACT: For information and registration, contact AERA/1230 17th St., NW/Washington, D.C. 20036/(202) 223-9485. (\$10 fee.)

EVENT: **Symposium of Chicano Psychology**  
DATE: March 26-27, 1982 LOCATION: UC-Riverside  
THEME: General Development of Chicano Psychology.  
CONTACT: Nelly Salgado de Snyder/SSMHRC/Psychology Dept./UCLA/Los Angeles, CA 90024/(213) 825-8886.

EVENT: **4th Regional Conference on Western Association of Student Employment Administrators**  
DATE: March 28-31, 1982 LOCATION: Tucson, AZ  
THEME: "Envisioning Today's Students, Tomorrow's Careers"  
CONTACT: Pedro Mercado/New Mexico State U/P.O. Box 3509/Las Cruces, NM 88003-3509/(505) 646-1631.

EVENT: **Northern California Bilingual Multicultural Conference**  
DATE: April 23-25, 1982 LOCATION: San Mateo, CA  
CONTACT: Tony M. Gonzales/Bilingual Education Dept./San Mateo County Office of Education/333 Main Street/ Redwood City, CA 94063/(415) 363-5410.

EVENT: **Annual Conference of the Southwest Labor Studies Association**  
DATE: April 30 & May 1, 1982 LOCATION: Cal State, Northridge  
THEME: Various Labor Issues.  
CONTACT: Jose Hernandez/Chicano Studies Department/California State, Northridge/Northridge, CA 91330.

EVENT: **COSSMHO's Fourth Biennial National Hispanic Conference on Health and Human Services**  
DATE: May 13-16, 1982 LOCATION: Denver, CO  
THEME: "Changing: Making It Work For Us."  
CONTACT: Rodolfo Balli Sanchez/1015 15th Street, N.W., Suite 403/Washington, D.C. 20005/(202) 638-0505.

EVENT: **National Hispanic Chamber of Commerce Convention**  
DATE: August 13-15, 1982 LOCATION: Chicago, IL  
CONTACT: Jose Cardoso/7107 N. Nagle/Chicago, IL 60646/(312) 243-2755.

EVENT: **Fifth National Conference on the Third World**  
DATE: October 27-30, 1982 LOCATION: Omaha, NE  
THEME: "Changing Patterns in the Global Community."  
CONTACT: H. Carl Camp/Dept of Political Science/University of Nebraska/Omaha, NE 68182/(402) 554-3612.

STUDENT RECRUITMENT & SCHOLARLY SUPPORTPOSTDOCTORAL FELLOWSHIP PROGRAM - UNIVERSITY OF WISCONSIN

The Wisconsin Center for Education Research offers a postdoctoral fellowship which includes appointment as a full-time Research Associate for 12 months beginning summer or fall 1982. The fellowship is designed to promote research on issues related to the Center's focus, student diversity. Preference will be given to those nominees who have completed their doctoral programs within the last five years. For more information, contact the Center Director's Office/Postdoctoral Fellowship Screening Committee/Wisconsin Center for Education Research/1025 West Johnson Street/Madison, WI 53706/(608) 263-4200. AD: 3-1-82.

EXPERIMENTAL AND SOCIAL PSYCHOLOGY - OKLAHOMA STATE U

The Department of Psychology at Oklahoma State U solicits applications for graduate studies in experimental and social psychology doctorate programs. Over 25% of the graduate student body is bicultural or ethnic, and student advisors are available to assist with the application process. For more information, contact Gloria Valencia-Weber/Diversified Students Committee/Dept. of Psychology/Oklahoma State U/Stillwater, OK 74078/(405) 624-6030. AD: 3-1-82.

SPENCER FELLOWSHIP COMPETITION

The National Academy of Education in conjunction with the Spencer Foundation announces its 1982 Fellowship Program. The fellowship provides each of five fellows a \$10,000 research grant. The fellowship is limited to postdoctoral candidates who are not more than five years beyond completion of their doctorate. The fellowship is geared to assist young scholars in their research field within the education area. Candidates for the fellowship must be nominated by members of the Academy and by other scholars in education from outside Academy ranks. For nomination forms, write to the Spencer Fellowship Program/National Academy of Education/LRDC Building/U of Pittsburgh/Pittsburgh, PA 15260. Deadline for nominations: 3-1-82.

APA/NIE SHORT-TERM STUDY GRANT PROGRAM

The American Psychological Association and the National Institute of Education have begun a short-term study grant program geared to expanding opportunities for educational research by minority researchers. The grants, available on a month-to-month basis from January 1, 1982 through June 1, 1982 are targeted for such short term projects as seminars, conferences, workshops and other short term opportunities that might otherwise be unavailable to candidates. For applications, contact Denise L. King/APA-NIE Postdoctoral Fellowship Program/American Psychological Association/1200-17th Street, N.W./Washington, D.C. 20036/(202) 833-4914. AD: The 1st of any month for funding by the end of that month.

WERNER-GREN FOUNDATION

The Werner-Gren Foundation for Anthropological Research offers grants-in-aid support for research projects at the advanced pre-doctoral level. Petition forms can be acquired from the Werner-Gren Foundation for Anthropological Research, Inc./1865 Broadway/New York, NY 10023. AD: 3-1-82.

CITY AND REGIONAL PLANNING - FRESNO

The University of California, Fresno offers a master's degree program in city and regional planning. The program, administered by the Department of Urban and Regional Planning, emphasizes planning to medium-sized cities, rural areas and service centers. For application forms, contact the Department of Urban and Regional Planning/New Science Building/Room 101/California State U, Fresno/Fresno, CA 93740/(209) 294-3912.

PROBLEM & IDEA EXCHANGES

Ernestina Eger/Foreign Languages/Carthage College/Kenosha, WI 53141 is appealing to readers for the following: 1) She needs contact poets for input/inclusion in a paper on Chicano poetry in the Midwest; 2) She is interested in hearing from persons who have been involved in the publication of Chicano newspapers and magazines in the Midwest; 3) Does anyone have a copy of El Sol (Moorhead, MN) that they are willing to sell or photocopy? and; 4) A photocopy or original (to purchase) of Carlos Morton's White Heroin Winter (El Paso: One Eye Press, 1971).

Joshua Fishman/Ferkhauf Graduate School/Yeshiva U/55 Fifth Ave./New York City, 10003 is involved in a project on "**Non-English Language Resources of the USA**," which is attempting to document the continued ethno-linguistic diversity of the USA, and is therefore seeking name and address lists of Spanish ethnic community churches, periodicals, radio/television programs, and schools in all areas across the USA. Where no such lists exist, he would appreciate advice as to references, organizations or individuals around the country who may be able to help him piece together the necessary information.

Eddie Guzman/Multicultural Education Ctr./751 Algoma Blvd./Oshkosh, WI 54901 would like to exchange ideas about programs and mechanisms relating to the **retention of Chicano students on campuses**. He would particularly like to discuss the notion of alumni as support bases.

Richard Jones (Geography) and Avelardo Valdez (Sociology) of the UT, San Antonio/San Antonio, TX 78285, have undertaken a project on the **changing spatial mobility of Mexican undocumented persons in San Antonio**, using sample INS 213 forms for 1972 and for 1979/80. Residential mobility is being related to location of employers, Mexican American densities, and socioeconomic status at the census tract level. Exchanges are welcome.

Jesus Negrete/Institute on Spanish Urban Ed./9125 S. Houston/Chicago, IL 60617 is seeking information or papers pertaining to **ethnographic research and the schooling experience of Chicanos**.

Lupe Ramos/P.O. Box 31251/Los Angeles, CA 90031 is interested in obtaining leads or copies of **materials developed in Spanish on educational and cultural literature, games, etc.** for pre-school children.

Walt Smith/Mexican American Cultural Ctr./3019 W. French Pl./San Antonio, TX 78228 would like to exchange ideas about ideological orientations influencing the responses of whites to **ethnic self determination**. Particular interest in Anglo biculturalism of the 1970s and 1980s -- purposive range from more sophisticated exploitation to mutual altruism/cooperation, and psycho social change processes.

Daniel Solorzano/4452 Van Horne/Los Angeles, CA 90032 needs information on **power bases, power processes and power outcomes in Chicano families**. Although he is focusing on the conjugal dyad, he welcomes any resources on the total family environment.

Julian J. Vigil/Box 404/Las Vegas, NM 87701 is seeking information on **Chicano PhDs in English** -- names, date of degree conferrals and current positions. (JV: You might try contacting someone involved in the MLA. We know that Theresa Melendez is soliciting papers for presentation at the MLA 1982 in LA. Try contacting her at the Center for Intercultural Studies in Folklore/UTEP/El Paso, TX 79968.)

Homero Villareal/608 Indiana St./Robstown, TX 78380 has completed a master's thesis that suggests that Chicanos are capable of constructing rational and humanistic associations to deal with their survival. The author studied two Chicano barrios in Robstown. Information concerning methodology and findings of the thesis are available.

ANNOUNCEMENTSNACS SCHOLARLY AWARDS FOR BEST UNDERGRADUATE AND GRADUATE PAPERS

A committee is being formed to draw up guidelines, secure funds, establish membership criteria and promote publicity for a graduate and undergraduate papers competition at the annual meetings of the National Association for Chicano Studies. One hundred dollar awards have been suggested and contributions as well as nominees for the committee are presently solicited. For information, contact Alberto Mata Jr. at Enderis Hall 271/University of Wisconsin-Milwaukee/Milwaukee, WI 53201. Contributions and donations should be forwarded to Lupe San Miguel at UC-Santa Barbara/Mexican American Studies Center/Santa Barbara, CA 93107.

NORC RECEIVES GRANT FOR HISPANIC RESEARCH CENTER STUDY

The University of Chicago based National Opinion Research Center (NORC) has received a \$250,000 planning grant from CBS, Inc. to determine the possibility of establishing an Hispanic Research Center. Pastora San Juan Cafferty, Director of the Hispanic Studies Program, will head a broad based advisory board to direct the planning process. The Center would focus on developing objective information relating to policy areas that concern Hispanics in American society. For more information, contact Cafferty at (312) 753-1474.

1982 SIETAR CONFERENCE SCHEDULED

"Strategies for Cultural Stability and Change" is the theme of the 1982 Society for Intercultural Education Training and Research conference slated for March 26-31. The conference will be held in Long Beach, California on board the RMS Queen Mary Hotel. For a copy of the preliminary program, contact Anibal Cortina at SIETAR/1414 22nd St., NW, Suite 102/Washington, D.C. 20037/(202) 862-1990.

ASSOCIATION OF SOUTHWESTERN HUMANITIES COUNCILS

ASHC, promoter of social, historical, and cultural projects in the Southwest, will soon publish a directory designed to facilitate resource availability for community leaders and organizations. The directory will include lists of scholars, libraries, museums, academic programs, historical societies and community organizations involved with Hispanics. Academicians and other persons are encouraged to aid this resource identification by filling out an ASHC questionnaire. The questionnaire may be obtained by writing to F. Arturo Rosales/112 N. Central Ave., Suite 308/Phoenix, AZ 85004, or by calling (602) 258-8413.

FIRST PUERTO RICAN PSYCHOLOGICAL JOURNAL PUBLISHED

The first issue of the Puerto Rican Psychological Journal is now available. The bilingual publication can be obtained for \$6. Subsequent issues will be less expensive. Contact Carlos Arreola/Veterans Administration/GPO Box 4867/Attn: 28 VR&C/San Juan, Puerto Rico 00936.

APPLIED PSYCHOLINGUISTICS

Researchers involved in linguistics, psychology and psychiatry, education, language learning and sociology are directed to APPLIED PSYCHOLINGUISTICS, a journal aimed at addressing problems in psycholinguistics from the standpoint of basic research theory. The new quarterly gathers the best works from a wide range of fields. For more information and a subscription form, contact Sue Potter, Journal Manager/Cambridge University Press/32 East 57th Street/New York, NY 10022.

EASTERN MICHIGAN U SPONSORS CHICANO FILM EXHIBITION AND FESTIVAL

Detroit's Renaissance Center will be the site of the April 5-9, Chicano Film Exhibit and Festival. Held concurrently with the National Association of Bilingual Educators convention, the festival will feature both a retrospective screening of major dramas and docudramas, as well as a juried selection of the new productions. An added feature of the festival is a scholarly colloquium on Chicano film. Films for the festival are still solicited. For applications and other information, contact Hector Garza/Eastern Michigan U-Graduate School/116 Pierce Hall/Ypsilanti, MI 48197/(313) 487-1307.

ANNOUNCEMENTS (CONT.)NATIONAL CENTER FOR BILINGUAL RESEARCH

The National Center for Bilingual Research is currently conducting a meta-analysis of the effectiveness of bilingual programs. The essential character of meta-analysis is that it is the statistical analysis of the summary findings of many empirical studies. In addition to Title VII evaluation reports submitted in the 1977-81 school years, published reports, and those submitted to ERIC or Dissertation Abstracts, the NCBR will include evaluation of bilingual programs funded by other sources and unpublished empirical studies. For this, they are requesting unpublished research/evaluation reports relative to the effectiveness of bilingual education at the elementary or secondary levels. Authors are asked to submit copies of such studies by March 1982, to Masahito Okada/National Center for Bilingual Research/4665 Lampson Ave./Los Alamitos, CA 90720.

PROJECT REACHH - LATINO INSTITUTE

Project REACHH is a recently funded project by the Office of Special Education in the U.S. Department of Education. Grant monies were awarded to the Latino Institute Research Division to produce a state-of-the-art monograph publication on the education of Hispanic children with handicaps in the areas of: 1) identification and referral; 2) evaluation and placement; 3) programs and services; and a final chapter on, 4) information gaps and recommendations for future research. The Latino Institute is seeking assistance from researchers, practitioners and local service agencies to share special reports, research papers, recent publications or any other documentation that might be included in bibliography. Please forward copies of these materials to the Latino Institute, Research Division/Project REACHH/1760 Reston Ave., Suite 101/Reston, VA 22090/(703) 471-4527.

SUBSCRIPTION DRIVE -- COLOMBIA REPORT U.S., LATIN AMERICAN & INTERNATIONAL ANALYSIS

The COLOMBIA REPORT, a trimestral news and analysis publication, focuses on the political, economic and social developments in Colombia and Latin America, as well as with events in the United States affecting Latinos. The November 1981 issue, for example, contained a special report detailing the affect of Reagan's Immigration Plan on civil rights. Annual subscription rates for individuals, supporters, libraries, and government agencies and corporations are \$6, \$15, and \$50, respectively. Write to Colombia Report/c/o Program in Comparative Culture/School of Social Sciences/UC, Irvine/Irvine, CA 92717.

CHICANO LITERARY CONTEST

For the past eight years, the Department of Spanish and Portuguese at the University of California, Irvine has sponsored a Chicano Literary Contest. The competition attracts some of the finest Chicano literature in California, while broadening interest in the subject. Due to budget tightening this year, the department is undertaking a fundraising project to ensure the success of future contests. Supporters of the contest are asked to join the Amigos of Chicano Literature Guild by donating a first year membership of \$25. Membership dues for the years following are only \$10. Patrons receive a free copy of the annual Literary Anthology containing the contest's winning selections. Patrons are also acknowledged in the anthology. For more information, contact Donna Brennis/Department of Spanish and Portuguese/UC, Irvine/Irvine, CA 92717/(714) 833-7173.

CALL FOR REVIEWERS - NIE PROJECT

Persons interested in improving career information systems for secondary students are asked to participate as independent reviewers of a NIE sponsored ETS project, Survey of Career Resources in Secondary Schools. The project, administered by the National Council of La Raza, tried to determine the level, quality, and value of career information disseminated to high school students. SIG members are urged to contact Lori Orum/National Council of La Raza/Suite 200/1725 Eye St./Washington, D.C. 20006/(202) 293-4680.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHBILINGUAL STUDIES - EMU

Tenure-track position for fall 1982 to teach undergraduate language courses in French, ESL or Spanish. PhD required. Request complete details and standard application forms from the Chair, Search Committee for Foreign Languages and Bilingual Studies Faculty/Personnel Office/112 Welch Hall/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-3430. AD: 7-1-82.

HEALTH SCIENCES - UC, BERKELEY

The Dept. of Social and Administrative Health Sciences of the School of Public Health at UC, Berkeley has available the following positions effective 7-1-82:

Tenured faculty member at associate professor level to teach basic courses in **public health nutrition** and interdisciplinary courses offered within the school and the department. PhD required. Address inquiries to the Chair, Dept. of Social and Administrative Health Sciences/403 Warren Hall.

**Assistant Field Program Supervisor** to assist in the professional preparation of public health nutrition graduate students. Master's required along with registered dietician status.

**Project director and adjunct lecturer** sought to direct a maternal and child health training grant and help teach courses in public health nutrition. PhD required. For complete details on this and the above position, contact the Chair/Public Health Nutrition Program/414 Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. Application deadlines for the above positions are all 4-1-82.

INTERCULTURAL COMMUNICATION AND MANAGEMENT

Applicants sought for faculty position to conduct courses to develop training skills in intercultural communication and management, as well as some administrative duties. Master's in management or training area required. Initial 1-year appointment starting 8-1-82 with possibility of renewal. Send a letter and resume to Personnel/The School for International Training/Brattleboro, VT 05301. AD: 4-15-82.

LINGUISTICS - UTEP

Assistant professor to teach ESL, general linguistics courses and possibly some Spanish. PhD required. Send vita and 3 letters to Ray Past, Chair/Linguistics Dept./UTEP/El Paso, TX 79968. AD: 3-1-82.

PSYCHOLOGIST - UT AUSTIN

Permanent 12-month position available August 1982 for new or recent PhD in clinical, counseling or community psychology. Duties will include program development; consultation and outreach services with special focus on Mexican American students; individual and group therapy; and more. Contact Augustine Baron, Jr./Search Committee/Counseling-Psychological Services Ctr./UT, Austin/Austin, TX 78712-8119/(512) 471-3515. AD: 3-8-82.

CLINICAL PSYCHOLOGIST - UC, SAN FRANCISCO

Research, teaching, supervisory position for clinical psychologist at assistant professor level beginning 7-1-82. Contact George Stone/Dept. of Psychiatry/UC, San Francisco/1350 3rd Ave./San Francisco, CA 94143. AD: 3-1-82.

EXPERIMENTAL PSYCHOLOGY - U OF M

Tenured associate or full professor sought by the U of Michigan's Psych Dept. Although the area of specialization is open, special attention will be paid to persons with interests in cognition, learning and memory, psycholinguistics, perception, decision-making, artificial intelligence, mathematical modeling, or applied cognitive psych. Contact Gary M. Olson, Chair/Experimental Psych Search Committee/330 Packard/U of M/Ann Arbor, MI 48104. AD: **Unspecified.**

SOCIAL WORK - NEW MEXICO HIGHLANDS U

Chair (director) of NM Highlands Division of Social Work sought for fall 1982. MSW and PhD required together with experience in curriculum development, teaching, research and grant procurement. Contact Alvin Korte, Chair/Search Committee/Division of Social Work/New Mexico Highlands U/Las Vegas, NM 87701. AD: **Open until filled.**

EMPLOYMENT OPPORTUNITIES (CONT.)CENTER FOR INTER-AMERICAN AND BORDER STUDIES

Search re-opened -- Director sought to develop strong and coherent U.S./Mexico Border Studies Program. Applicants must hold the PhD and be able to design integrative research projects and to translate such projects into viable grant proposals. Appointment to be made at the associate or full professor level. Contact Joseph D. Olander, VP for Academic Affairs/Ctr. for Inter-American and Border Studies Search/UTEP/El Paso, TX 79968/(915) 747-5725. AD: 3-1-82.

MEXICAN AMERICAN STUDIES - UT, AUSTIN

The Center for Mexican American Studies is seeking visiting professors at the assistant or associate professor levels with specialties in the humanities or social sciences. PhDs preferred. Appointments may vary from one semester to one year. Apply to Rodolfo O. de la Garza/Center for Mexican American Studies/Student Services Bldg. 4.120/UT, Austin/Austin, TX 78712.

### YOUR ATTENTION PLEASE

Those of you holding white copies of LA RED this month should note that this is **your last issue unless we hear from you before February 26**. As we have reminded our readers time and again, our mailing list is kept on a computer interactive updating program which is updated once every six months in order to aid us in disseminating information in the most efficient and economical manner. To that end, we require the submission of a Response Form (found at the back of each issue) at least once every six months in order to minimize the number of post office "returns," but more importantly, to sustain a steady flow of information for the newsletter. LA RED is largely compiled from information received from our readers; therefore, your contributions are critical to the continuation of our information exchange. Please help us to maintain a smooth, cost effective operation by **completing and returning the form below**. Thank you.

courses offered within the school and the department. PhD required. Address inquiries to the Chair, Dept. of Social and Administrative Health Sciences/403 Warren Hall.

**Assistant Field Program Supervisor** to assist in the professional preparation of public health nutrition graduate students. Master's required along with registered dietician status.

**Project director and adjunct lecturer** sought to direct a maternal and child health training grant and help teach courses in public health nutrition. PhD required. For complete details on this and the above position, contact the Chair/Public Health Nutrition Program/414 Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. Application deadlines for the above positions are all 4-1-82.

### INTERCULTURAL COMMUNICATION AND MANAGEMENT

Applicants sought for faculty position to conduct courses to develop training skills in intercultural communication and management, as well as some administrative duties. Master's in management or training area required. Initial 1-year appointment starting 8-1-82 with possibility of renewal. Send a letter and resume to Personnel/The School for International Training/Brattleboro, VT 05301. AD: 4-15-82.

### FRANCISCO

Research, teaching, supervisory position for clinical psychologist at assistant professor level beginning 7-1-82. Contact George Stone/Dept. of Psychiatry/UC, San Francisco/1350 3rd Ave./San Francisco, CA 94143. AD: 3-1-82.

### EXPERIMENTAL PSYCHOLOGY - U OF M

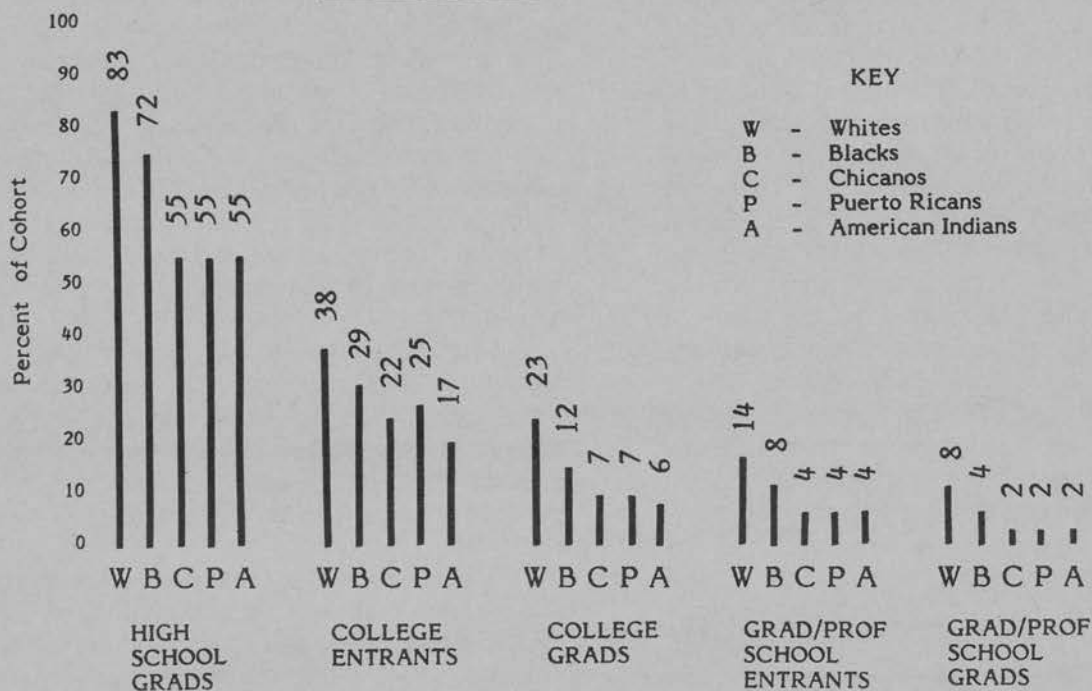
Tenured associate or full professor sought by the U of Michigan's Psych Dept. Although the area of specialization is open, special attention will be paid to persons with interests in cognition, learning and memory, psycholinguistics, perception, decision-making, artificial intelligence, mathematical modeling, or applied cognitive psych. Contact Gary M. Olson, Chair/Experimental Psych Search Committee/310 Packard/U of M/Ann Arbor, MI 48104. AD: Unspecified.

### SOCIAL WORK - NEW MEXICO HIGHLANDS U

Chair (director) of NM Highlands Division of Social Work sought for fall 1982. MSW and PhD required together with experience in curriculum development, teaching, research and grant procurement. Contact Alvin Korte, Chair/Search Committee/Division of Social Work/New Mexico Highlands U/Las Vegas, NM 87701. AD: Open until filled.

## REPORT TO THE NETWORK

### The Educational Pipeline for Minorities



Reports and statistical data documenting the severely disadvantaged educational condition of Chicanos and Puerto Ricans is substantial. Those that are actively involved in such efforts as teaching, student and faculty recruitment, and academic administration, or who are simply committed to further increasing the presence of minorities in the academic mainstream are well aware of the "pipeline" problem. There is full recognition that schooling barriers confronting Hispanics exist at all stages of the educational cycle and that there is cumulative damage from these barriers.

Recently the Commission on the Higher Education of Minorities released its final report and announced the forthcoming publication of a more comprehensive book (the book is due in May and will be reviewed in *La Red*). The Final Report of the Commission includes a vivid illustration of the effect of barriers on the educational pipeline for minorities. With their permission, we are sharing with our readers their graph, with minor adaptation. Its message needs no comment here.

This 44-page report was published by the Higher Education Research Institute/934 Westwood Boulevard, Suite 835/Los Angeles, CA 90024.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Armando López, Jimmy Luzod, and Carlos Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

#### CONTENTS

Micro Onda .....	2
Micro Onda Response .....	4
Review Notes .....	5
Macro Onda .....	7
Meetings & Conferences .....	9
Language & Discourse .....	10
Recent Publications .....	11
Calls for Papers .....	11
Announcements .....	12
Employment Opportunities .....	13
Problem & Idea Exchange .....	14

**DEADLINE FOR APRIL ISSUE: March 19, 1982**

## MICRO ONDA

## REGIONAL DIFFERENCES IN CHICANO INTERMARRIAGE

by Carlos H. Arce and Armando Abney

Intermarriage is a powerful indicator of the degree of integration of ethnic and racial groups into the mainstream of American life. Social integration is a function of multiple factors, but intermarriage rates are good measures of a group's acceptance by the majority/dominant population and of its persistence as an ethnic community. For Chicanos, there exists in the social science literature numerous estimates of rates of intermarriage and analyses of background variables associated with intermarriage. This literature on Chicano exogamy focuses on rates of exogamy for a given year or changes in exogamy rates over given periods of time. To a much lesser degree there have been analyses of rate differentials by sex (females more exogamous than males), occupational status (the higher the status, the greater the rate of intermarriage), generation (more exogamy among natives of native stock, least among foreign born), and education (the more educated more exogamous). The Chicano intermarriage literature has usually focused on one or two cities, counties or other localities providing synthesis of rural-urban comparisons and comparisons among the urban areas of Albuquerque, San Antonio and Los Angeles.

Unfortunately, prior research on Chicano intermarriage has not provided nationally applicable estimates. Moreover, the limited research produced is flawed by a reliance on marriage records as a basis for determining rates of intermarriage. Marriage record analyses have typically adopted surname and nativity as indicators of ethnic group membership. Unknown biases are introduced because not all Chicanos have Spanish surnames and not all Spanish surname persons are of Mexican descent or even of Spanish origin.

Data from the Current Population Surveys (CPS) of the U.S. Bureau of the Census afford a rich source of information for the study of Chicano intermarriage. Problems encountered through the use of marriage records are overcome by the utilization of these data. These demographic data allow us to distinguish Chicanos from other Hispanic groups (e.g., Puerto Rican, Cuban, etc.), and to include those without a Spanish surname who are of Mexican descent. Also, use of demographic data provides national rates and regional compar-

isons (e.g., Southwest with the non-Southwest) rather than the limited local comparisons of past literature. The data used in this Micro Onda come from the annual CPS conducted every year in March. This survey involves personal interviews on a national probability sample of approximately 50,000 U.S. households. The March sample is enlarged by the addition of Spanish origin households from prior months. A typical annual data file includes about 2,000 married couples in which one or both spouses are of Mexican origin.

The rates of exogamy for men and women of Mexican origin as measured each year from 1976 to 1980 are presented by region in the table. Exogamy rate is the percentage of married Mexican origin persons who have non-Mexican origin spouses.

These annual rates do not represent marriages that took place during a single year. Rather, they represent a total estimation of exogamy among all married Mexican origin individuals, regardless of when the marriage occurred. Each year new marriages are added and those that are terminated (divorces and deaths) are deleted from the total population of marriages which these sample data represent. It is important to note that there is considerable stability in the annual rates and that the modest fluctuations are probably accountable by the sampling error inherent in CPS data. The five-year (unweighted) averages calculated are thus likely to be very reliable indicators of the prevalence of intermarriage among Chicanos in the late 1970s.

In addition to an overall exogamy rate of about 16% which is consistent with the "consensus" in the available research literature, two significant differences in exogamy rates are evident. First, women of Mexican origin are slightly more likely to intermarry than are men of Mexican origin. This modest difference parallels the findings of other studies. Secondly, our analysis provides an empirical estimation of regional differences. The rates of intermarriage of Chicanos outside the Southwest are triple the rates in the five southwestern states. It is this highly significant new finding that deserves our

## MICRO ONDA (CONT.)

		Rate of Exogamy by Year					Five Year Average
		<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	
<u>United States</u>							
males		14.9	15.0	14.4	17.5	17.6	15.9
females		17.3	16.4	14.1	18.1	16.8	16.5
<u>Five Southwest States</u>							
males		12.3	11.6	11.0	13.0	13.5	12.3
females		13.4	11.9	11.3	13.8	11.9	12.5
<u>Non-Southwest</u>							
males		28.7	39.3	36.0	43.5	37.1	36.9
females		37.1	45.3	32.9	43.2	38.5	39.4

Source: Persons of Spanish Origin in the U.S. 1976-1979 Population Characteristics, U.S. Department of Commerce. Bureau of the Census (P-20, Nos. 310, 329, 339, 354). 1980 figures from analysis of 1980 Annual Demographic File.

attention.

Several explanatory factors may be operative. It is possible that general societal tolerance for inter-ethnic, inter-racial contact is greater in the North (e.g., midwestern states) than in the South or West (Texas, Arizona, etc.). Also, and of more direct consequence for us, the history of Anglo-Chicano relations and the intensity and overtness of majority antagonism toward Mexicans is different across regions with states outside the Southwest having histories of relatively better majority-Chicano relations (well documented exploitation of Chicanos in northern settings notwithstanding). Another important factor is the smaller number and lower density of Chicanos outside the Southwest, as well as the more limited contact with Mexico. This has a dual consequence for intermarriage. First, Chicanos in smaller numbers may be perceived as a lesser, more distant threat and thus less negatively for intermarriage. Second, the Chicano mate availability is much lower for marriageable Chicanos, thus increasing the need and statistical opportunity for Chicanos to marry out. Finally, the ethnic and class environments outside the Southwest are different than in the Southwest. It is important to note that in industrial northern cities there are large populations of Catholic ethnics (e.g., Poles, Irish, Italians) who provide a pool of accept-

able non-Chicano marriage partners for people of Mexican origin. Similarly, the urban and often unionized work opportunities in the North provide situations for greater opportunity to marry within class lines more than along ethnic lines.

These very preliminary but powerful findings on regional differences in Chicano intermarriage have significant implications for the absorption or persistence of Chicano communities in the north. In areas such as the Midwest (which accounts for most of the non-Southwest Chicanos), it is likely that ethnic culture for Chicanos, to the extent that it is maintained, may persist within polyethnic families in which Chicano parents pass limited ethnic characteristics to their offspring.

This preliminary presentation of CPS data on Chicano intermarriage barely taps the richness of the data. In a paper presently under preparation, data from the 1980 and 1981 annual Demographic Files (March CPS) are being used to focus on several categories of variables not usually available to researchers using marriage records. These include numerous measures of labor force participation, household composition, income, education, preferred ethnic label and comparable variables for spouse.

# RESPONSE TO MICRO ONDA

## A Note on Given Names and Chicano Inter-marriage

Edward Murguia's Micro Onda on "Given Names and Chicano Inter-marriage" in the March, 1981 issue of La Red hypothesized that there was a positive and significant relationship between non-Spanish given names and intermarriage with Anglo-Americans. Two assumptions here require closer examination. First, should the name on the marriage license be accepted as the individuals' given name? Second, Murguia's "largely confirmed" hypothesis is that possession of a non-Spanish name somehow encourages or causes Chicanos to espouse Anglos.

I have been reconstituting families in California's Imperial County, families formed by men from India and Hispanic women. All the men were farmers, migrating from the northwestern Punjab region of India in the early 20th century. They were Sikh, Muslim, or Hindu by religion. All the women came from Mexico or the American Southwest and were at least nominal Catholics. The children born to these approximately 200 couples were termed "Mexican-Hindus," but it was the mother's culture which proved more influential: most children were given Hispanic names, baptized in a Catholic church, and spoke Spanish as their mother tongue. The population I am looking at, then, while unusual, is essentially Mexican-American.

The sets of marriage, birth, and death certificates assembled for family reconstitution provide data on naming patterns, including name designation and usage over individual life cycles. My data, like Murguia's show a general shift from Spanish

to non-Spanish first names over time, but they also show considerable variation in name usage over individual life cycles. And it is clear that the marriage certificate is less likely than either the birth or death certificate to furnish one's "given" name. Birth certificates were filled out by a doctor or midwife, with the mother or father as informant. Many of the birth certificates were corrected later on (both Spanish and Indian names were badly misspelled); birth certificates are often required for legal purposes. Death certificates, filled out by a surviving spouse or grown children, reflected the greatest knowledge of English and the most formal version of one's name among members of the population I am working on. Marriage certificates, however, were least official and formal with respect to names. Filled out by a clerk from oral information provided by the couple, they often used nicknames or shortened versions of names -- the marriage certificate also has birthdates and the names of the parents, so there are cross-checks for purposes of identification.

There were many cases in my data of name-changing from birth to marriage to death certificates, but these usages were not correlated with ethnicity of spouse. The first, "Mexican-Hindu" generation married both whites and Hispanics, as shown below. For the 75 Mexican-Hindu children who married in Imperial County from 1942 to 1970, we get the following pattern of marriage preferences, reading across for boys and down for girls:

Spouse's Ethnicity	Mexican-Hindus Who Married	
	Males	Females
Mexican-Hindu	8 (25%)	8 (19%)
Hispanic	18 (56%)	21 (49%)
White	6 (19%)	8 (19%)
Indian	0 (0%)	6 (14%)
TOTAL	32 (100%)	43 (100%)

# RESPONSE TO MICRO ONDA (CONT.)

For 46 of these individuals, I have both the first and marriage certificates. These are 7 cases of children with Spanish given first names on birth certificates who use Anglicized forms on their marriage certificates and 3 cases of boys with Indian given first names who use Anglicized forms on their marriage certificates. But most spouses in these ten marriages were Hispanic; only two were whites. So, in my data, name changing is not correlated with the ethnicity of one's spouse.

The more important point to be made, however, is that one's given name should be ascertained from the birth, not the marriage certificate, and that Murguia's results probably tell us simply that those Chicanos marrying whites are more likely to use a non-Spanish name on their marriage certificate.

By Karen Leonard, Assoc. Prof./Social Relations/UC Irvin/Irvine, California 92717.

## REVIEW NOTES#1

Chicano Periodical Index: A Cumulative Index to Selected Chicano Periodicals between 1967 and 1978.

Produced by the Committee for the Development of Subject Access to Chicano Literature. Boston: G.K. Hall & Co., 1981.

Within the last two years, three significant reference books on Mexican Americans have appeared: Barbara and J. Cordell Robinson's *The Mexican American: A Critical Guide to Research Aids* (JAI Press, 1980), Matt S. Meier and Feliciano Rivera's *Dictionary of Mexican American History* (Greenwood, 1981), and the *Chicano Periodical Index*. The three are outstanding reference books because they represent milestones in the area of information storage and retrieval on this one ethnic group. However, beyond their indispensability for the library and the scholar, they mark the maturity of Chicano Studies. In the early 1960s, the starting date of the organized Chicano movement or awakening, the Mexican American was perfunctorily noted in standard sources but was the sole object of few reference books. The sudden demand for Chicano Studies caught academia without the necessary tools and materials for structured courses. Consequently, hastily compiled bibliographies, ostensibly the easiest type of reference, were the first fruits of this period of improvisation. These three recent classics redress earlier inattention, contrast markedly with initial publications, and indicate the quantity of research motivated by the Mexican American during the last two decades.

Probably the best example of the richness of research is the *Chicano Periodical Index*, directed by Richard Chabran and Francisco Garcia who coordinated the ef-

forts of 14 indexers and eight participating libraries to access the major periodicals devoted to Mexican Americans. The results are this compendious guide to 21,000 entries accompanied by a thesaurus and an author/title index.

All entries are listed by author under an appropriate topic and are occasionally cross referenced with an asterisk. *Chicano Periodical Index* is now the primary tool for the Mexican American; however, since the intent is not to duplicate the efforts of other indexing tools, the thorough researcher will also want to consult the standard sources: *The Readers' Guide to Periodical Literature*, the *Humanities Index*, *PAIS* (Public Affairs Information Service) and the *Hispanic American Periodical Index* (HAPI indexes seven of the 18 journals in the *Chicano Periodical Index*). Combined, these five tools access information on Mexican Americans in 1,530 periodicals and journals.

The *Chicano Periodical Index* distinguishes itself from these other prominent indexes not only in its concentration on Mexican American publications, but also in its thesaurus. For the editors, with the reader in mind and also cognizant of the nature of Chicano Studies, create a controlled vocabulary, i.e., one that reflects the scope of the fields and their idiosyncracies. In short, traditional terminologies and subject headings inadequately profiled the multivariied Chicano topics in need of unique vocabularies.

(Cont. on next page)

## REVIEW NOTES # 1 (CONT.)

The three-part thesaurus contours Chicano Studies and meets user needs through unified and interrelated terminologies. The first, the alphabetical segment, organizes by major topic, including narrow terms, broader terms and related topics; the second, the permuted segment, orders alphabetically and reflects "each key work of a multi-word term" enabling the user to find the same topic under several words; finally, the hierarchical segment alphabetizes all of the broadest terms and subordinates all narrower term references.

The especially-generated thesaurus is almost as valuable as the index of periodicals, for the three segments: 1) map the field of Chicano Studies; 2) standardize the vocabulary; 3) cross reference all terms to maximize retrieval; 4) find concepts reflective of the field (santero, adivinanzas, dichos, etc.); and 5) allow the user to broaden or narrow a search through the classified hierarchies. (These are some of the standards established and explained in the Encyclopedia of Library and Information

Science, (Vol. 30, pp. 419). In addition to the excellent thesaurus, the author/title index lends another dimension of access. In the introductory pages the graphic displays orient the user mainly to the thesaurus but also the bibliographical information of the subject index.

With all of these qualities it is difficult to fault the directors. Yet, in their introduction they might have offered more precise criteria for "selected" periodicals. Outside of space limitations one wonders why "Entrelíneas" and "Tejidos" were not among the 18 journals. A cognate theme also neglected is ambition for a projected work. Will it appear at intervals and will more efforts be made to incorporate defunct but excellent periodicals? Yet these negative impressions are cavilings in view of the realization of Chicano Periodical Index and its potential for advancing Chicano Studies.

Reviewed by Richard D. Woods, Department of Foreign Languages, Trinity University.

## REVIEW NOTES # 2

Mexican American Archives at the Benson Collection: A Guide for Users. Compiled by María Flores and Laura Gutiérrez-Witt. Austin: The General Libraries, University of Texas, 1981.

This important guide is an indication of new areas of emphasis in Chicano collection development. Some of the collections included in this guide are: Alurista Manuscripts and Papers, 1968-1979; Jovita González Mireles Manuscripts and Works, 1925-1980; Carlos Villalongin Dramatic Company Archives, 1848-1930; Economy Furniture Company Strike Archives, 1968-1972; League of United Latin American Citizens (LULAC) Archives, 1929-1980; Raza Unida Party State and County Archives, 1970-1980; Ramsey Muniz Papers, 1971-1977; Texas Farmworkers Union Collected Materials, 1966-1980; Carlos Eduardo Castaneda Papers, 1926-1958; and the George Isidore Sánchez Papers, 1928, 1934-1970. The collections are organized into the following broad areas: literary manuscripts, organizational archives and personal papers. Within each section, the collections are arranged alphabetically. Each entry contains a physical description of the collection, a

general narrative description of the collection, and is generally followed by an inventory of the collection. An index which lists people, places, organizations and publications is included.

Many publications written on Chicanos in the 1960s and 1970s often failed to utilize archival sources in American and Mexican libraries. This was due, in part, to a lack of bibliographic control on these collections -- a process which even today remains in embryonic stages. Given the present trend by many Chicano scholars (especially in literature and history) to seek out, more and more, archival sources for their research, the Guide, and the materials represented in it, are most welcomed.

It is important that we place this guide in perspective before commenting further on it. Prior to the Chicano Movement, there were many relevant archival collections available to those studying the Chicano experience. The great majority of them

## REVIEW NOTES # 2 (CONT.)

focused on the 19th century. These collections have been enumerated in Henry Putney Beers' Spanish and American Records of the American Southwest (Tucson: University of Arizona Press, 1979), and Thomas Charles Barnes', et. al. Northern New Spain: A Research Guide (Tucson, University of Arizona Press, 1981). The development of Chicano Studies inspired the collection of 20th century Chicano archives. This development took many forms. Indeed, one could argue that Chicano libraries constitute archival collections. Recently, however, there is a growing attempt to collect "personal" and "organizational" archives. A few examples of the latter are the archives being collected at the Universities of Texas at Arlington and Austin, and at Stanford University. The majority of these collections are listed in the Guide to Hispanic Bibliographic Services in the United States (National Chicano Research Network, 1980). As the Mexican American Archives at the Benson Collection makes clear, UT Austin is one of the leaders in the collection of archival collections in Chicano Studies.

This commendable effort could have been strengthened in several ways. First, a fuller discussion of the total archival program at the University of Texas at Austin would have been useful. Such a discussion would have noted the complementary work

at the Barker Texas History Center. There is a clear need to outline the parameters of the Mexican American Library Project's Archive. A question that arises, for example, is what the criteria for the selection of these collections was. The introduction should have focused on the particular importance of each collection. It is also unfortunate that some of the major collections included were not inventoried (e.g. the Carlos Eduardo Castaneda Papers). Finally, many of the literary collections appear fragmentary.

After reviewing the Guide, the need for a national discussion to coordinate the development of Chicano archival collections becomes clear, and such a discussion must include both Chicano librarians as well as scholars. This discussion would assist us in setting priorities for future acquisitions of archival collections.

Finally, the Mexican American Library Project should be congratulated for their pioneering efforts in Chicano archival collections in the 20th century. This guide should be acquired by all Chicano literary and labor historians as well as by Chicano research collections.

Reviewed by Richard Chabran, Coordinator, Chicano Studies Research Library, UCLA.

## MACRO ONDA

Empirical and Theoretical Developments in the Study of Chicano Families

by Lea Ybarra, California State University

Looking at Chicano families empirically, as a complex social structure necessitating systematic study by a variety of methods, is a relatively recent trend. It is the latest of three phases of research development which will be discussed to illustrate the evolution of literature on Chicano families. Commencing from a phase in which most literature on the Chicano family was nonempirical, stereotypical and negative, writings have developed to a point where the Chicano family is being researched within many distinct theoretical frameworks using a variety of empirical methodologies.

The Establishment and Perpetuation of a Myth: Social Science Literature on the

Chicano Family. In the first phase of writings, in the 1940s through the 1960s, the myth of a totally patriarchal, pathological, and unstable Chicano family unit was perpetuated in most of the literature. Social scientists used the "machismo" concept as an explanatory agent. The concept of machismo, as it was defined in social science literature, was uncritically and loosely applied with no attempt to formulate theoretical or empirical verifications of its prevalence in Chicano and Mexican culture. Machismo was considered a perverted form of masculinity, and thus it established a negative view of the Chicano male and left us with the perception of the Chicana as submissive and subordinate. The male role

MACRO ONDA (CONT.)

or 'machismo' was seen as affecting all familial roles and thus molding the way men, women and children interacted within the Chicano family. The over-reliance on the use of machismo in this early stage of research distorted the analysis of Chicano familial roles. Social scientists rarely concerned themselves with analyzing other factors because they too readily accepted the idea of looking at the Chicano family as if it were on a continuum -- with the Chicano family and its patriarchal, macho structure at the bottom and the Anglo family with its egalitarian structure at the top. As a result of these assumptions, this first phase of literature on Chicano families never went beyond the model of acculturation. Social scientists were aided in perpetuating negative stereotypes and in furthering ethnocentric, value-laden attitudes by utilizing a model of acculturation which readily allowed them to make assumptions and conclusions of other cultures, based on their own societal norms and values.

Another aspect of this initial phase was that not only were stereotypes perpetuated in the writings of non-Chicanos, but there were Chicano authors as well whose writings basically corresponded with the prevalent social science literature on Chicano families at that time. There were authors such as Penalosa (1968) and Murillo (1971) who, while trying to present sensitive portrayals of the Chicano family in other aspects, nevertheless fell victim to the lack of empirical verification. As a result, these authors continued to rely on assumptions that all Chicano families were patriarchal, that Chicano males were 'machos' in the negative sense of the term, and that Chicanas were passive. In discussing these stages, it should be kept in mind that they are not sharply delineated, that is, the first stage is not represented only from 1940 to 1960, or the second stage only from 1960 to 1970. What the stages indicate is the dominant trends at any given time.

Separating Myth from Reality: Reactive Literature. In the second stage of Chicano family research, late 1960 through the 1970s, there is an emergence of Chicano writers who begin to react against the negative and stereotypical literature. At this point they do not offer either new

theoretical or new methodological models. Their type of reaction is best exemplified by the writings of George Sánchez in the 1930s and 1940s, and by Octavio Romano in the 1960s. While their writings were not on Chicano families specifically, they had a direct impact because their work marked the beginning of a movement whereby Chicanos defined themselves and analyzed issues from their own perspective. Romano, by attacking the perpetuation of stereotypes about Chicanos as a whole, in effect also became the first to openly attack social science stereotypes about Chicano families. After Romano, Miguel Montiel (1970) attacked and specifically addressed the "myth of machismo". Alfredo Mirande (1977) also dealt with machismo and stated that it has always been used to explain everything that is wrong with the Mexican family. And finally, Temple-Trujillo (1974) concluded that the strengths of the Chicano family had been ignored or misinterpreted and that certain qualities of the Chicano family could be utilized to enrich other family structures.

Constructing Reality: New Theory and Methods in the Study of Chicano Families. The research on Chicano families has now evolved to a third stage, represented by writers who have gone beyond reacting and offer new evidence to challenge the portrayal of Chicanos in previous social science literature. This stage is marked by the continuing development of theoretical models and methodological models developed to provide empirical verification for new perspectives and analysis. A redefinition or total negation, based on empirical evidence, of previously accepted assumptions begins to be offered. The need for this type of research was evident because while there was a very serious neglect of empirical work in psychological and socio-psychological research on Chicanos, few areas had been empirically ignored as consistently as the Chicano family.

An increasing number of works use such empirical sociological methodologies as the survey, in conjunction with the interview, in current studies on the Chicano family. The first major study with this method was Grebler, Moore, and Guzman (1970) who focused on family structure,

MACRO ONDA (CONT.)

including husband/wife roles in the Chicano family. Their study represented the first major empirical work in the current and third phase of research, which challenged previous stereotypes about the Chicano family. They found a "conspicuous presence of a basically egalitarian division of household tasks." Baca Zinn (1975) and Ybarra (1977) had similar findings but their data indicated a much higher level of participation by the husband in the performance of household chores. Hawkes and Taylor (1975) conducted a study on Chicano farm labor families and found that egalitarianism was by far the most common mode in both decision-making and action-taking. Baca Zinn (1980), in her study on Chicano families, found that while decision-making was shared in most families, it tended to be more joint in families with employed wives. Cromwell and Ruiz (1979), while not focusing on the impact of specific factors on conjugal role structure, reviewed four major studies on decision-making and Chicano families and concluded that the studies failed to support the notion of male-dominance in marital decision-making. Staples and Mirande (1980) also state that virtually every systematic study of conjugal roles in the family has found egalitarianism to be the predominant pattern across socioeconomic groups, educa-

tional levels, urban/rural residence, and region of the country.

Conclusion. Further research needs to be done on the socio-psychological implications of changes in male and female roles as husband/wife/parent and in children's roles within the family. Both the immediate and longterm effects these changes might have in overall family structure need to be studied. It is, therefore, necessary to determine which values characterized the family at given periods of time, and economic, social and historical factors need to be studied. Chicanos must be seen as a mobile, changing people with as many patterns and variations in their familial structure as any other culture. Most importantly, a class analysis should be utilized in explaining the structural variables affecting the Chicano family, and therefore, factors of poverty, racism and oppression - which permeate every aspect of life - should be considered. No study of the Chicano family is realistic, much less complete, which does not take into account all of these factors and their impact on family structure. Studies of the family must move beyond any model of analysis which is based on monocausal or unidimensional modes of explanation.

MEETINGS & CONFERENCES

- |          |  |
|----------|--|
| EVENT:   | <b>CHICANO ARCHITECTURAL STUDENT ASSOCIATION SYMPOSIUM</b>   |
| DATE:    | April 17, 1982   |
| THEME:   | LOCATION: UC Berkeley<br>"Barrios Past, Present and Future: A Look at Raza/Latinos in the Built Environment."                  |
| CONTACT: | CASA-CDOP/232 Wuster Hall/University of California/Berkeley, CA 94720/(415) 642-4898. (General public - \$12, students - \$6.) |
| EVENT:   | <b>LATINO MENTAL HEALTH CONFERENCE</b>   |
| DATE:    | April 30, 1982   |
| THEME:   | LOCATION: Lansing, MI<br>General Mental Health of Chicanos, Mexicanos, Boricuas and Cubanos                                    |
| CONTACT: | Raúl Madrid/Ingham Community Mental Health/407 West Greenlawn/Lansing, MI 48910/(517) 374-8000 ext. 184.                       |
| EVENT:   | <b>SECOND CONFERENCE ON CHILD ABUSE AND NEGLECT AND THE MEXICAN AMERICAN COMMUNITY</b>   |
| DATE:    | September 8-10, 1982   |
| THEME:   | LOCATION: San Antonio, TX<br>Prevention of Child Abuse and Neglect in the Mexican American Family.                             |
| CONTACT: | Mario Bermea/Texas Migrant Council/P.O. Box 917/Laredo, TX 78040/(512) 722-5174.   |

LANGUAGE & DISCOURSE\*\*\*\*\*  
**CONTRIBUTOR'S NOTE**  
\*\*\*\*\*

Materials and or inquiries should be forwarded to Richard P. Duran/ETS/Princeton, NJ 08541/(609) 734-5704.

\*\*\*\*\*  
**REPORT REVIEW**  
\*\*\*\*\*

Designing Reading Instruction for Cultural Minorities: The Case of the Kamehameha Early Education Program.

A report prepared for the Ford Foundation, Division of Education and Research. Courtney B. Cazden (ed.), December 1981. Copies of this report may be obtained from Courtney B. Cazden/Harvard Graduate School of Education/Appian Way, Cambridge, MA 02138.

The Kamehameha Early Education Program (KEEP) on the Hawaiian Islands is an educational research and development project designed to improve the school performance of primary school Hawaiian children from impoverished backgrounds. The scope of the KEEP program, its integration of research with educational practice and its success in educating minority background children led the Ford Foundation to develop a report describing the KEEP program. To do so, a team comprised of an educational psychologist, a sociolinguist, a psychologist, an educational linguist, an educational administrator, and a foundation officer was formed and visits were paid to the private Kamehameha school district and participating public school sites on the islands of Hawaii and Oahu. The team's goal was to prepare an intelligible and meaningful report for a wide audience of persons concerned with educational issues and practices.

Salient KEEP features investigated included: the program history; the conduct of everyday school activities; strategies for teaching reading comprehension to children and the social structure of classrooms which facilitate instruction; teacher training and monitoring procedures; and finally, general observations on the KEEP program, its thematic issues and costs. Each of these issues are discussed in the Ford report.

The reading comprehension teaching method used in the KEEP program (the "ETR sequence") starts the child's reading experience by informal discussion of the story topic. The following steps emphasize a more formal articulation of the story's ideas. Chief importance of this method is the reliance on the child's cultural background and language to begin the informal, but essential discussion of the story concept.

Evaluations of participating children's standardized reading test performance suggest that the ETR method aids in significantly improving the reading achievement of children above levels expected of Hawaiian children in the public schools. Cultural anthropological studies of Hawaiian background families have helped shape KEEP classroom practices such as the ETR sequence for reading lessons. At KEEP, anthropologists, teacher trainers, psychologists and school administrators have a high degree of practical involvement with teachers and their daily activities, this facilitates the quality of the program efforts.

The potential value of the KEEP program for improving the educational experiences of mainland Hispanic children is considerable, but needs to be probed further. Previous research on Hispanic children's style of interaction and communication (e.g., their nonaggressive style of cooperation and respect for significant elders) suggests that knowledge of English is not enough to guarantee that Hispanic children will learn in English language classrooms which emphasize competition and teacher discipline. Bilingual programs can do more than allow children to use a more familiar language -- Spanish -- in their learning. These programs must also draw on the cultural values which surround their familiar language, cultural values that are learned from their parents, extended family and community. They form the social ways of acting and relating to people that reflect a Hispanic background which children bring to the classroom. The KEEP program has demonstrated that it is possible to build a bridge between minority children's cultural background, and the microculture of a classroom which introduces features that are part of a mainstream culture otherwise foreign to children. It remains to be seen whether some of the practices of the KEEP program can be adapted for use with Hispanic children. One important issue is whether the relatively high costs, complexity, and staffing of the KEEP program can be made reasonable in terms of those resources that are available to mainland public schools and bilingual programs.

RECENT PUBLICATIONS

A national study to assess the service needs of the Hispanic elderly: Final report. A study and report prepared by the Asociación Nacional Pro Personas Mayores/1730 W. Olympic Blvd., Suite 401/Los Angeles, CA 90015. (\$45.).

Cortes, C.E. Dealing with the density of diversity: Groupness and individuality in the California history/social science framework. *Social Studies Review*, Fall 1981, XXI(1), 12-18.

Cuellar, J.B. In the name of equality, aging programs neglect truly needy. *Generations: Quarterly Journal of the Western Gerontological Society*, Winter 1981, VI(2), 30-31.

Fernández, J.B. & García, N. *Nuevos horizontes: Cuentos Chicanos, Puertorriqueños y Cubanos*. Lexington, MA: D.C. Heath & Co., 1982. (An intermediate reader for students who possess an elementary knowledge of Spanish and who wish to increase their reading, speaking and writing skills.)

Hunsaker, A. The behavioral-ecological model of intervention with Chicano gang delinquents. *Hispanic Journal of Behavioral Sciences*, 1981, 3(3), 225-239. Single copies available from the author at Aztlan Community Services/718 E. Maitland St./Ontario, CA 91761. For subscription information on the Journal, write to the Spanish Speaking Mental Health Research Center/UCLA/Los Angeles, CA 90024.

Olivas, M.A. Indian, Chicano, Puerto Rican Colleges: Status and issues. *Bilingual Review/Revista Bilingue*, 1982, 9(1), 36-58.

Olivas, M.A. Information access inequities: A fatal flaw in educational voucher plans. *Journal of Law and Education*, 10(4), 441-465.

Padilla, R.V. (Ed.). *Ethnoperspectives in bilingual education research, Volume III: Bilingual education technology*. 1981. For copies of this and/or the first two volumes -- *Bilingual education and public policy in the United States*, (Vol. I), and *Theory in bilingual education*, (Vol. II) -- write to the Bilingual Programs/107 Ford Hall/Eastern Michigan U/Ypsilanti, MI 48197. (\$8. per volume.).

Working Papers recently published by the Program in United States-Mexican Studies/UC, San Diego/Q-060/La Jolla, CA 92093:

Mares, D. *The evolution of U.S.-Mexican agricultural relations: The changing roles of the Mexican state and Mexican agricultural producers*. Working Paper No. 16, 1981. (\$3.).

Pelicer de Brody, O. *U.S. trade policy toward Mexico: Are there reasons to expect special treatment?* Working Paper No. 9, 1981. (\$2.50).

Porras, A. *Desarrollo agrario y cambio demográfico en tres regiones de México*. Working Paper No. 18, 1981. (\$3.).

Ramírez López, H. *La sindicalización de trabajadores agrícolas en México: La experiencia de la Confederación Nacional Campesina (CNC)*. Working Paper No. 26, 1981. (\$3.).

Sánchez, G.L. & Romo, J. *Organizing Mexican undocumented workers on both sides of the Border*. Working Paper No. 27, 1981. (\$3.).

Sanderson, S.E. *The receding frontier: Aspects of the internationalization of U.S.-Mexican agriculture and their implications for bilateral relations in the 1980s*. Working Paper No. 15, 1981. (\$3.).

Ugalde, M.A. *Desarrollo rural y participación campesina: La experiencia de la Fundación Mexicana para el Desarrollo Rural*. Working Paper No. 25, 1981. (\$3.).

Monograph No. 6 -- *Mechanization and Mexican labor in California agriculture*, by Runsten, D. & LeVein, P. 1981. (\$5.).

CALLS FOR PAPERSCONTEMPORARY TRENDS IN CHICANO STUDIES

The new Colorado Association of Chicano Research Review solicits papers for its inaugural issue to be published July 1982. The theme for this issue is "Contemporary Trends in Chicano Studies." Papers should be 15-20 pages in length including tables, notes and references. Four copies should be submitted to Tony Cortese/Colorado Association of Chicano Research Review/Dept. of Sociology/Colorado State U/Fort Collins, CO 80523. AD: 4-1-82.

(Cont. on next page)

CALL FOR PAPERS (CONT.)BARRIOS PAST, PRESENT AND FUTURE

In conjunction with their symposium "Barrios Past, Present and Future: A Look at Raza/Latinos in the Built Environment" (see meetings and conferences), the Chicano Architectural Students Association and the Community Design Outreach Program are seeking papers concerning the symposium overall theme. Papers on history, sociology, economics, art and other areas are encouraged. Works selected will be published along with monographs presented at the symposium. Send papers to CASA-CDOP/232 Wurster Hall/UC, Berkeley/Berkeley, CA 94720. AD: 6-15-82.

ANNOUNCEMENTSEDUCATION POLICY FELLOWSHIP PROGRAM (EPFP)

The Institute for Educational Leadership announces the availability of the Education Policy Fellowship Program. The program offers mid-career individuals work experience and educational seminars aimed at examining the processes through which public policies in the education and human services areas are designed and implemented. One of the special recruitment efforts that the EPFP may fund will include areas of interest to Hispanics in postsecondary education. All applicants must be college graduates with significant professional work experience. Individuals who have had work experience at the federal or national work levels are ineligible. For application materials, write to Education Policy Fellowship Program/1001 Connecticut Avenue, N.W., Suite 310/Washington, DC 20036. AD: 4-2-82.

NATIONAL CHICANO COUNCIL ON HIGHER EDUCATION RECEIVES GRANT

The National Chicano Council on Higher Education (NCCHE), a national membership organization concerned with the status of Chicanos in higher education, has recently received a three-year grant from the Ford Foundation for partial support of its activities. Further details and information about NCCHE may be obtained from Cristina Bruch/1947 Center St./Berkeley, CA 94704/(415) 849-0950, ext. 202.

COLUMBIA UNIVERSITY HUMAN RIGHTS CENTER ANNOUNCES RESEARCH PRIORITIES

The Center for the Study of Human Rights at Columbia University has revised its research programs to integrate interests of scholars in residence. Focus for 1982 and 1983 will be on: Comparative Studies on the Protection of Human Rights; Detention and National Security; and Aliens. The Center also announces its discontinuation of Rockefeller Fellowships in Human Rights due to lost funding. Persons interested in research participation at the Center should direct inquiries to the Center for the Study of Human Rights/International Affairs Bldg./Columbia U/New York, NY 10027.

SPECIAL CARIBBEAN MIGRATION REPORT

The Caribbean Review announces the publication of a special issue entitled "The Caribbean Exodus." The issue will address the impact of migration in the Caribbean Basin Area. Copies of this special issue are \$3.00 each. For subscription information, write to Caribbean Review/Florida International University/Tamiami Trail/Miami, FL 33199.

FORD FOUNDATION TO RELEASE "MINORITIES IN AMERICAN HIGHER EDUCATION" REPORT

The Ford Foundation Commission on the Higher Education of Minorities released last month a summary report of their "Minorities in American Higher Education" report. That summary report, compiled by the Higher Education Research Institute, stated that while the number of minority students on American campuses had increased over the last fifteen years, considerable changes still needed to be made before minority students attained educational parity and full participation in society. The summary report is available from the Higher Education Research Institute. (See Report to the Network on page 1 for related information.)

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHCHICANO STUDIES - CAL STATE, FRESNO

Applications invited for associate professor, assistant professor or lecturer position in Chicano Studies for fall 1982. Professorships require the PhD and are tenure-tracked. The lectureship requires an MA and is temporary. Contact Lea Ybarra/Search Committee Chair/La Raza Studies Program/Cal State, Fresno/Fresno, CA 93740/(209) 294-2848. AD: 3-30-82.

CHICANO STUDIES - SMU

Tenure-track in anthropology, political science, psychology, or sociology with additional responsibility of coordinating an interdisciplinary program in Mexican American Studies. PhD required. Position begins August 1982. Obtain application materials from David J. Weber, Chair/Dept. of History/Southern Methodist U/Dallas, TX 75275. AD: 4-1-82.

COMMUNITY DESIGN - UC, BERKELEY

Associate professor sought to teach design and community development. Experience in working with minority communities as well as knowledge of management of community design centers is important. Application form should be requested from the Secretary/Faculty Search Committee/Dept. of Architecture/232 Wurster Hall/U of California/Berkeley, CA 94720. AD: 4-1-82.

EDUCATION - UNIVERSITY OF SANTA CLARA

Non-tenure-track position in bilingual/cross-cultural education is open to EdDs or PhDs with minimum of four years teaching experience. Position begins fall 1982. Contact Jo Ann Vasquez, Dean/Graduate Division of Counseling Psychology and Education/Bannan 226/U of Santa Clara/Santa Clara, CA 95053. AD: 5-1-82.

JOURNALISM - CAL STATE, FRESNO

Cal State, Fresno seeks to fill two positions in its Journalism Department for fall 1982. A tenure-track assistant or associate professor position as well as a temporary lecturer position are available. MA required, PhD preferred. Contact James B. Tucker, Chair/Dept. of Journalism/Cal State, Fresno/Fresno, CA 93740/(209) 294-2087. AD: 4-16-82.

LAW SCHOOL ADMINISTRATION - U OF MICHIGAN

Minority Student advisor sought to administer academic and personal support programs for minority law students. Opportunities for research and graduate legal studies. JD required. Send resume and law school transcript to Susan M. Eklund, Asst. Dean/Law School/U of Michigan/Ann Arbor, MI 48109. AD: Unspecified.

POLITICAL SCIENCE - UC, RIVERSIDE

Visiting assistant professorship or lecturer position open for academic year 1982-83. PhD required. Contact Frank Way, Chair/Dept. of Political Science/UC, Riverside/Riverside, CA 92521. AD: 4-1-82.

PSYCHOLOGY - HAVERFORD COLLEGE

Assistant professor sought for two-year appointment in cognitive psychology. Possibility of tenure-track position during this period. PhD and teaching experience required. Contact Sidney I. Perloe, Chair/Dept. of Psychology/Haverford College/Haverford, PA 19041. AD: 4-1-82.

PSYCHOLOGY - U OF IOWA

Assistant professor sought for tenure-track position beginning fall 1982 in the School Psychology Program. Training in school psychology and PhD required. Contact Stewart Ehly/Search Committee Chair/U of Iowa/N275 Lindquist Center/Iowa City, IA 52242/(319) 353-7168. AD: 4-1-82.

PUBLIC ADMINISTRATION - U OF ALASKA

The University of Alaska seeks qualified applicants to fill the directorship of the Center for Management and Public Administration. The twelve-month tenure-track appointment is at the associate or full professor level and includes additional responsibilities as the Associate Dean for the School of Business. Also sought is an assistant or associate professor in Public Administration. The nine-month, tenure-track position is open to all qualified applicants. Both positions begin fall 1982. Contact the Office of Human Resource Development/U of Alaska/11120 Glacier Highway/Juneau, AK 99801/(907) 789-2101. AD: 4-1-82.

(Cont. on next page)

EMPLOYMENT OPPORTUNITIES (CONT.)FACULTY/RESEARCH (CONT.)PUBLIC ADMINISTRATION - UC, RIVERSIDE

UC Riverside's Graduate School of Administration offers a tenure-track position for an assistant professor in management science beginning fall 1982. PhD required. Contact the Dean/Graduate School of Administration/Box E/UC, Riverside/Riverside, CA 92521. AD: 4-1-82.

ACADEMIC ADMINISTRATION  
ADMINISTRATION - YALE

Yale University seeks applicants for the position of Director of Minority Recruitment. College degree required. Send resume and brief statement of professional goals to the Director of Undergraduate Admissions/Yale U/1502A Yale Station/New Haven, CT 06520. AD: 4-1-82.

CHICANO/LATINO STUDENT PROGRAMS  
- U OF WISCONSIN, WHITEWATER

Director sought to develop and implement recruiting program for Chicano/Hispanic students beginning July 1982. MA preferred; BA with experience considered. Contact Timothy S. Knowles, Search Committee Chair/Chicano-Latino Student Programs Director/226 McCutchan Hall/UW, White-water/Whitewater, WI 53190. AD: 4-5-82.

OTHEREXECUTIVE DIRECTOR - NCCHE

The National Chicano Council on Higher Education invites applications for the joint position of Vice-President and Executive Director. Responsibilities include personnel and finance management, program development, data publication and other duties. Contact Arturo Madrid/NCCHE/1947 Center Street/Berkeley, CA 94704/(415) 849-0950, Ext. 204. AD: 4-15-82.

PROBLEM & IDEA EXCHANGE

Maria Lourdes Arguelles-Borrell/School of Social Work/Arizona State U/Tempe, AZ 85281 would like to correspond with anyone interested in research on **women as farmworkers and as healers**. She also welcomes dialogue on the **political economy of the Southwest**.

Ricardo O. Avila/2591 Harrison Ave./Baldwin, NY 11510 has just completed a needs assessment of **Hispanics in the U.S. penal system**. He would like to share his research findings with social scientists interested in this field.

David L. Bayer/2001 Matisse St./Davis, CA 95616 has cast Donald Oliver's Education and Community into an **empirical study to survey the orientations of school administrators**. He would like members to use the questionnaire and help validate it on those "known" groups who have one or another educational philosophy. Please write.

Irene I. Blea/Chicano Studies/Metropolitan State College/1006 11th Street/Denver, CO 80204/(303) 629-3119 wishes to engage in correspondence and exchanges on **Chicano Vietnam veterans and the Delayed Stress Syndrome**.

Angeles L. Eames/6525 N. Sheridan Rd./Loyola University/Chicago, IL 60626 would like information concerning **educational needs assessments of Hispanic students**. She would appreciate receiving any studies, instruments or articles regarding this topic.

Javier H. Gomez/3206 Cripple Creek #6-D/San Antonio, TX 78209 wishes to share the results of his study about the **Mexican American family** entitled "A Symbolic Interactionist Perspective of Mexican American Families as Social/Emotional Support Systems. Gomez sampled Mexican American families in San Antonio, utilizing the Symbolic Interactionist view to obtain more specific insight into familial roles. Salient features in this study were around the persistent value of the family as problem solver.

Jesus Rangel/555 H Street/Chula Vista, CA 92010/(714) 293-1754 a reporter for the San Diego Union, would like to share and receive research on **Chicano/Latino media habits**, especially studies detailing Hispano media preferences.

PROBLEM & IDEA EXCHANGE (CONT.)

Myrna Santiago/7H Magie Apts./Faculty Road/Princeton, NJ 08540 would like to receive information regarding **names and addresses of foundations, groups or corporations that fund women's projects**. Myrna is part of the Latina Women's Group at Princeton.

Walter E. Smith/Mexican American Cultural Center/3019 W. French Pl./San Antonio, TX 78238/(512) 737-1818 would like to exchange ideas with persons interested in studying **Anglo biculturalism among Hispanics and Native Americans in the U.S.**

Enid Zimmerman/730 Dartmoor/Ann Arbor, MI 48103/would like assistance in obtaining articles pertaining to **Chicano literary criticism**, especially material written from a Marxist perspective.

LA RED/THE NET

RESPONSE FORM No. 52

March 1982

ATTENTION READERS: You must submit one of these forms at least once every six months if you wish to continue receiving LA RED.

1. Comments regarding this issue (content, format, timeliness).
2. **Research problem and idea exchange.** (A clear, concise statement of a problem to which you would like other readers to react; or an appeal for reader assistance on a research problem.)
3. **Forthcoming events, meetings, programs, grants or fellowships.** (Furnish complete details including application dates and the name and telephone number of a contact person.)

LA RED/THE NET

RESPONSE FORM No. 52 (Cont.)

March 1982

4. **Recent social science publications.** (Furnish complete citation including price, publication date, publisher and publisher's address. Forward review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct

☐ See changes or corrections made on label below.

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 2148  
Ann Arbor, MI 48106

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

# la red/the net

MONTHLY NEWSLETTER OF THE NATIONAL CHICANO RESEARCH NETWORK

## REPORT TO THE NETWORK

No. 53  
April, 1982

Enlightening. Informative. Very useful to my work. Meaningful. I appreciate being kept abreast of current research. Practical. Timely. Interesting. Valuable. Important to my professional development. Invaluable research link. I enjoy learning about what other people in my field are doing. More.

This is, in sum and substance, the tone and essence of our readers' remarks about LA RED's Micro Onda.

Since the column began in December 1979, reader reaction to Micro Ondas -- LA RED's topical research summaries -- has been steady and positive. Your comments have been enthusiastic and we have continued bringing you these research reports largely in response to your encouraging words. Your appeal for more has also been

the driving force behind other newsletter features such as our Review Notes section, and more recently, Macro Ondas. Presently, however, we have nearly exhausted our modest backlog of Micro Ondas, and must remind you once again that without your **active participation** we cannot continue to present these reports.

What we ask of you today, is that you submit reports to us on recent findings of research in which you may be involved. LA RED's Micro Ondas typically run one to two pages long, and are brief highlights of social research as it relates to the Hispanic condition. We caution you against assuming we will hear from others first -- they are probably assuming the very same.

Won't you take an hour of this day to heed our appeal to share, report, communicate and get involved? The future of our research reports is in your hands -- we await your response.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Armando López, Jimmy Luzod, and Carlos Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

### CONTENTS

Micro Onda .....	2
Review Notes .....	4
Recent Publications .....	9
Language & Discourse .....	10
Student Recruitment and Scholarly Support .....	11
Meetings & Conferences .....	12
Calls for Papers .....	12
Announcements .....	13
Problem & Idea Exchange .....	14
Employment Opportunities .....	16

**DEADLINE FOR NEXT ISSUE: April 23, 1982**

## MICRO ONDA

## Chicano Voting

by Carlos H. Arce

Low voter turnout among Chicanos (or more often Hispanic or Spanish surname people) has been reported at the national level from government surveys conducted every two years at the time of the November general elections. Although these national data do not permit specific analysis of Mexican origin voters, it is possible to examine the data for locations in which virtually all or most Hispanics are of Mexican descent (states in the Southwest, for example). The interplay of important variables on Chicano voting is also difficult to establish. Various writers have found the electoral participation of Chicanos to be consistently amongst the lowest of all ethnic groups and have attributed it to internal flaws in the culture of Chicanos. Some studies, however, have found high levels of Chicano voting in special circumstances, centered about important issues or polarized elections.

The 1979 Chicano Survey data was used for examining Chicano voting behavior. The sample used a multi-stage area probability sample design limited to the five Southwestern states and the Chicago Standard Metropolitan Statistical Area (SMSA). Thus, the final sample size of 991 people of Mexican ancestry is representative of 90% of the U.S. Chicano population. On such measures as age, marital status, educational attainment, and household size, the descriptive statistics from the Chicano survey are clearly consistent with the March 1979 Current Population Survey (CPS) figures.

The analysis of the data began with a descriptive profile of voters and non-voters who were 18 years of age or over in 1976 among both the native and the immigrant respondents. Fourteen cases of persons interviewed, but who were under 18 in 1976 were deleted from the analysis altogether. Then, by focusing on individuals eligible to vote by virtue of their citizenship, the impact of language on Chicano voting was explored in a series of bivariate and correlational relationships. Finally, the relative influence of language vis-à-vis other factors was assessed by correlations and a regression analysis to predict voting.

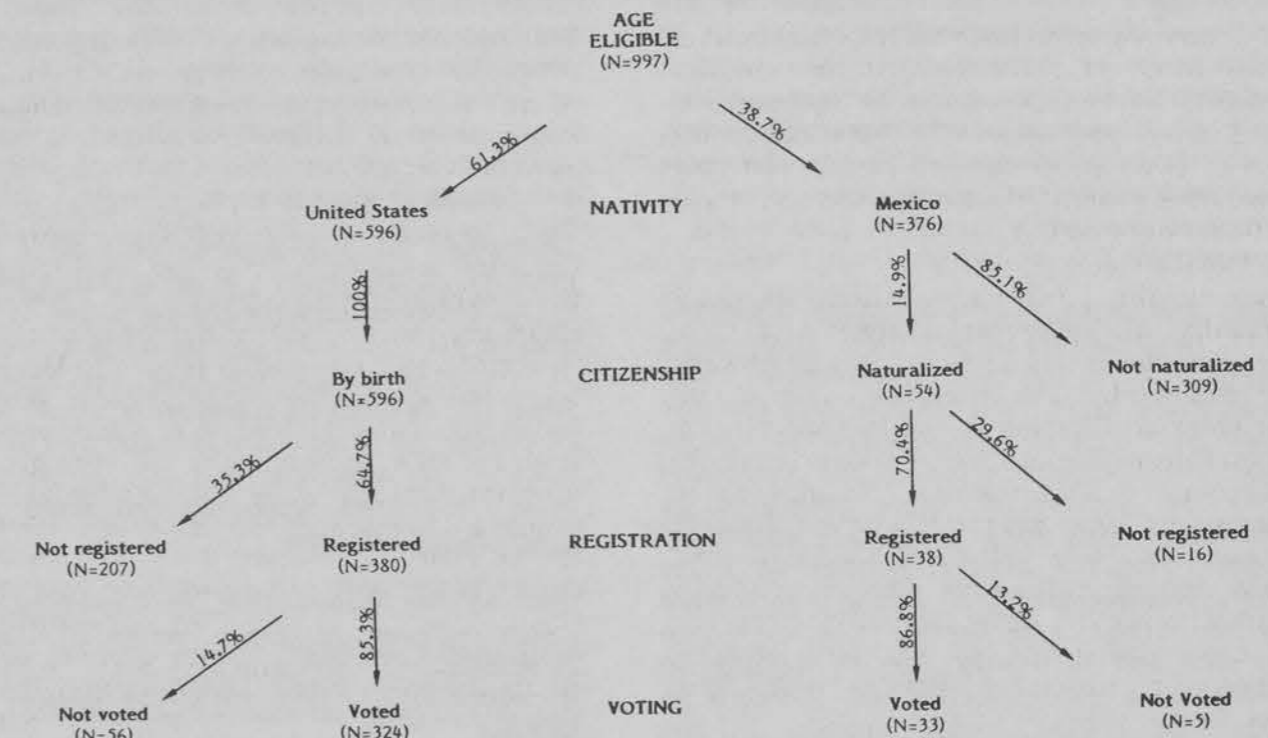
The results on the impact of language on voting will not be discussed here but may be found in my paper entitled "Language Proficiency and other Correlates of Voting by Mexican Origin Citizens."

Slightly over one-third (37.6%) of the adult Mexican descent population voted in the 1976 presidential election, according to the overall data from our survey. However, nativity and citizenship are such powerful and unique antecedents to Mexican origin voting that they have to be accounted for in the early phases of any interpretive study of the determinants of voting. A schematic presentation of voting by the Chicano Survey respondents is provided in the diagram. As noted, the first factor to consider is nativity, where we find that slightly over three-fifths (61.5%) were born in the United States, thus deriving their eligibility to vote from citizenship by birth. The Mexican-born individuals may attain citizenship and thus become eligible to vote through naturalization after five years of permanent immigrant status in the United States. Only about one of every seven (14.9%) immigrants report being naturalized citizens. In a paper in the *International Migration Review* (January 1982), García analyzes the process and the correlates of naturalization by the Mexican-born Chicanos in this sample. The eligible-to-vote Chicanos include those born in the United States (N=596) and those immigrants who have become naturalized citizens (N=54). Of these 650, nine declined to provide enough information on registration and voting in the 1976 national election and are deleted from most of the calculations of rates of registration and voting. The rate of registration (if eligible on age and citizenship) and the rate of voting (if registered) are both higher for the naturalized citizens than for the native born. When combined, the voting rate for the U.S. born is slightly lower (55.2%) than that of naturalized citizens (61.1%). The relationship however, is not statistically significant (Chi-Square = .070).

Two other approaches to discussing these data may be utilized. First, for purposes of clearly comprehending the

## MICRO ONDA (CONT.)

FLOWCHART OF CHICANO NATIVITY, NATURALIZATION, REGISTRATION AND VOTING RATES IN THE 1979 ISR CHICANO SURVEY



magnitude of outcomes of the various processes leading to actual voting, it is valuable to extrapolate the figures proportionately. Of every 1,000 Mexican-descent adults who were 18 years of age or older in 1976, it is possible to estimate that:

\*325 (or 32.5%) indicated that they were not citizens, continuing to maintain the Mexican citizenship of their birth (this aspect is discussed in depth in the paper by García).

\*235 (or 23.5%) indicated that they were not registered to vote even though they were U.S. citizens, 218 by birth and 17 by naturalization.

\*64 (or 6.4%) indicated that they were registered to vote but did not or were not able to vote.

\*376 (or 37.6%) indicated that they voted and of those, 341 were U.S. born and 35 were naturalized citizens (factors influencing voting or not voting by citizens are discussed in my longer paper).

A second approach -- more dramatic and perhaps more useful -- involves the

extrapolation of these estimates to the total Mexican origin population over 18. If these four assumptions are accepted (and there are good empirical grounds for doing so): 1) that the rates reported in the diagram are valid for the total adult Mexican origin population in 1980; 2) that the 14.6 million figures from the Bureau of the Census for Spanish origin population is reliable; 3) that sixty percent of the Spanish origin population is of Mexican origin; and 4) that fifty seven percent of the Mexican origin population is over 18; then it may be estimated that:

\*1,639,000 are not citizens and could be naturalized.

\*1,185,000 were citizens not registered to vote and could be registered.

\*323,000 are registered but did not vote.

The implications of these simple figures for political organizing are considerable. The data confirm that there is massive voter potential in the full Mexican population of the United States and that a

(cont. on next page)

MICRO ONDA (CONT.)

multi-tiered approach to reaching that untapped resource is essential. First, drives to educate non-citizen Chicanos on the purpose and potential collective benefit of citizenship by naturalization are needed. Second, voter registration and get-out-the-vote efforts are certain to produce benefits, given the large numbers of people who could but who are not participating in the electoral process.

<sup>1</sup>The estimates of voting rates presented here need to be interpreted with some caution. As in the case of any survey, there is sampling error, and because this analysis deals with questions on voting, there can be substantial response error. It has been found that the number of votes generated by people who say they voted is consistently higher than the official number of votes cast. This overstating of voting is estimated by the Bureau of the Census to be about five percent and is mostly due to wishing to appear as a responsible citizen. There is no particular reason that Chicanos, in the

aggregate, would differ significantly in this respect. The more serious limitation on these data results from the time lag between the voting (in the 1976 presidential election) and the survey (1979). The differential effect of time lag on accuracy of response is difficult to ascertain but is assumed to not seriously limit the analysis and findings reported here.

<sup>2</sup>Although the Chi-Square coefficient is a measure of the degree of association which exists between categorical variables, it can also be used to make comparisons by means of proportions (or, in this case, percentages) when the degrees of freedom is equal to 1. However, the Chi-Square is restricted in this instance to assuming that the proportions being compared were derived from two independent samples.

(For further information, or copies of the paper referred to above, write to Carlos Arce/6080 Institute for Social Research/P.O. Box 1248/Ann Arbor, MI 48106.)

REVIEW NOTESEducation and Chicanos: Issues and Research.

Edited by Theresa Herrera Escobedo. Published by the Spanish Speaking Mental Health Research Center, Monograph Number 8, University of California, Los Angeles, 1981.

It is said that an administrator at the University of California, Berkeley once challenged a group of Chicano student activists by demanding "show me a Chicano bridge." The presumption of this administrator was that certain things (such as technology), are not ethnically bound or determined. And since obviously important things like bridges could not be identified as uniquely Chicano, the implication was that Chicano Studies -- which is what the students were arguing for -- were not really important. This incident clearly exemplifies what has turned out to be a major question for Chicano students, activists, politicians, and scholars: does a distinctive ethnic experience or background make a significant difference in X, where X can be anything from apple picking to the characterization of Zorro? The traditional Chicano answer to this question has been "yes." Demonstrating that "yes" is in fact the correct answer has required more effort than anyone

probably expected, especially the Chicanada.

Escobedo's new book is one more example of how Chicanos are trying to make the case that indeed technology and theory itself (among other things) are not, and perhaps cannot be, ethnically neutral. The first three chapters of the book provide stiff challenges to established notions regarding achievement motivation, the identification of "giftedness," and concepts of cultural pluralism, respectively.

Chris Lovato correctly points out in Chapter 1 that a unidimensional model of achievement motivation based simply on the notion of competition is inadequate. Lovato argues for a "multidimensional approach" that accounts for sex and cultural variation. So far, so good. Unfortunately, Lovato does not go far enough. Because clearly the basic issue es que nosotros si tenemos ganas de ser, y la ambicion para llegar a ser algo. Phrased that way, one can only echo what

REVIEW NOTES (CONT.)

was said by la vieja Inés: hasta la pregunta es necia. Why? Because it is so apparent that since 1900 thousands of Mexicans (later to become Chicanos), were motivated enough to leave their happy homeland and migrate north to secure a better life. The basic issue then boils down to this: what is to be considered achievement and motivation? And it is not just a problem of definition, although it is that too. More importantly, the issue revolves around ethnic and class notions of status and achievement. It also has to do with cultural heroes and political ideology, to wit, should we conceptualize achievement by glorifying la abuela Chenchu and her epic trip northward to provide us a better life, or should we look more toward Horatio Alger bootstrapping himself into a captain of industry? Once we decide this question, then we can address the issue of dimensions, measurements, and variation.

In the second chapter, Ellen Riojas Clark analyzes the issues related to the "gifted Mexican American child." The principal issue here is that Chicanos do not appear to be as "gifted" as whites, when conventional criteria and test methods are applied. An important part of the problem is that Chicanos generally do not perform as well in tests -- especially verbal tests -- as do other segments of the population. To overcome this difficulty, Riojas Clark offers some logical and useful suggestions: 1) coach Chicanos so that they can perform better on "standard" tests; 2) use multiple indicators and not just "standard" tests to determine "giftedness,"; and 3) redefine the notion of "giftedness" so that the label can be applied to talented Chicanos in a nondiscriminatory manner. These are good suggestions that can be readily implemented, with the possible exception of the third one. The problem here is that notions such as "giftedness" and "excellence" derive their basic meaning from deeply rooted societal assumptions and orientations that are not susceptible to easy alteration. Compare, for example, the idea of "giftedness" with the idea of "hidalgo" or even with the notion of "bien hecho" and alguien que "se avienta" (not to mention the concept of alguien que "se arrastra"). The point is that "giftedness" is definable not only in terms of psychometric variables and scales that purport to

measure individual attributes and abilities, but also in terms of external ethno-orientations that set limits on what is viewed as "gifted" in the first place. Riojas Clark calls for "unbiased identification techniques." That is a reasonable position to take with respect to instrumentation. However, a more fundamental question still remains: how does la Chicanada conceive of "giftedness," talent, and excellence as applied to its young people and the community in general?

In Chapter 3, Rodríguez and Plank grapple with the illusive concept of "cultural pluralism." They argue for an understanding of this concept that emphasizes "implicit" as opposed to "explicit" culture. In more traditional terminology, they want to emphasize nonmaterial over material culture. One difficulty with Rodríguez and Plank's position is that they tend to emphasize concepts that may have uncertain theoretical or empirical validity when applied to Chicanos in specific situations (Cf: "...uses of space and time, interpersonal interaction, and cognition"). Perhaps too much importance is attached to the fact that different peoples throughout the world have different conventions for spatial separation and distancing norms. After all, how do distancing norms of American society produce dissonance in a Chicanito from Detroit who spends quite a bit of time in line at McDonald's and at the movie theater? The same issue can be raised with respect to time. We all know that, except for Sunday afternoon football games, most TV shows last exactly 30 to 60 minutes and start on the hour or half hour. How does this tight scheduling produce time dissonance among all the thousands of Chicanos who watch TV every day? Clearly, there is a need to be more circumspect in applying to Chicanos anthropological notions derived from isolated groups; it is just too simplistic to assume that Chicanos generally and necessarily exhibit significant, sustained normative differences with respect to whites on variables such as time and space orientation, cognition, and interpersonal relations.

Part two of the book is devoted to Chicanos in higher education. Valverde's article ("...Inclusion and Retention of Hispanic Academics") is an exceptionally clear statement as to the problems that Chicanos

(cont. on next page)

## REVIEW NOTES (CONT.)

have experienced in surviving academia. His recommendations for alleviating some of the problems are insightful and to the point, however, Valverde fails to discuss the clear issue that the roots of the problem reach down to the decision making (political) processes of the universities. His recommendations would be much more viable if he were to couple them with a political strategy, and what it also needed is a set of effective political strategies in support of the substantive recommendations.

The third and final part of the book is devoted to issues in bilingual education. The four articles in this part vary greatly in quality. Lee and Hayes's article on language mixing suffers from noticeable methodological weaknesses, including poor specification of treatment, high attrition of subjects, and weak instrumentation. The exposition is also somewhat opaque. The article by Juárez, Madrigal, and Anderson is a good exposure to issues pertaining to behavioral disorders, especially the use of medications to treat "disorders" that may have social/ethnic etiologies. This trio appears fully capable of contributing a great deal more in this important area. Jackson's article on a bilingual Montessori program

brings into focus -- but does not resolve -- a number of issues related to what may be properly called bilingual education technology. Of particular interest is the issue of how to handle bilingual intercalation behavior. Almost as an aside, Jackson observed that children in the bilingual program appear to "fix" or "imprint" a particular object/language correspondence, depending upon which language is first associated by the student with a particular object. This is an astounding observation with profound implications for bilingual education, if it proves to be true.

Finally, Theresa Escobedo, the editor, gave coherence to a volume that could easily have drifted in many directions. Most importantly, she and her colleagues have contributed one more piece of scholarship that is responsive to the challenge of that Berkeley administrator who wanted the students to show him a Chicano bridge. With more efforts such as Escobedo's, someday we might just be able to show him an entire Chicano intellectual landscape.

Reviewed by Raymond V. Padilla, Arizona State University, Tempe, Arizona.

## REVIEW NOTES

Hunger for Memory: The Education of Richard Rodríguez  
Richard Rodríguez. Boston: Godine, Inc.

Nos equivocamos. Or so Richard Rodríguez says. He has been saying it for some time now, in articles published in the American Scholar, Change, The Columbia Forum, College English and other prestigious journals, and on the lecture circuit. Now he is saying it in book form in Hunger for Memory subtitled "The Education of Richard Rodríguez," published by Godine, which is no small-potato vanity press, and is getting big play (Time, The New York Times Book Review, Newsweek, Atlantic Monthly). What we made a mistake about, he says, is how we attempted to penetrate American society. Bilingual education and affirmative action are not the proper vehicles; assimilation, he argues, is the only way to go. The former succeeds only in delaying -- it probably even proscribes -- access to public life; the latter serves only to call into

question the value of those who are genuinely meritorious (namely Rich-heard Road-ree-guess). What we have to do, he says, is to learn English. This will permit us to acquire a public persona, which in turn will provide us access to the advantages and benefits of American society.

The proof he offers is himself. Hunger for Memory is an autobiography; Richard Rodríguez' politico-intellectual journey from social disadvantage to social acceptance, from public alienation to public integration, from working-class Mexican America to middle-class White America. It is, he says, a kind of pastoral, a middle-class pastoral (the pastoral is a literary form in which the rich and powerful pretend to be poor and humble). But he says, that is a dangerous game, one to be avoided, particularly by middle-class Mexican Americans who only

## REVIEW NOTES (CONT.)

recently were lower-class mexicanos. He has resisted it, he tells us, despite the urgings of his editor to forget bilingual education and affirmative action and give him more "Grandma." No. Richard's first book will be a gloss of his earlier work, a collection of "... essays impersonating an autobiography; six chapters of sad, fuguelike repetition ... the life of a middle-class man." Lástima, we could have used more "Grandma."

Richard is the son of mexicanos who settled in a gringo neighborhood in Sacramento, California in the 1950s. The only hostility they apparently met was the only Western one that is not based on race, color, or creed: "Keep the hell off my property." Richard remembers it only in terms of children ("Keep your brats off my sidewalk."), which his parents apparently had no problem dismissing. The only real issue was Richard's education. Halfway through his initial school year the nuns from the parochial school he and his older brother and sister attended visited his parents. Did the children, they wanted to know, speak only Spanish at home? Yes? That explained the 'difficult progress' Richard and his siblings were making at school. Could Mr. and Mrs. Road-ree-guess encourage their children to speak English at home? Yes. And that was the beginning of the end of Richard's 'extreme alienation' -- of his profound sense of being the 'other'; his discomfort at 'speaking English poorly'; his acute embarrassment over his parents' 'high-whinnying vowels,' 'guttural consonants,' 'eh' and 'ah' sounds, 'confused syntax,' 'hesitant rhythms,' 'softer voices'; his reluctance to leave the protective intimacy of his home. Once he learned a public language, he acquired a public identity, came finally to believe (at age 7) that he was truly an American citizen. And after that there were no problems, except of an existential nature -- the temporary loss of intimacy as English became the medium of communication in the household. Father Rodríguez, however, grew increasingly silent; Mother Rodríguez painfully rationalized her children's unwillingness to speak Spanish to friends and relatives. Richard went on to become an excellent student, albeit 'always unconfident ... Too eager, too anxious -- an imitative and unoriginal pupil.' Richard read voraciously,

although always 'for credit' and for praise. Richard wrote extensively and well, but it wasn't a skill he regarded highly. Richard won prizes, which he hid from his parents. Richard excelled in high school, at college (Stanford), in graduate school (Columbia and Berkeley). And so it would have gone -- a first-class Ph.D., a prestigious post-doc, a four-year stint at Yale, acceptance of his book on the Renaissance pastoral by Harvard University Press, a Guggenheim, followed by a tenured appointment at Stanford ... but for a snake in the garden.

Richard unfortunately came along at the wrong historical moment. The Civil Rights Movement hit university campuses while Richard was an undergraduate and its fallout, particularly affirmative action, began progressively to pollute the world Richard had worked so hard to penetrate. The Civil Rights Movement made Richard something he didn't want to be. What he had wanted to be -- for ever so many years -- was a Middle American. And now he was being made a Mexican American, a minority. His first experience of it, unlike that of the rest of us, was not a negative one. An English professor in 1967 commented on one of his papers: 'Maybe the reason you felt Dickens' sense of alienation so acutely is because you are a minority student.' Soon thereafter he ceased to be exotic. No longer, he says, would people ask if he were from India or Perú.

At first he accepted the label, joined the Civil Rights Movement, supported broadened access to higher education, and of course, enjoyed its benefits: financial aid, admission to graduate school, fellowships, summer grants, perhaps even his Fulbright year at the British Museum. But progressively he became uncomfortable with the term. It reminded him of the alienation he had felt in his youth from the majority society, and he was no longer that person: "I was not -- in a cultural sense -- a minority, and alien from public life." And the reason he no longer was a minority, he says, was because he had become a student. That is, he had learned English, done well in school, gotten admitted to Stanford on a competitive basis, and was not mistaken for a dumb Mexican.

In 1973 he published two essays explaining how education had rescued him from a disadvantaged status, that is, from

(cont. on next page)

## REVIEW NOTES (CONT.)

being a minority. In 1974 he published another one in which he expressed his qualms about affirmative action. And in 1976, anguished by the fact that he had several job offers at prestigious institutions and his non-minority colleagues had them at lesser institutions or not at all, he turned his back on the academy. Having escaped being Mexican once, he was not about to let it happen again. If previously he had expressed doubts, increasingly he was more condemnatory of affirmative action and bilingual education. The Right (in and out of Education) loved it and lapped it up. Richard Rodríguez, ex-English graduate student, was launched on a new career, a career as a writer; a career where he did not carry the onus of being a minority; in a field in which there was no affirmative action; in a world where he could once again be taken for a Peruvian or an Indian. Curiously however, all his writing to date is about who he was, what he had become, and how he had gotten there. In other words, about being a Mexican.

Hunger for Memory consists of a prologue and six chapters, cleverly titled; he is, after all, an English professor by training. The prologue is subtitled "A Middle-Class Pastoral," and the chapters, respectively, "Aria," "The Achievement of Desire," "Credo," "Complexion," "Profession," and "Mr. Secrets." His principal themes are language and education and the losses occasioned by his mastery of English and academic achievement. His attacks on bilingual education and affirmative action, by the way, are only a pretext; they are scarcely substantive, although they are provocative and controversial. The true text is Richard Rodríguez' existential crisis, his inability to come to terms with his working-class origins and his middle-class manners, with his Mexicaness and his Americaness. Richard would have us believe, on the one hand, that he is a unique case -- the only one of us to be there on his own merits; the only one who has experienced anxiety over an academic career; the only one who feels torn by the contradictions of American society. But he also believes that it is possible to generalize from his personal experience and therein lies the crux of the matter. For he is being widely read, and his generalizations -- on

language, on education, on culture -- are being taken for gospel truth not only by the Right but also by the Establishment Left, to judge by the blurbs on the book jacket. Richard Rodríguez, queramos o no queramos demands our attention.

His is not a particularly interesting story. It is not a comedy, as he would have it, much less a tragedy. It is not dramatic. There is scarcely any tension in it. While perhaps a unique expression, it is hardly a unique case. Well written it is, although sometimes precious, and consistently disarming. He disarms by making fun of himself, by criticizing himself, by revealing his weaknesses, his foibles, his ragged edges before we can. Sad it is. Yes, sad, for Richard's problem is one of arrested development, not unlike that of the "sarape" nationalists he has so much trouble with. In the quiet of the British Museum, during his Fulbright year, he experienced (apparently for the first time) the acute loneliness of the literary scholar, got a whiff of the sterility of the profession, and grew nostalgic for the past that he had so resolutely left behind at age 7. Abandoning his dissertation he read books on educational theory and came upon one that described, almost pathologically, his case. In Richard Hoggart's The Uses of Literacy, Chapter 10, he came upon the truth: he was a 'scholarship boy'. And -- glory be -- there were others like him, the sons of working-class folk all over this world, who, having excelled in school, found themselves separated from their families, their culture, and who were never able to achieve a reconciliation with them. (Not everyone who excels in schooling is a 'scholarship boy'; most -- according to Richard Hoggart -- manage to live in two cultures.) The portrait Richard offers us of Hoggart's 'scholarship boy' is not a flattering one: anxious, troubled, high strung, brooding, sensitive, intellectually mediocre, lacking in self confidence, unoriginal. Y Richard se lo creyo. But even more sadly, Richard, who began his journey back to his past at that point, never arrived. Rather than resolving his crisis by affirming his dual selves -- his working-class origins and his middle-class manners, his Mexicaness and his Americaness -- Richard chose instead to market his existential anguish ('Why', his

## REVIEW NOTES (CONT.)

mother asks, 'do you need to tell the gringos about how "divided" you feel from the family?') Por qué trabajos no está pasando. He is part of the jet and cocktail sets (Belgravia, New York, Connecticut, Bel Air, Turkey, Brazil . . .) He can pick up work without any problem when his fellowship monies run out ('I have friends who, with a phone call, can find me well-paying work.'). and now, with the publication of this book, his career as a lecturer has been revitalized.

I have said above that Richard Rodríguez' case is not unique. José Antonio Villarreal wrestled with the problem 20 years ago in his autobiographical novel, Pocho (the match ended in a draw); Hank López sparred with it 15 years ago, in his autobiographical essay, "Back to Bachimba," (Hank suffered a split decision); Oscar Zeta Acosta shadowboxed with it 10 years ago, in The Autobiography of a Brown Buffalo (Zeta lost, although we didn't find that out until The Revolt of the Cockroach People appeared in 1972). But this was only the tip of the iceberg, for many more of us have struggled with it -- some publicly, most not -- and achieved some measure of resolution, despite the scorn, the contempt, the hostility, the resentment that our efforts attract. Richard Rodríguez' angst is no big

deal. Most of us have suffered worse. What is intolerable is his lack of historical awareness. Several years ago I wrote an essay entitled "Pochos: The Different Mexicans, Part I" (Aztlan, Vol. 7, No. 1), in which I spoke about the pocho syndrome and how the Chicano movement had provided an opportunity to break it. The true alienation of the pocho, I argued there, has had more to do with America's rejection of our Mexicaness than with our control (or lack thereof) of English. To be sure, those of us who excelled were perceived to be "different." We were the 'good' Mexicans, but we were still Mexicans. However well any one of us may do, however well any of us may be treated, our collective experience in America has been one of exclusion, of rejection. Our coming of age took place when we understood that the reasons for our rejection did not lie in ourselves and therefore could not be overcome by any individual efforts, whether through accommodation or assimilation. Knowing that we could begin to fashion a new future for ourselves, this Richard has still to learn.

Reviewed by Arturo Madrid, Washington, D.C.

## RECENT PUBLICATIONS

## PUBLICATIONS

- Cronnell, B. (Ed.) The writing needs of linguistically different students. Proceedings of a research/practice conference held at SWRL Educational Research and Development, Los Alamitos, CA on June 25-26, 1981. For copies, write to SWRL at 4665 Lampson Ave./Los Alamitos, CA 90720. (\$7.10).
- Explorations in Ethnic Studies is an interdisciplinary journal devoted to the study of ethnicity, ethnic groups, intergroup relations, and the cultural life of ethnic minorities. The journal, published by the National Association of Interdisciplinary Studies has recently released its latest volume, 5, No. 1. For more information, write to Meredith Reinhart, Asst. Editor/NAIES Publications/Ethnic Studies Dept./California State Polytechnic University/Pomona, CA 91768.
- Martínez, O.J. Fragments of the Mexican Revolution: Personal accounts from the border. Albuquerque: University of New Mexico Press. (Forthcoming).
- Miller, M.V. Economic growth and change along the U.S.-Mexican border. Write to the Bureau of Business Research/UT, Austin/Austin, TX 78712.
- Ortiz de Montellano, B. Minorities and the medical professional monopoly. Grito del Sol, 1981, 5(2), 25-70. Write to Tonatiuh-Quinto Sol/P.O. Box 9275/Berkeley, CA 94709. (\$2.50).
- Sánchez, R. Brown bear honey madness. This is a collection of poems by Ricardo Sanchez, illustrated with line drawings by Antonio Burciaga. Write Slough Press/Paperbacks Plus/407 Lavaca/Austin, TX 78701. (\$5-institutions, \$3-individuals. Add 50¢ for handling.)

(cont. on next page)

**RECENT PUBLICATIONS (CONT.)**

- Serrano, R.G. Dictionary of pachuco terms (2nd. Ed.). Order from Golden Empire Bookstore/California State College, Bakersfield/Bakersfield, CA 93309. (\$3.15).
- The retention of minority languages in the United States. Published by the National Center for Education Statistics. Write to the Superintendent of Documents/U.S. Government Printing Office/Washington, D.C. 20402. (Refer to S/N 065-000-00119-5.) (\$5.)
- Troike, R.C. Language problems and language planning of Spanish in the United States. In Language and Development: An International Perspective, Fall 1981, Division of Applied Linguistics/U of Illinois at Urbana-Champaign/Urbana, IL 61801.

**CATALOGS & RESOURCES**

- The Center for Applied Linguistics, a private, non-profit organization involved in the study of language and the application of linguistics to educational, cultural and social concerns, has recently released a copy of its publications catalog. For copies, write to the Office of Communications and Publications/Center for Applied Linguistics/3520 Prospect St., NW/Washington, D.C. 20007.
- Persons wishing to keep informed about grants awarded by the National Endowment for the Humanities may be interested in subscribing to Humanities, the information organ of NEH. Humanities is a bimonthly publication with information on recently awarded grants as well as NEH programs and projects. Write to the Superintendent of Documents/U.S. Government Printing Office/Washington, D.C. 20402. (\$7 per year -- 6 issues.)
- The National Policy Center on Housing Arrangements for Older Americans has a number of publications available for purchase. For a brochure, write to the Center at 2000 Bonisteel Blvd./Rm 2224 Art & Architecture Bldg./Ann Arbor, MI 48109.
- Resources for working women, 1981-1982, is an up-to-date listing of resource material for working women published by and available free from the Women's Educational Equity Act Publishing Center. For a copy of the catalog, write WEEA Publishing Center/EDC/55 Chapel St./Newton, MA 02160.

**NEW NEWSLETTERS**

- Intercambios -- Monthly newsletter of the Illinois Hispanic Mental Health Association. Write to the Association at 2635 West 23rd Street/Chicago, IL 60608. Editors: José Arram and Alberto Vázquez.
- Midwest Latino Council on Higher Education Newsletter. Quarterly newsletter publicizing the work of the Council, its members and on-going projects. Write to Carl Allsup, MLCHE Secretary/Indiana U Northwest/Gary, IN 46408.
- Noticias -- Consejo de Estudiantes/Centro de Estudios Avanzados de Puerto Rico y el Caribe/Apartado S-4467/San Juan de Puerto Rico 00904. Incluye noticias del Centro; fuentes de ayuda económica; intercambio de ideas; publicaciones y actividades; y voces y temas.

**LANGUAGE & DISCOURSE****CONTRIBUTOR'S NOTE**

Materials and or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

**RESEARCH PAPER REVIEW**

Establishing criteria for bilingual literacy: The case of bilingual university students. By Florence Barkin, Arizona State University, Tempe, Arizona.

The Bilingual Review/La Revista Bilingüe, Volume VIII, January - April 1981, Number 1, pp 1-13. (Review by Richard P. Durán)

This paper concerns Spanish language literacy and its assessment among Hispanic bilingual university students. Barkin is both a sociolinguistic researcher and a Spanish teacher, the paper accordingly reflects both a sociolinguistic and pedagogical orientation.

**LANGUAGE AND DISCOURSE (CONT.)**

According to Barkin, college language instruction programs in Spanish for Southwest Hispanics should not be considered compensatory programs. She argues that Spanish literacy among Southwest Hispanics has been viewed negatively by persons who judge that such literacy is inappropriate in the U.S. Barkin argues that in order for Southwest Hispanics to develop literacy in Spanish they must attach social prestige to the use of Spanish. It is suggested that literate fluency in Spanish requires that a person go beyond a simple functional command of reading or writing Spanish towards a fluent use of Spanish reflecting a fuller range and appreciation of communication in the language.

At the heart of the literacy curriculum outlined by Barkin is the recognition that local, regional, and social varieties of Spanish are valid means of communication, though some varieties of Spanish may not be the ones which manifest high literate usage. As she puts it, "...the teacher must emphasize the value of the local dialects and encourage their use at appropriate times, in certain circumstances. Expansion of repertoire, not eradication of the local dialect, is a key factor in establishing broader-range literacy."

Following a discussion of the foregoing issues, the paper goes on to outline a four semester sequence of courses entitled "Spanish for Bilinguals." The first semester course enhances passive skills (listening and reading) in Spanish and is intended for students with no formal training in Spanish. The emphasis of the course is on developing confidence in using Spanish and on elementary reading, spelling and word recognition skills. The second semester course concentrates on development of elementary skills in spoken and written expression such as orthography and accentuation, standard/non-standard syntactic and morphological differences, and phonological variation. The third semester course again concentrates on passive receptive skills in Spanish. The fourth semester course stresses speaking on more formal levels, and also more technical and creative writing.

The last part of Barkin's paper describes a diagnostic/proficiency examination which is used to place students at different levels of the Spanish literacy curriculum she has designed. The examination system is designed to elicit both receptive and productive skills in Spanish appropriate to the objectives met at a given level of the literacy curriculum. The examination system is particularly noteworthy in that it includes samples of language which tap knowledge of social varieties of Spanish -- these are not usually taught or tested for in traditional Spanish language instructional programs.

**STUDENT RECRUITMENT & SCHOLARLY SUPPORT****CONGRESSIONAL HISPANIC CAUCUS**

Graduate students in public policy or policy related areas are encouraged to apply for Congressional Hispanic Caucus Fellowships. The one-academic-term fellowship is designed to enable students to gain insight into the legislative process at the national level while providing a format for independent study in the public policy area. All fellows receive a \$3,000 stipend plus transportation to and from Washington D.C. Contact Susan Herrera/Congressional Hispanic Caucus/H2-557/Washington, D.C. 20515/(202) 225-2255. AD: 5-1-82.

**HARVARD MPA PROGRAM FOR MID-CAREER PUBLIC SERVANTS**

Harvard University John F. Kennedy School of Government has established the Lucius N. Littauer Master in Public Administration program to prepare able men and women for leadership roles in public service. Minority professionals are especially encouraged to contact the school. Need based financial aid is available. Contact the Admissions Office, John F. Kennedy School of Government/Harvard University/79 Boylston St./Cambridge, MA 02138/(617) 495-1154. AD: 7-1-82.

**ARIZONA STATE UNIVERSITY DOCTORATE OF SOCIAL WORK PROGRAM**

The Arizona State U School of Social Work invites applications and recommendations for its new Doctorate in Social Work Program. Ten doctoral candidate positions will be available beginning fall 1982. Contact Ismael Dieppa/Dean of the School of Social Work/Arizona State U/Tempe, AZ 85851/(602) 965-2795. AD: Unspecified.

(cont. on next page)

**STUDENT RECRUITMENT & SCHOLARLY SUPPORT (CONT.)****FULBRIGHT SENIOR SCHOLARS**

Applications for the Senior Scholar Fulbright awards are now being accepted. The awards for university teaching and postdoctoral research will be offered in all academic fields for periods of 2-10 months. Ph.D. required. For applications, write to the Council for International Exchange of Scholars/11 Dupont Circle/Suite 300/Washington, D.C. 20036. AD: Varied depending on teaching locale sought.

**MEETINGS & CONFERENCES**

**EVENT:** 32ND ANNUAL CONFERENCE OF THE INTERNATIONAL COMMUNICATION ASSOCIATION.  
**DATE:** May 1-5, 1982 **LOCATION:** Boston, MA  
**THEME:** International Communication History  
**CONTACT:** Robert Cox/ICA, Balcones Research Center/10100 Burnet Road/Austin, TX 78758.

**EVENT:** ADELANTE MUJER HISPANA III: A NATIONAL EDUCATION AND TRAINING CONFERENCE FOR HISPANIC WOMEN  
**DATE:** May 21-22, 1982 **LOCATION:** Denver, CO  
**THEME:** Related topics.  
**CONTACT:** Ramie Martínez Johnson/Adelante Mujer Hispana III/P.O. Box 25007/Denver, CO 80225/(303) 234-3096.

**EVENT:** 53RD ANNUAL NATIONAL LEAGUE OF UNITED LATIN AMERICAN CITIZENS CONFERENCE (LULAC)  
**DATE:** June 28-July 4, 1982 **LOCATION:** San Antonio, TX  
**THEME:** Hispanic Issues.  
**CONTACT:** Arnold Torres/LULAC Legislative Liaison/400 First St., N.W., Suite 716/Washington, DC 20001/(202) 628-8516.

**EVENT:** XIX INTERAMERICAN CONGRESS OF PSYCHOLOGY  
**DATE:** July 24-29, 1982 **LOCATION:** Quito, Ecuador  
**THEME:** Related topics.  
**CONTACT:** Gerardo Marin/Spanish Speaking Mental Health Research Center/Franz Hall/U of California/Los Angeles, CA 90024.

**EVENT:** NATIONAL CONFERENCE ON HISPANIC COMMUNICATIONS IN THE CATHOLIC CHURCH  
**DATE:** November 3-6, 1982 **LOCATION:** Chicago, IL  
**THEME:** Still being developed.  
**CONTACT:** Adán Medrano/Oblate Communications/P.O. Box 96/San Antonio, TX 78291/(512) 736-1685.

**CALLS FOR PAPERS****LEAGUE OF UNITED LATIN AMERICAN CITIZENS NATIONAL CONVENTION**

LULAC is requesting papers for presentation at the 53rd Annual National LULAC Convention which will cover the following themes: Hispanics in the Media, Education, Latin America, Youth, Employment and Labor, Hispanic Women, and related topics. Interested parties should submit manuscripts in triplicate to Virginia Correa-Jones/Iowa State U/165 D North Quadrangle/Ames, IA 50011. AD: 5-1-82.

**SECOND ANNUAL CONFERENCE ON CHILD ABUSE AND NEGLECT AND THE MEXICAN AMERICAN COMMUNITY**

The National Minority Resource Center is issuing a call for papers for its Second Annual

**CALLS FOR PAPERS (CONT.)**

Conference concentrating on child abuse and neglect slated for September 8-10, 1982 in San Antonio, TX. Papers chosen for presentation are eligible for inclusion in the publication of the conference proceedings. Contact Mario Bermea/P.O. Box 917/Laredo, TX 78040/(512) 722-5174. AD: 5-1-82.

**INTERNATIONAL SEMINAR ON HEALTH PSYCHOLOGY**

Papers are being solicited for the International Seminar on Health Psychology which will be held November 21-28, 1982 in Havana, Cuba. The seminar is open to participants from Latin America, Canada, the United States, Europe and the USSR. For topic information and travel arrangements contact Gerardo Marin/Spanish Speaking Mental Health Research Center/Franz Hall/UCLA/Los Angeles, CA 90024/(213) 825-0181. AD: 7-15-82.

**ANNOUNCEMENTS****CHICANO STUDIES RESEARCH CENTER PHOTOGRAPH EXHIBIT**

The UCLA Chicano Studies Research Center photograph exhibit, "The Social and Cultural History of the Mexican Los Angeles Community, 1781-1981," will be displayed in April at the Boathouse Gallery of Plaza de La Raza Cultural Center in Los Angeles. In April and May the photograph exhibit will be featured at the California State U, Dominguez Hills art gallery. During the summer months the display depicting the development and contributions of the Mexican Community to the history and growth of Los Angeles will be exhibited at the James West Center on the UCLA Campus.

**MEXICAN AMERICAN CULTURAL CENTER PROGRAM FOR MISSIONARIES TO LATIN AMERICA**

The Mexican American Cultural Center in conjunction with the National Conference of Catholic Bishops will conduct a program for present and future missionaries to Latin America beginning June 20, and ending December 16. The first four weeks of the program will be dedicated to intensive Spanish instruction in San Antonio followed by four weeks of Spanish study in Mexico City. The Spanish language study is followed by studies in ecclesiastical community organization as well as delineation of the socio-economic-political and cultural situation in Latin America. The group will return to San Antonio for six weeks to attend seminars on other related topics. Further programs will bring the participants closer to input from North American and Latin American experts. Contact Sister Carmen Aurora Gómez/Coordinator of the Latin American Program/Mexican American Cultural Center/P.O. Box 28185/San Antonio, TX 78228/(512) 732-2156.

**PUERTO RICAN SCIENTISTS AND ENGINEERS FORM ASSOCIATION**

Seeking to advance the status and visibility of Puerto Rican scientists and engineers, the Association for Puerto Ricans in Science and Engineering (APRSE) has been formed by professionals from both the U.S. mainland and from Puerto Rico. Among the newly formed association's goals are increasing the flow of Puerto Ricans into science and engineering fields, and facilitating communication between scientists and engineers in the U.S. and Puerto Rico. Membership is open to all scientists, engineers and students who support the association's goals. For information, contact Karen Ehrlick/OOS/1776 Massachusetts Ave., NW/Washington, D.C. 20036 or Pablo Clemente Colón/NOAA/NESS/Oceanic Sciences Branch S, RE13/World Weather Bldg., Room 810/Washington, D.C. 20233.

**THE UNIVERSITY OF MICHIGAN INSTITUTE OF GERONTOLOGY SUMMER EDUCATION PROGRAM**

The U of M Institute of Gerontology is now accepting applications for its Summer Education Program to be offered from June 1 - July 2, 1982 in Ann Arbor, MI. The five-week intensive seminar program is designed for students in age-related careers who are unable to incorporate coursework in gerontology into their academic programs. The Summer Program offers both credit and non-credit courses. Contact the Institute of Gerontology/The U of Michigan/520 E. Liberty/Ann Arbor, MI 48109.

**ANNOUNCEMENTS (CONT.)****FESTIVAL OF THE WINDS**

The Chicano Humanities and Arts Council (CHAC) announces a three day conference slated for June 18-20, 1982, of panel discussions, forums and workshops which will involve spiritual leaders, humanists, artists and scholars in an examination of the historical figure of Quetzalcoatl. Participants will explore the cosmology of Native America and ancient Mexico as it relates to today's Chicano and American Indian. Contact Juan Salazar/2440 W. Caithness Pl./Denver, Co 80211/(303) 433-9372.

**PROBLEM & IDEA EXCHANGE**

Josefina Ahumada/Kino Community Hospital/2800 E. Ajo Way/Tucson, AZ 85713 would appreciate information concerning **Spanish language audiovisual materials which focus on chronic mental illness.**

A. Rolando Andrade/Ethnic Studies Department/Bowling Green State U/Bowling Green, OH 43403 invites exchanges with individuals who are researching **Mexican culture and its continuous effect on Chicanos.**

Fernie Baca/School of Education/U of Colorado/1100 Fourteenth St./Denver, CO 80202 is seeking information about **Mexican American teachers and administrators in public schools** such as the effect of these people on public school education as well as hiring date.

Gilda Bloom/School of Education/Stanford U/Stanford, CA 94305 would like to correspond with persons doing research in the area of **language attitudes.**

J.C. Bruno/25th Floor/City National Bank Bldg./Detroit, MI 48226/(313) 694-0800 seeks research assistance to supplement the Gutierrez, et. al. vs. Michigan class action suit brought on behalf of all prisoners in the Michigan prison system. The suit seeks remedial English instruction as well as academic and social services in Spanish for the Michigan Hispanic prison community. Bruno, attorney of record on the case, **seeks information regarding similar cases as well as research on the effects of limited English language proficiency.**

Francie Chassen-López/Area de Historia/Division de Ciencias Sociales/Universidad Autonoma Metropolitana/Unidad Iztapalapa/Purísima y Michoacan/Iztapalapa, D.F. ZP 13, Mexico is writing a **microhistory on Tlacolula, Oaxaca** and would like information from Tlacolula-born residents of the U.S.

José B. Cuellar/Mexican American Studies/San Diego State U/San Diego, CA 92182 solicits papers for a special edition of **Urban Anthropology on the urban Chicano.** Please contact him before May 15.

Marielena Fina/P.O. Box 7685/Ann Arbor, MI 48107 would like to receive correspondence from bilingual individuals who are presently undergoing **psychotherapy with either a bilingual or monolingual (English or Spanish) therapist.** She is gathering data for her master's thesis which addresses the process of psychotherapy of the bilingual patient.

Guadalupe Friaz/1025 N. 4th Street/San Jose, CA 95112 seeks persons interested in forming **an Osborne Computer Users Club.**

Anthony Galván III/701 Fifth St./Bowling Green, OH 43402 would like to receive names and addresses of persons and/or organizations who have been active in the development of **Spanish language radio or television.** He would also like to hear from persons who have filed FCC complaints regarding local media coverage. Galvan is preparing a dissertation entitled, **A Description of Spanish Language Broadcasting in the United States.**

**PROBLEM & IDEA EXCHANGE (CONT.)**

Judith González/Intercultural Studies Dept./De Anza Community College/21250 Stevens Creek Blvd./Cupertino, CA 95014/(408) 996-4769 would like to obtain materials for use in developing **reading skills in Spanish for non-literate and semi-literate Spanish speaking adults.**

Ricardo Jiménez/Mexican American Cultural Center/P.O. Box 28185/San Antonio, TX 78228 would appreciate information exchange regarding programs and methods in **Multicultural Adult Religious Education**, especially for Hispanics.

Relámpago Books/601 Arbor Circle/Austin, TX 78745/(512) 447-4049 is looking for Rudy Calles, author of **Champion Prune Pickers.** Can Anyone help?

Alfredo José Rivas/1670 York St./San Francisco, CA 94110 is currently conducting an ethnographic study on **drug use patterns of Latino youth** in a West Coast city. Exchanges are invited.

Marta Stiefel Ayala/P.O. Box 23703/TWU Station/Denton, TX 76204 seeks research on the impact of **Title II-B fellowships on the training of Hispanic librarians.**

José B. Torres/202 Plestex/Pleasanton, TX 78064 solicits sources of audiovisual materials which depict **Hispanics cultural awareness**, particularly Mexican Americans in the Southwest.

LA RED/THE NET

RESPONSE FORM No. 53

April 1982

**ATTENTION READERS:** You must submit one of these forms at least once every six months if you wish to continue receiving LA RED.

1. Comments regarding this issue (content, format, timeliness).
2. **Research problem and idea exchange.** (A clear, concise statement of a problem to which you would like other readers to react; or an appeal for reader assistance on a research problem.)
3. **Forthcoming events, meetings, programs, grants or fellowships.** (Furnish complete details including application dates and the name and telephone number of a contact person.)

**EMPLOYMENT OPPORTUNITIES****FACULTY/RESEARCH****POLITICAL SCIENCE - U OF WASHINGTON**

The U of Washington seeks qualified applicants for an assistant professor tenure-track position in American government and politics beginning fall 1982. Ph.D. required. Contact Donald R. Matthews/Dept. of Political Science/DO-30/U of Washington/Seattle, WA 98195. AD: **Unspecified.**

**PSYCHOLOGY - UC, BERKELEY**

The U of California, Berkeley seeks an assistant professor in behavioral sciences to develop programs in the substance abuse prevention area. Write to the Chair/Dept. of Social and Administrative Health Sciences/School of Public Health/405 Earl Warren Hall/UC Berkeley/Berkeley, CA 94720. AD: **5-15-82**

**ACADEMIC ADMINISTRATION****ADMINISTRATION - INDIANA U**

Indiana U seeks bilingual applicants for the position of Dean of Latino Affairs. Advanced degree and eligibility for tenure at an advanced rank desired. Available summer 1982. Contact Reynaldo Contreras/Search and Screen Committee for Dean of Latino Affairs/Education 326/Indiana U/Bloomington, IN 47405. AD: **4-30-82.**

**DIRECTOR LATINO AFFAIRS - NORTHERN ILLINOIS U**

Northern Illinois U seeks qualified applicants for the position of Director of the Center for Latino and Latin American Affairs. Candidates must be bilingual and possess a PhD. Contact Daniel Wit, Dean/International and Special Programs/Lowden Hall 203/Northern Illinois U/DeKalb, IL 60115. AD: **5-1-82.**

LA RED/THE NET

RESPONSE FORM No. 53 (Cont.)

April 1982

4. **Recent social science publications.** (Furnish complete citation including price, publication date, publisher and publisher's address. Forward review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct

☐ See changes or corrections made on label below.

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 2148  
Ann Arbor, MI 48106

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

## REPORT TO THE NETWORK

No. 54  
May 1982

Regular readers of La Red over the past five years undoubtedly recognize the regularity of a small, but recurrent feature - CALLS FOR PAPERS. We have published some -- just in the past three years. These announcements represent the communications aspect of organized Chicano (and/or Hispanic) scholarship. La Red and similar publications have been valuable vehicles for producing successful sessions or groups of sessions at scholarly meetings. Well-balanced and well-attended topical conferences, and most important, good quality thematic issues of academic journals, such as the current Social Science Journal (see page 13 of this La Red). The capacity of La Red to convey the "call" broadly and to many is essential but by itself can never be enough -- the second necessary element in the process is our response to the "call" and that is the responsibility and duty of all in the Chicano scholarly community.

In this context, I am heartened, most excited and pleased to announce the recent call for papers from the Social Science Quarterly. As most readers know, the March 1973 issue of SSQ has over the years been one of the most visible and widely disseminated collections of social science scholarship about Chicanos. I anticipate that current research about and by Chicanos can easily fill thematic issues of this and other important journals and do so more often than every ten years. This is a timely opportunity to further expose our work, we need to take advantage of it.

The SSQ announcement goes as follows:

SSQ's most successful single issue was its 1973 special issue on The Chicano Experience in the United States. Its 22 articles by 35

authors represented a thorough treatment of a previously neglected topic. Response to the issue was intense. Although the press run was the largest ever scheduled for SSQ, all extra copies were sold within six months of publication. Most articles in the issue have been reprinted in anthologies and all have been widely cited in the social science literature. Since that time, SSQ has published more articles on the Mexican origin population than any other general social science journal.

Another double-length issue on this topic is scheduled for late 1983. We are especially interested in manuscripts dealing in any way with the Mexican origin population. Our preference is for articles of short to medium length (14 to 25 pages including tables, references and notes) and no longer than 30 typewritten pages. For style and format, see recent issues or write for our style sheet.

Issue co-editors for The Mexican Origin Population: Experience of A Decade are Rodolfo Alvarez, Frank D. Bean, Rodolfo de la Garza and Ricardo Romo. Issue co-sponsor will be the Center for Mexican American Studies at the University of Texas at Austin. Manuscripts will be considered for this issue until summer, 1983, and should be sent directly to: SOCIAL SCIENCE QUARTERLY/Will C. Hogg Building/The University of Texas at Austin/Austin, TX 78712.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Armando Lopez, Mary Wreford, Jimmy Luzod and Carlos Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

### CONTENTS

Micro Onda .....	2
Macro Onda .....	4
Dialogue .....	7
Language & Discourse .....	9
Review Notes .....	10
Announcements .....	12
Call for Papers .....	12
Student Recruitment & Scholarly Support .....	13
Employment Opportunities .....	14
Problem & Idea Exchange .....	14
Meetings & Conferences .....	16

DEADLINE FOR NEXT ISSUE: MAY 21, 1982

## MICRO ONDA

## A Profile of Hispanic Youth

by Richard Santos

The 1979 National Longitudinal Survey of Youth Labor Market Experience (NLS) estimated that 2.1 million Hispanic youth age 14-21 reside in the continental United States, accounting for about 6 percent of the total youth population in the country.\* Among Hispanic youth, Mexican Americans were the largest group, representing 58 percent of the Hispanic population. Puerto Ricans comprised 16 percent of the Hispanic population, Cubans, 6 percent, and other groups of Spanish origin, 21 percent. Table 1 presents a profile of youth by race and specific Hispanic groups. Observe that differences occur not only by race but also among the various Hispanic groups. The following salient characteristics are worth noting:

**Region.** Hispanic youth reside in all regions of the country, but their residential location reflects the distribution of the Hispanic groups across the United States. Chicanos reside primarily in the South (mainly Texas) and West, Puerto Ricans in the Northeast, and Cubans in the South (mostly in Florida).

**School enrollment status.** Approximately half of all youth age 14-21, irrespective of race, are currently enrolled in high school. Minority youth, especially Hispanics, are less likely than white youth to be enrolled in college or to be high school graduates not enrolled in college. Hispanics also have the highest proportion of youth who have neither completed high school nor are currently enrolled in school; over one-fifth are high school dropouts. The dropout rate is not uniform among the Hispanic groups. Among Puerto Ricans and Chicanos, it exceeds one-fourth but the dropout rate of Cubans is about one-seventh. Furthermore, Cubans have the highest proportion of youth enrolled in college.

**Poverty status.** Minority youth are more likely to live in families whose income falls below the U.S. Census Bureau poverty standard: one-third of blacks and one-fourth of Hispanics in comparison to less than one-tenth of whites are in this classification. Puerto Ricans, however, are more likely to be in poverty than other youth groups; two-

fifths are classified as poor. Cubans have the lowest proportion in poverty among the Hispanic groups; nevertheless, they have double the white rate.

**Language and place of birth.** In comparison to other youth, Hispanics have some unique characteristics. Most Hispanic youth, for example, are raised in a household where a language other than English, presumably Spanish, is spoken. The Hispanic population also contains a large proportion of foreign born youth -- one out of every four. The percentage of foreign born youth varies substantially among the Hispanic groups: two-thirds of the Cuban youths are foreign born, but since Puerto Rico is part of the United States virtually every Puerto Rican is native born.

**Employment status, 1979 survey week.** Hispanic youth age 16-21 had an intermediate employment status relative to white and black youth -- Hispanics encounter more employment difficulties than whites, but less than blacks -- but employment status should also be measured for the different Hispanic groups. Chicano males, for example, participated in the labor force as much as whites but had an unemployment rate higher than whites. For Puerto Rican males, the unemployment rate and employment/population ratio approached those of blacks, but the employment status of Cubans was similar to that of whites. Among Hispanic female groups, the labor force participation rate of Chicanas and Puerto Ricans trailed that of both white and black females. Moreover, Puerto Rican females had one of the most unfavorable employment statuses of all youth groups -- an unemployment rate of 41 percent and an employment/population ratio of 30 percent.

Generalizations about Hispanics are difficult to make because of the diversity among the groups. A cursory profile of Hispanics reveals that youth are dropping out of school at higher rates than blacks or whites. Chicanos and Puerto Ricans are more likely to have higher dropout rates than other Hispanic groups, and unemployment difficulties are especially acute for Puerto Ricans. Cubans, on the other hand,

## MICRO ONDA (CONT.)

Table 1  
Profile of Youth by Race/Ethnic Groups (Percentage Distribution)

Characteristic	U.S. Total	Blacks	Whites	All His- panics	Chi- canos	Puerto Ricans	Cubans
Sex							
Female	50	51	50	50	51	50	46
Male	50	49	50	50	49	50	54
Age as of interview date							
14-15	22	23	22	24	24	26	16
16-17	25	25	25	25	24	26	27
18-19	25	26	25	25	26	22	24
20-21	28	26	28	26	25	26	33
Region							
Northeast	21	19	22	20	1	77	25
North Central	30	19	34	8	8	8	5
South	32	56	28	28	31	12	63
West	16	6	16	44	60	3	7
Enrollment status							
High school dropout	11	15	10	23	25	29	14
High school student	49	53	49	50	50	50	40
College student	16	12	17	11	10	8	30
Nonenrolled high school graduate	24	20	25	16	16	12	16
Poverty status							
Poor	12	33	7	27	26	40	15
Nonpoor	67	47	72	55	56	41	70
Not available	21	21	22	18	17	19	15
Language other than English spoken in household when child	14	3	10	90	91	95	97
Born in U.S.	95	97	97	73	74	98	35
ESR <sup>a</sup>							
Labor force participation rate							
Female	68	60	70	53	54	51	65
Male	74	71	75	71	74	67	65
Unemployment rate							
Female	21	41	18	25	24	41	b
Male	18	36	14	22	20	34	13
Employment/population ratio							
Female	54	35	58	40	41	30	51
Male	61	45	64	55	59	45	57

UNIVERSE: Civilians age 14-21 on 1/1/79 (Total N=32,870,000; Hispanic N=2,072,000).

<sup>a</sup>Only for civilians age 16-21 at interview (Total N=24,580,000; Hispanic N=1,518,000).

<sup>b</sup>Insufficient number of sample cases.

**MICRO ONDA (CONT.)**

reflect an employment and educational status comparable to whites.

The NLS youth surveys offer researchers the opportunity to learn more about how Hispanic youth fare both in educational attainment and the labor market. As Hispanics make decisions about important activities such as schooling, military duty, marriage, having children, and work, the social and economic consequences of these choices can be monitored with the NLS youth surveys. The effects of birthplace (U.S. versus foreign), parents' background, migration and cultural factors should also be examined for influence on schooling completed and on work experience. As the knowledge base on Hispanics expands, it is hoped that appropriate policies can be constructed to remedy the problems youth encounter both in the educational system and in the labor market.

\*The NLS youth surveys consist of annual interviews over a five-year period with a national sample of approximately 11,400

young men and women between the ages of 14 and 21 on January 1, 1979, with overrepresentation of blacks, Hispanics, and poor whites. In addition to these youth, approximately 1,300 persons in this age group serving in the military in 1978 were interviewed. Responsibility for the surveys, which have been funded under a contract with the U.S. Department of Labor (DOL), Employment and Training Administration (supplementary funds have been transferred to DOL by the Department of Defense and the military services), rests with the Ohio State University Center for Human Resource Research. This Micro Onda was condensed from a paper titled Using the National Longitudinal Surveys of Youth Labor Market Experience for Hispanic Research by Richard Santos.

Copies of the paper and of the data sets can be obtained from The Ohio State University/Center for Human Resource Research/5701 North High Street, Worthington, OH 43085/(614) 888-8238.

**MACRO ONDA****Demographic Research on the Chicano Population**

by Leo Estrada, University of California, Los Angeles

Social demography seeks to understand how population variables such as fertility, mortality and (im)migration, are affected by sociological factors and in turn, how these population components affect social conditions. Demographic studies have guided and directed social science research of the Chicano population. Chicano social scientists, whatever their endeavors cannot ignore those demographic attributes such as dramatic growth, youthfulness, constant replenishment through immigration, Spanish language usage, metropolitanization and intra-city dispersion which characterize the Chicano population. Accurate measurement of these characteristics have improved with the availability of better data on Latinos. Shortly, Chicano social scientists will have the opportunity to analyze the 1980 Census results. It is thus an appropriate time to review those demographic studies which despite the availability of limited data, serve as the benchmarks for present researchers to build upon.

**Fertility Studies.** The Austin Fertility Survey was the first study to investigate the effects of class, ethnicity, language, religion and family variables upon the fertility behavior of Chicanos. It is a notable study for it shattered stereotypes. Alvarez, for example, showed that Catholicism did not explain high fertility among Chicanos. Bradshaw and Bean used the Austin survey data and other available data sources to map the terrain. Their analysis continues to serve as a starting point for understanding Chicano fertility. Studies on the demographic trends of Chicanos continues at the Population Research Center at the University of Texas, Austin, particularly by Bean, Frisbee, and others who have collectively compiled an impressive number of studies including several utilizing the 1960 and 1970 public use samples from the census. From these studies it is known that Chicanas are reducing their birth rates at a slower pace than other women. In addition, the relative influences of labor force participation,

**MACRO ONDA (CONT.)**

foreign birth, and social status have been measured. A replication of the Austin Fertility Survey by Sabagh in Los Angeles, work on the components of natural growth by Jaffe and Boswell, and Rindfuss and Sweet's attention to Latino Post-war fertility trends have confirmed and expanded the base of knowledge.

The original interest in funding these studies was motivated by governmental desires to reduce the levels of fertility among Chicanos. Although unintended, fertility studies serve as valuable sources of data regarding the Chicano family. The study of fertility is an indirect method of gaining insight into the changing social and cultural context of the Chicano family as it adapts to urban life, higher education of its members, changing expectations for women, and changes in family decision making.

**Mortality Studies.** In 1979, fifteen states began gathering vital statistics (births, deaths, and marriages) in a manner which allowed analysts to identify Chicanos. Prior to this, any analysis of mortality required that a researcher obtain access to actual death certificates, hand code them for ethnicity (usually using surnames) and then analyze the results. Despite the tiresome and difficult task, mortality analysis of Chicanos predate other demographic studies. Examples of such early research indicating high levels of death due to tuberculosis among Hispanos in New Mexico were published as early as 1940, soon followed by work on mortality differentials by Ellis for San Antonio and Houston, as well as more specialized studies by Buechley and Buell. More recently the analysis of vital statistics for California by Schoen and Nelson and a similar but more detailed analysis of Texas mortality by Roberts stand apart as the most complete examples of the incidence of various causes of death among Spanish surnamed persons. Generally, these studies show that Chicanos differ from the general population, particularly foreign born Chicanos. Some of the differences are understandable, such as the higher incidence of work related deaths, when one considers the industries that employ Chicanos. Other differentials exist regarding the reasons for low levels of suicide, high rates of automobile related deaths, and cancer.

Mortality studies suffer from the lack of explanations for the differential patterns found. Only Roberts has attempted to link the death certificate data with census tract data to try to explain these differentials in mortality according to the SES characteristics of the area where the deceased resided. While this method has many limitations, the effect of last place of residence generally is related to death from infectious diseases.

Analysis of Chicano mortality remains at a nascent state. But the systematic collection of vital statistics and the advent of geocoding make this area ripe for development during the next decade. This area of study requires a progression from generating findings without explanations to further linking mortality data to information about the deceased such as work history, migration history, causes of death of other family members as well as personal health histories. Until such linkages are made, the mortality differentials will continue to intrigue researchers but will not guide health planners and public health officials.

**Internal Migration Studies.** Tienda has recently reviewed the literature on internal migration patterns of Chicanos and concludes that new research strategies are needed to bridge the micro approaches to the topic (e.g., What motivates Chicanos to move? How is the decision to move reached? How do Chicanos adapt to their new communities? How do Chicanos retain ties with their former place of residence?) with the macro approaches to the topic (e.g., What are the net flows between the Southwest and the Midwest? What demographic factors are common or most dissimilar between the place of origin and the place of destination? What changes are occurring in the magnitude and nature of migration inflows and outflows?).

Micro level studies are best exemplified by the Shannon group three year longitudinal study of settled migrants in Racine, Wisconsin which documented the economic and social adaptation of Chicanos to the Midwest and their eventual integration into the community. These studies have provided valuable insight into migrant stream processes but it remains unclear how this specific example fits into the larger picture of Chicano spatial redistribution. Macro

MACRO ONDA (CONT.)

level studies are in turn more varied and less cohesive but they do link farm migratory streams with resettlement outside the Southwest. Other studies such as those by Boswell and Jones as well as Año Nuevo de Kerr generate provoking hypotheses regarding retention of ties to sending communities, reconstruction of ethnic communities, and differences between U.S. born and Mexico born migration.

The lack of knowledge regarding the patterns and flows of Chicano migration and the fact that the methodologies designed for the study of internal migration view the U.S. as a closed system in which migration across inter-nation borders is inconsequential, presents a challenge to Chicano scholars to develop theoretical frameworks that link macro and micro approaches and that employ methods which simultaneously consider the migration patterns of Chicanos and Mexicanos on both sides of the border.

International Migration. The parameters of Mexican immigration to the U.S. were first described by Hernández and also by Grebler. Both used available data from INS and the census. The volume of legal immigration, geographic distribution, selected characteristics of immigrants and changes in these characteristics of the Mexican foreign stock population were delineated. It was Gamio, however, who provided the fullest portrayal by using case studies, historical documents, available statistics as well as money order data to evaluate Mexican immigration during the 1920s. It was from these studies that the distinctive nature of Mexican immigration was confirmed. Present scholars continue to elaborate upon this landmark work. Recent analyses by García y Griego on the Bracero Program, and by García, on Operation Wetback, represent Gamio-like studies.

Samora's Los Mojados was the first book entirely devoted to the topic of undocumented immigration. Bustamante and Cárdenas who collaborated with Samora continue to add to the base of information. Mexican undocumented immigration is a topic intensively debated at the national level. It is debated largely without empirical facts because the data are nonexistent or frustratingly inadequate (See García y Griego and Estrada). It is unlikely that improvements in administrative data will

increase our understanding of Mexican immigration in the near future and it would appear that social surveys are essential to make significant advances in this area.

Labor Force. The occupational status and industry of employment studies by Fogel, Schmidt, and more recently by Briggs serve as examples of descriptive studies which utilize available data. These descriptive studies are severely limited when compared to attempts to measure labor market discrimination. Poston and Alvarez among others, utilized human capital models to analyze racial/ethnic income differentials. But the most substantive analysis of Chicano labor is the recently completed work by Tienda at the University of Wisconsin at Madison who used the 1976 Survey of Income and Education to study factors which suppress or enhance employment opportunities, (see La Red No. 50).

One can point to many studies which have focused on labor force experience of Chicanos but most are cross sectional studies. The national shift in occupational structures requires sophisticated methods to separate spurious associations from cause and effect. It is thus anticipated that research by Santos on the National Longitudinal Survey, and the analysis of the National Chicano Survey will provide the understanding that cannot be derived from the census or Bureau of Labor Statistics.

Conclusion. Chicano scholars interested in demographic trends and characteristics will find these works widely scattered. A few attempts have been made to compile demographic studies into one volume. These include: Cuanto Somos (Teller, et al.), Demography of Racial and Ethnic Minorities (Bean and Frisbee), and Changing Demography of Spanish Americans (Jaffe, et al.). Each serves as a useful and informative compendium although they lack cohesive framework for interpretation of results. There is insufficient space in which to mention some of the most promising demographic studies but a brief mention must be made of the work of historians who have used the manuscript census materials (Camarillo), studies on ethnic intermarriage (Abney-Guardado and Arce), residential segregation (Mindiola), Chicano youth (Kuvlesky), legal migration (Portes), female labor force participation (Cooney), language

MACRO ONDA (CONT.)

usage (Veltman) and health (Juárez), just to name a few.

This retrospective view of demographic studies shows that too much emphasis has been given to the description of differentials at the expense of developing testing hypotheses which derive from appropriate conceptual frameworks. The development of sophisticated methods is encouraging but theoretical underpinnings to explain the results of most of these studies is generally nonexistent or oversimplified. It also appears that the most effective studies are those which integrate demographic data from available sources, such as

the census, with detailed information gathered from surveys. In this light, mention must be made of Grebler's et al. The Mexican American People as an outstanding example of the use of survey data to provide depth and detail to general demographic trends as well as the use of demographic data as a basis for generalizing from the survey findings to the southwestern states.

The 1980s will undoubtedly become the most productive era of demographic research regarding the Chicano population. Properly done it will be more wedded to theory and as useful as it is informative.

Copies of Estrada's bibliography can be obtained by writing to LA RED.

DIALOGUE

We are pleased to include a new section in this issue of La Red -- DIALOGUE -- which consists of comments and reactions from members of our readership to previously published Micro and Macro Ondas and Review Notes. Contributions are certainly welcomed.

-----  
Response to "Operation Wetback" Review Notes

by Juan R. García/History/University of Arizona

Because of space limitations this proved a difficult rejoinder to write given the number of inaccurate conclusions drawn by Ms. López-Garza about my book. Therefore I shall address myself to some of the more salient issues and misconceptions raised by the reviewer.

To begin with, the purpose of the book was to present a straightforward and balanced account of "Operation Wetback" and its aftermath, and to present some conclusions about it. It was my hope that by approaching this complex subject in this manner that the reader would be given the opportunity to render judgements and draw their own conclusions about this shameful episode in the history of the United States. Because of this my language was, by intent, cautious. This by no means translates, as the reviewer would have one believe, into an attempt by me to "legitimize" and "rationalize" the repressive roles of the Immigration and Naturalization Service (INS) and the U.S. government. Nor can my presentation of the views and ideas of the different parties involved be described as either "sentimentalizing" about individuals like Joseph Swing or "bemoaning" the

alleged harsh treatment encountered by INS officials in Texas. This was all part of the story and I merely related their occurrence, just as I related the brutal treatment of Mexicanos at the hands of certain Border Patrolmen. Was the reviewer suggesting that I skew my language and the facts simply to conform to a more "acceptable" theoretical framework and to further reinforce what many of us already know about the brutality of the INS? I think not. Nonetheless I am a bit puzzled by what Ms. López-Garza's purpose really is by honing in on such ideas. There was no mention in her review of the fact that on numerous occasions I was very uncomplimentary of the very people she accuses me of defending.

I am even more troubled by her statement that in many instances I appear "to take up and even defend the actions of the INS." This constitutes a very serious charge -- one which is completely erroneous and unsubstantiated by any concrete evidence on her part. I believe that the above statement by López-Garza may be in part attributed to her having read and judged my work solely within her own narrow theoretical construct. If this was

DIALOGUE (CONT.)

indeed the case, then it is not surprising that my book failed to live up to any of her expectations.

I also take strong exception to her description of my work as a "hodge-podge of information" simply because it lacked a theoretical foundation. The lack of said foundation should not be used as an excuse to dismiss and belittle the work of an individual. It was never my intent to write a theoretical work which addressed itself to larger issues. Rather it was my goal to write an historical account of the event which might serve to raise such issues and questions in the minds of others. Cognizant of my limited expertise in this area I felt that such issues were better left in the hands of those more competent to raise and

address them.

Finally her statement that I "appear to know little of Mexico's state dynamics and economy" represents one more example of the reviewer's bias and her propensity to make unfounded generalizations in her review. It would have been much more helpful to me personally and to the readers of *La Red* had she done less editorializing and had she placed less emphasis in espousing her own personal philosophy. While I recognize that she did make an attempt to write a sincere and honest review, I cannot help but feel that her statements at times were more representative of an attack than a logical, well-argued and carefully thought-out critique.

Given Names and Chicano Intermarriage: A Response to Leonard

by Edward Murguía/Sociology/Trinity University

In my research report (*La Red*, March 1981), I maintained that for Chicanos, a positive correlation existed between English given names and intermarriage. Contrary to Karen Leonard's (*La Red*, March 1982) assertion, I do not claim that "possession of a non-Spanish name somehow encourages or causes Chicanos to espouse Anglos." A statistical correlation is not the same as a causal relationship and to believe that English given names cause intermarriage is, of course, absurd.

An English given name is an indicator of cultural assimilation. Cultural assimilation (the attempt to become more similar culturally to the majority society) is related to structural assimilation (the establishment of primary relationships with members of the majority society) which, in turn, is related to marital assimilation (intermarriage). (Gordon, *Assimilation in American Life* 1964). Actually, a marriage (husband-wife) relationship is an archtypical primary relationship. What causes intermarriage, then, is the desire on the part of a minority, first, to be less different than the majority and, later, to be accepted by the majority so that upward mobility can occur. Thus, cultural differences are bridged and the minority begins to rise socioeconomically and to come into contact on an equal basis with the majority. If the majority accepts the minority, structural assimilation

results, which, in turn, leads to intermarriage.

Leonard's second point is that a given name on a marriage application may be different from the name of the same individual on his/her birth certificate. I am aware of this and in my *Micro Onda*, I said, "Note that an English first name can be chosen for a Spanish surnamed individual at birth by the parents, or an individual may choose to use the English form of the Spanish first name." From my point of view, whether or not an individual is consistent in using the same name on his marriage application as on his birth certificate is not of major importance. Use of an English given name at any point in time indicates cultural assimilation.

Leonard is studying intermarriage between two minorities, Indians (from India) and Mexicanos; I am studying intermarriage between a minority and the majority. In her case, both minorities are undergoing cultural assimilation in the direction of the majority. Thus, the fact that Mexicanos and Indians intermarry and yet Anglicize their given names is not fully to the point.

My study finds that for Chicanos, cultural assimilation, as indicated by English given names, is statistically correlated with intermarriage. The link between cultural assimilation and intermarriage is that cultural distance has to be bridged between two groups before large-scale intermarriage can take place.

LANGUAGE & DISCOURSE

\*\*\*\*\*  
CONTRIBUTOR'S NOTE  
\*\*\*\*\*

Materials and/or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

\*\*\*\*\*  
REPORT REVIEW  
\*\*\*\*\*

The Retention of Minority Languages in the United States. A Seminar on the Analytic Work of Calvin J. Veltman. National Center for Education Statistics, 1980.

This report by the National Center for Education Statistics is based on a conference organized by the Latino Institute which was held in Washington, D.C. during 1980. The purpose of the conference was to bring together a forum of scholars, researchers and educators to discuss a major study by the sociologist Calvin Veltman concerning language questionnaire data obtained as part of the Survey of Income and Education (SIE). The 1976 SIE gathered demographic data on over 151,000 households; individuals surveyed numbered nearly 441,000 persons. The 1976 SIE survey included over 6,000 Hispanics 14 years of age or older. On the SIE survey there were 15 separate language questions pertaining to each member of a household. Over 20 languages, including Spanish, were represented in the data. The SIE language survey questions were broad in nature, asking persons interviewed about language choice and language use preferences at home, judgements of proficiency in English on part of the person interviewed and other family members, and exposure to English or a non-English language in the schooling of family members.

The volume being reviewed here contains the original report authored by Veltman, as well as a transcription of commentaries delivered by seven experts in the area of demography and language research on language minority persons. Three of the seven commentators were Hispanics; these persons were René Cárdenas, Leobardo Estrada, and David López. In addition, the volume includes transcriptions of comments offered by members of an invited audience to the meeting; this audience included a number of prominent Hispanic researchers.

The Veltman report concluded that current retention of non-English languages in the U.S. is subject to the same historical and social forces which has resulted in total intergenerational assimilation of most immigrant minorities into the U.S. Among Hispanics, the report concluded that while Spanish is retained by older Hispanics likely to have been born outside the U.S., Hispanics born in the U.S. show a strong shift to preference for English over Spanish. Veltman used the term "anglicization" to describe the intergenerational phenomena of a shift towards use of English rather than Spanish. Hispanics living in southern and rural Texas showed the least rate of anglicization, while Hispanics living in the Rocky Mountain states, the Midwest, California and Florida showed the highest rate of anglicization.

Veltman attempted to interpret language retention among U.S. groups in relation to language retention among French Canadians. Veltman acknowledged that the language and social circumstances that apply in the interpretation of French language retention in Canada are very different from circumstances surrounding non-English language retention in the U.S. Social prestige and everyday utility of a non-English language, along with political strength of minority non-English groups are cited as key factors surrounding retention of non-English languages.

The responses of the panel of commentators to the Veltman report and the ensuing discussions which occurred at the conference are quite interesting and informative. One of the most telling criticisms of the Veltman report was the questionable validity of the language items on the SIE survey questionnaires. While Veltman was not responsible for the quality of the language survey questions, some commentators and audience members judged that the Veltman report should have been more qualified in its interpretation of data. A second important criticism was that the SIE survey data were not adequate as a base for determining historical-immigration influences on language retention. Some participants at the conference argued that the historical and sociocultural status of Spanish in the U.S. is not of the same transitory nature as is the case with some other non-English languages which have come to the U.S. under different circumstances.

Potential readers of this NCES report may be interested in studying the 1979 PhD dissertation of Reynaldo Macías carried out at Georgetown University. The Macías

LANGUAGE & DISCOURSE (CONT.)

dissertation (*Mexican/Chicano Sociolinguistic Behavior and Language Policy in the United States*) is the most comprehensive analysis of SIE language survey questions on Mexican-Americans in existence. It also contains extensive additional information on language characteristics of Hispanics in the U.S. derived from other sources.

REVIEW NOTES

Latino Language and Communicative Behavior

Richard P. Durán, Editor. Norwood, NJ: ABLEX Publishing Company, 1981.

Language issues in the Latino community have received a good deal of attention within the past few years. This recent interest has done much to begin a research base for scientists in this area. An excellent example of this development is the specialty of Chicano sociolinguistics within the broader area of sociolinguistics. This volume is an outgrowth of these same emerging interests and was developed from the proceedings of the National Conference on Chicano and Latino Discourse Behavior sponsored by the Educational Testing Service in 1978.

Latino Language and Communicative Behavior is divided into two main parts: Part I - Latino sociolinguistics and code-switching, and Part II - Latino language, communication, and cognition in home, community, and school settings. Part I seeks to establish a general introduction to some of the basic sociolinguistic issues relevant to studying the language behavior of Latinos. In addition, the first section also focuses on the phenomena of codeswitching as one example of this linguistic behavior. Part II examines more of an applied dimension by viewing the communicative skills and cognitive performances of Latinos in home, community and school environments.

In the first two chapters Penalosa and Ornstein-Galicia establish a general framework for the rest of the contributions in this volume. In their work, several points become apparent as to their importance for this general framework. First, the Latino language situation is quite diverse and at the same time also very complex. This is best exemplified by the indepth discussion both authors give to the presence of Latino language varieties in this country, and the problems of measurement when attempting to focus on one particular variety, e.g., Chicano Spanish. Second, the Latino popula-

tion in the U.S. exhibits a high degree of heterogeneity, and this characteristic is especially true in the case of Latino discourse. Lastly, both authors stress the need for more extensive sociolinguistic research on Latinos and their linguistic repertoire.

The chapters by Reyes and Lavandera serve to reinforce various aspects presented in the abovementioned chapters. Reyes noted a similarity of development from two separate speech communities (Chicanos in Arizona and Puerto Ricans in New York). Using the concept of independent convergence, he discusses how two separate dialects of Spanish independently developed and extended to exclusively use the same patterns of borrowing English verbs. Lavandera makes a strong case for viewing U.S. Spanish as an independent variety, which is even more advanced than other Spanish dialects outside of the U.S.

The remaining portion of Part I focuses specifically on the topic of code-switching, the alternate use of two languages or dialects. McClure found that codeswitching is not random behavior, but rather occurs according to established conversational discourse, while Valdes' research revealed the establishment of specific strategies by which individuals involved in codeswitching assume rights and obligations in the process. Zentella and Genishi investigated this topic in the setting of bilingual classrooms and found that classroom interactions take into account a number of variables, including linguistic ability, language proficiency and preference and linguistic security, and that bilingual children can effectively use both English and Spanish in a naturalistic environment that encourages communication rather than only competence. In a microanalysis of code-switching, Huerta-Macias studied conversational interaction in a family setting and found that codeswitching played an impor-

REVIEW NOTES (CONT.)

found that codeswitching played an important role in the family's conversation and was seen as a viable tool for the acquisition of bilingualism by family members. Poplack, in a linguistic analysis of Puerto Rican speech, formulated a set of syntactic constraints in attempting to view why and where codeswitching occurs.

The chapter by Marcos and Trujillo is notable for its investigation of language in an applied setting. Their work in the area of psychiatry reveals that the quality of communication in diagnostic and therapeutic settings is seriously affected by the inability of patients to use their preferred language and the practitioner's lack of familiarity with the patient's cultural background. In viewing the social task of leave-taking in a family gathering, García discovered that these are stages involved in leave-taking and the social roles of family members affect the direction and interpretation of the conversation.

Several of the remaining chapters in the book dealt with language issues as they related to bilingual children. Ramírez' research examines the importance of language attitudes in a classroom situation. Results revealed teachers' attitudes toward students' speech to be quite important; this was true especially for accented speech. Utilizing the ethnographic approach, Carrasco, Vera, and Cazden found that bilingual children display communicative skills and content knowledge to which even teachers are not usually sensitive or aware. In a somewhat related study, Carrasco and Garcia established that Mexican American parents in a teacher-like role adopt teaching strategies in order to teach their children two languages. Lindholm and Padilla, in an analysis of mother-child discourse in a home setting, discovered that patterns of communication between mothers and their children are relevant to the process of socialization, skill mastery, and communication strategies. The chapter by Laosa also supports the position that maternal cognitive styles play an important role in determining maternal teaching strategies, and these teaching strategies in turn influence the development of their children's cognitive styles.

In a study of Puerto Rican college students, Durán found that reading comprehension in English and Spanish can predict

students' ability to solve deductive reasoning problems. The last chapter by DeAvila and Duncan is a review of several studies that lend support to the hypothesis that the bilingual child possesses cognitive advantages and also that the psychological and educational effects of bilingualism are important in building bilingual education models.

This volume contains a wide variety of research efforts that speak to a number of research issues relevant to Latino discourse. By far, the dominant theme found in these chapters deal with the tremendous amount of diversity and complexity present in research dealing with Latino language behavior. The backgrounds of the researchers in this book (sociology, linguistics, anthropology, education, psychology) give evidence to the interdisciplinary nature of this topic. In addition, the multiple topics investigated (e.g., bilingualism, code-switching, conversational analysis, and cognitive styles), and methodological techniques utilized (ethnography, interviews, case study, deductive reasoning, etc.), only serve to support this theme. An underlying theme, though no less important, is the need for sensitivity to the sociocultural and language background factors which influence the Latino's communicative behavior.

This book makes a strong statement for the need for more collaborative and interdisciplinary research on language issues in the Latino community. However, two minor drawbacks should be considered. In a collection of this size and depth there is a dire need for an epilogue which can tie all the pieces together. A summary chapter that provided an overview and critical analysis would have done much to strengthen the impact of the book. Also, there is a notable lack of research dealing with a major Spanish-speaking group in the U.S. -- Cubans -- but this was not addressed or dealt with in a subject that focused on Latino discourse. Overall however, I would say this volume makes a solid contribution to a rapidly developing area. Anyone who has an interest in the topic of Latino discourse would do well to familiarize themselves with this collection of articles.

Reviewed by Miguel A. Carranza,  
University of Nebraska-Lincoln.

ANNOUNCEMENTS1980 CENSUS OF POPULATION AND HOUSING TENTATIVE PUBLICATION AND COMPUTER TAPE PROGRAM

The Census Bureau will release the results of the 1980 census as soon as they are tabulated and assembled. Three major media will be utilized in this data dissemination program: printed reports, computer tapes, and microfiche. The publication of the 1980 census data are released under three subjects: 1980 Census of Population and Housing; 1980 Census of Population; and 1980 Census of Housing. Order forms for these materials are available from Data User Services Division/Customer Services/Bureau of the Census/Washington, DC 20233; Census Bureau Regional Offices; U.S. Dept. of Commerce District Offices; and State Data Centers. Inquiries concerning any phase of the data dissemination program may be addressed to Data User Services Division/Customer Services/Bureau of the Census/Washington, DC 20233.

INSTITUTE FOR PUERTO RICAN POLICY NETWORK

The Institute for Puerto Rican Policy is establishing a National Puerto Rican Policy Network to facilitate communication and promote cooperative work between persons conducting policy-oriented research and involved in advocacy work in Puerto Rican communities in the U.S. Projected activities include an occasional newsletter as well as dissemination of a working papers series. For additional information contact Harry Rodríguez-Reyes, Communication Coordinator/The Institute for Puerto Rican Policy/445 West 59th St., Room 3501/New York, NY 10019.

THE CALIFORNIA SPANISH LANGUAGE DATA BASE ANNOUNCES ITS NEWSLETTER "LECTOR"

The CSLDB will begin publication of a quarterly review media newsletter highlighting Spanish language and bilingual materials suitable for purchase by public libraries, as well as school, college and special libraries in the United States. Each issue will contain 15-25 reviews of currently available books. The CSLDB is a bilingual computerized data base designed to serve the information needs of the Spanish speaking population. The CSLDB is seeking reviewers who read Spanish well and who will write short English evaluations of books in exchange for a complimentary copy of the work. Interested parties contact Joan Leopold, Administrative Services Officer/California Spanish Language Data Base/P.O. Box 4273/Berkeley, CA 94704.

AMERICAN PSYCHOLOGICAL ASSOCIATION BOARD OF ETHNIC MINORITY AFFAIRS (BEMA)

BEMA is seeking input from ethnic minority psychologists and other interested individuals concerning suggestions within aspects of its three major specific responsibilities which include: 1) increasing scientific understanding of those aspects of psychology that pertain to culture and ethnicity; 2) increasing the quality and quantity of educational and training opportunities for ethnic minority persons in psychology; and 3) promoting the development of culturally sensitive models for the delivery of psychological services. For additional information or to forward comments contact Esteban L. Olmedo/American Psychological Association/1200 17th St., N.W./Washington, DC 20036.

CALLS FOR PAPERSEL ESPANOL EN LOS ESTADOS UNIDOS III

Indiana University-Bloomington; Indiana University-Northwest and University of Illinois-Chicago are slating their "El Espanol en los Estados Unidos" third meeting for **October 1-2** in Bloomington, Indiana. The theme for this year's conference is Spanish language in the U.S. as it relates to any of the following topics: language use and change among Spanish speaking communities; Spanish as it is used in folklore, theatre, poetry or fiction; Spanish language education and others. Persons interested in presenting a paper at the conference are invited to submit abstracts by **7-1-82**. Contact John R. Gutiérrez/Dept. of Spanish and Portuguese/844 Ballantine Hall/Indiana U/Bloomington, IN 47405.

STUDENT RECRUITMENT & SCHOLARLY SUPPORTU OF CALIFORNIA - DAVIS POSTDOCTORAL FELLOWSHIP PROGRAM

The department of agricultural economics invites applications for an affirmative action postdoctoral fellowship in areas represented in the department's teaching and research emphases. The fellowship provides a \$16,800 stipend and research support funding for the 1982-83 academic year and can be extended for a second year. PhD required. Contact John Antle/Search Committee Chair/Dept. of Agricultural Economics/U of California/Davis, CA 95616. AD: **6-1-82**.

1983-84 FULBRIGHT SCHOLARSHIPS

The Fulbright Program is offering approximately 80 awards for lecturing or research at universities in Latin America and the Caribbean. A PhD, good knowledge of Spanish or Portuguese, and U.S. citizenship are required. Contact the Council for International Exchange of Scholars (CIES)/11 Dupont Circle/Washington, DC 20036/(202) 833-4955. AD: **6-15-82**.

THE STANFORD INSTITUTE FOR INTERCULTURAL COMMUNICATION SUMMER PROGRAMS 1982

Stanford U, school of education is sponsoring a summer program offering intensive professional workshops in intercultural communication. Three sessions are offered. Enrollment for each of the workshops will be limited in order to maintain a small-group environment. Pre-registration deadline: **6-18-82**. After June 18, there will be a late registration fee of \$25. Contact Clifford Clarke, Director/The Stanford Institute for Intercultural Communication/P.O. Box A-D/Stanford, CA 94305.

WASHINGTON CENTER FOR LEARNING ALTERNATIVES MINORITY SCHOLARSHIPS

The WCLA will have six scholarships available for summer 1982. These scholarships have been developed to assist needy students from ethnic minorities. The grants are to be used to cover costs of travel to and from Washington, housing, and living expenses. The WCLA is also offering full time academic internships for the 1982-83 academic year. For details contact Gertrude Patch/Director of the Internship Program/1705 DeSales St., N.W./Washington, DC 20036/(202) 659-8510.

CENTER FOR THE STUDY OF HUMAN RIGHTS - COLUMBIA UNIVERSITY

The CSHR will devote its 1982-83 program to national, comparative and international perspectives on Detention Emergency Rule and National Security and The Treatment of Aliens, including Refugees. The Center invites applications from postdoctoral scholars interested in working in these fields during the academic year of 1982-83 as Human Rights Fellows in residence at Columbia U. Contact Nina Sanders/Center for the Study of Human Rights/704 International Affairs Bldg./Columbia U/New York, NY 10027/(212) 280-2479.

EASTERN MICHIGAN UNIVERSITY GRADUATE STUDENT ASSISTANTSHIPS

The Minority Recruitment Committee at EMU invites prospective EMU students to submit an application form for the Minority Graduate Assistantship Program. This program provides tuition and other related fee expenses as well as a monthly stipend. The Graduate School at EMU offers more than 50 graduate academic programs. Contact Hector Garza, Assistant Graduate Dean/EMU Graduate School/Ypsilanti, MI 48197/(313) 487-1307. AD: **unspecified**.

IMPORTANT SOCIAL SCIENCE PUBLICATION

"Social Science Research on Chicanos: A Symposium," The Social Science Journal, Vol. 19, No. 2 (April 1982) by Maxine Baca Zinn, Editor.

Interested persons may obtain this publication by writing to Social Science Journal/Colorado State University/Social Science Bldg./Fort Collins, CO 80523. (\$4.00)

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHCHILD DEVELOPMENT - CALIFORNIA STATE U, NORTHRIDGE

California State U seeks qualified candidates for temporary part-time faculty appointments in its child development department. EdD or PhD required. Appointments are for spring 1983. Contact Janet Fish/Dept. of Child Development/California State U/18111 Nordhoff/Northridge, CA 91330. AD: 11-1-823.

CURATORSHIP - U OF CALIFORNIA, BERKELEY

The U of California, Berkeley Art Museum film department is seeking a curator for their Pacific film archive. Position available early summer, 1982. Contact James Elliott, Director/University Art Museum, Berkeley/U of California/Berkeley, CA 94720. AD: 7-1-82,

LIBRARY SCIENCE - U OF ARIZONA, TUCSON

The U of Arizona has openings for three library positions in their catalog, serials and reference departments. Contact W. David Laird/The U of Arizona Library/Tucson, AZ 85721. AD: 6-1-82.

SOCIOLOGY - U OF NOTRE DAME

Applicants are sought for a tenure-track assistant professorship beginning fall 1983. PhD plus teaching with specialization in the sociology of religion. Competence in macro-comparative analysis is useful. Contact Andrew J. Weigert/Dept. of Sociology

and Anthropology/U of Notre Dame/Notre Dame, IN 46556. AD: 11-1-83.

SPANISH - U OF TEXAS, EL PASO

U of Texas, El Paso seeks applicants for two lecturer positions in their Spanish department. MA required. Contact Richard Ford, Acting Chairperson/Dept. of Modern Languages/U of Texas, El Paso/El Paso, TX 79968. AD: unspecified.

ACADEMIC ADMINISTRATIONADMINISTRATION - U OF CALIFORNIA, BERKELEY

The U of California, Berkeley solicits applications and nominations for the position of dean of the school of education. Qualifications include experience as a professional educator, demonstrated skills in administration and a national reputation for leadership in the field. Contact Education Search Committee/Office of the Provost/Professional Schools and Colleges/200 California Hall/U of California/Berkeley, CA 94720. AD: 6-1-82.

OTHERCOMMUNITY ORGANIZATION - LA FRONTERA CENTER, INC.

La Frontera Center, Inc., is searching applicants for their director of substance abuse services position. MA plus five years of post-Master's experience in a clinical setting required. Contact Yolanda B. Kenney/Personnel Manager/2101 S. 6th Ave./Tucson, AZ 85713/(602) 791-9955. AD: unspecified.

PROBLEM & IDEA EXCHANGE

Ken Barger/Dept. of Anthropology/Indiana U/925 West Michigan St./Indianapolis, IN 46202 and collaborators compiling a **national network of professionals willing to contribute their expertise to support the farmworker movement**, particularly the Farm Labor Organizing Committee (FLOC) in the Midwest and the United Farm Workers of America (UFW) in California, Texas and Florida.

Vivian Brown/Didi Hirsch Community Mental Health Center/4760 S. Sepulveda Blvd./Culver City, CA 90230 invites Chicano/Hispanic graduate students in Los Angeles (psychology, social work, psychiatry, and psychiatric nursing) interested in a **specialized community/prevention field experience** to contact them.

F. Chris García/Political Science/ Ortega Hall/U of New Mexico/Albuquerque, NM 87131 is preparing a second revised edition of *La Causa Política: A Chicano Politics Reader* for Notre Dame University Press and invites persons interested in **Chicano Politics** to submit their articles for inclusion.

PROBLEM & IDEA EXCHANGE (CONT.)

Diana Holguin-Balogh/Glendale Community College/6000 Olive Ave./Glendale, AZ 85302 is interested in comparing her results with others on the topic of **congruence of sexual attitudes and behaviors of Chicanos compared to lower and/or upper socio-economic level anglos.**

Joyce Penfield/Dept. of Linguistics/U of Texas, El Paso/El Paso, TX 79968 is doing research on **Chicano English, a variety used in the Southwest** for in-group identification by bilinguals and would like to exchange information on attitudes towards Chicano English.

Homero Roel/South Texas Adult Education/Center Box 196/Texas A & I University/Kingsville, TX 78363 is willing to share information on the **Robstown, Texas project where Paulo Freire's principles were applied.**

Ruben Solis/258 W. Emerson/San Antonio, TX 78226 is interested in **community grassroots organizing** from the Chicano/Mexicano experience particularly in self-help organizations that have created new models for organizing, training of cadre and networking with other community organizers and organizations.

LA RED/THE NETRESPONSE FORM No. 54

May 1982

**ATTENTION READERS:** You must submit one of these forms at least once every six months if you wish to continue receiving LA RED.

1. Comments regarding this issue (content, format, timeliness).
2. **Research problem and idea exchange.** (A clear, concise statement of a problem to which you would like other readers to react; or an appeal for reader assistance on a research problem.)
3. **Forthcoming events, meetings, programs, grants or fellowships.** (Furnish complete details including application dates and the name and telephone number of a contact person.)

MEETINGS & CONFERENCES

**EVENT:** The Third Annual Chicano Mental Health Conference  
**DATE:** June 3-5, 1982. **LOCATION:** Albuquerque, NM  
**THEME:** The conference will feature training workshops for board member managers, direct services staff and will hold the Chicano Task Force Annual Meeting on June 5, 1982.  
**CONTACT:** Cora Sánchez/CTF Coordinator/404 Marble N.W./Albuquerque, NM 87102/(505) 842-0862.

**EVENT:** The National Association of Social Workers (NASW) Minority Issues Conference  
**DATE:** June 9-12, 1982 **LOCATION:** Los Angeles, CA  
**THEME:** Color in a White Society  
 Areas of interest include politics/advocacy; mental health; social policy and public welfare; migration and immigration; women's issues; child welfare; professional issues; research; justice; law, prison and offenders; community organization; employment and training; families; education and religion.  
**CONTACT:** Barbara White, Chair/Minority Issues Conference Planning Committee/NASW/1425 H Street, N.W., Suite 600/Washington, DC 20005.

LA RED/THE NET

RESPONSE FORM No. 54 (Cont.)

May 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Forward review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct

☐ See changes or corrections made on label below.

☐ Add the attached names to the mailing list.

LA RED/THE NET

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 2148  
Ann Arbor, MI 48106

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

# la red/the net

MONTHLY NEWSLETTER OF THE NATIONAL CHICANO RESEARCH NETWORK

No. 55  
June 1982

## REPORT TO THE NETWORK

Selected Indicators from the 1980 Census

Selected States	Selected Indicators					
	Median Hispanic Family Income	Hisp/White Income Ratio	% Hisp with High School Educatn <sup>1</sup>	Hisp/White Ratio of Schooling <sup>2</sup>	% Hisp Hseholds with Female Head of Hsehold <sup>3</sup>	% Adults Speaking Spanish at Home
California	\$16,140	.71	43.2%	.56	17.5%	13.4%
Texas	\$13,120	.63	34.3%	.53	15.0%	17.6%
New Mexico	\$13,800	.74	49.1%	.66	16.6%	30.6%
Arizona	\$15,571	.78	46.0%	.61	14.9%	12.3%
Colorado	\$14,229	.64	45.4%	.56	20.8%	7.0%
New York	\$10,943	.50	37.4%	.55	42.6%	8.0%
New Jersey	\$15,151	.62	46.1%	.66	31.7%	5.3%
Florida	\$16,524	.89	54.5%	.77	14.1%	8.4%
Illinois	\$16,788	.71	37.5%	.55	18.8%	4.4%
Michigan	\$19,032	.84	48.5%	.66	23.2%	1.3%

<sup>1</sup> Percentage of the population over 25 years of age having completed high school

<sup>2</sup> Ratio of the percentage of Hispanics over 25 completing high school to the percentage of whites over 25 having completed high school

<sup>3</sup> Percentage of Hispanics households with children having female heads of household

<sup>4</sup> Percentage of total population over 18 years speaking Spanish at home

Although budget cutbacks have delayed the dissemination of data from the 1980 Census, there are now available several significant publications and magnetic tape files. These and other forthcoming products will provide an extremely rich resource for documenting the condition of Chicanos and other Hispanics. The table above was created from data published in Provisional Estimates of Social, Economic, and Housing Characteristics (1980 Census of Population and Housing Supplementary Report, PHC80-S1-1). The Chicano Network is acquiring most 1980 data on tape and will respond to written inquiries regarding custom runs on available data files.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Carlos H. Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

### CONTENTS

Micro Onda .....	2
Review Notes .....	3-7
Recent Publications .....	8
Language & Discourse .....	10
Meetings & Conferences .....	11
Calls for Papers .....	11
Announcements .....	12
Employment Opportunities .....	12
Problem & Idea Exchange .....	13
Contributor's Notes .....	14

**DEADLINE FOR NEXT ISSUE: JUNE 18, 1982**

**MICRO ONDA**Problems in Studying the Impact of Social Structure and Culture  
on the Health and Medical Care Utilization of Chicanos

by Ronald Angel, Rutgers University

In recent years the study of the health of Chicanos and other ethnic minorities has shifted from an almost exclusive focus on the impact of folk culture on health beliefs and practices to an increasing appreciation of the importance of social class on health and medical care utilization within the Chicano population. Nonetheless, culture, in the form of group-specific beliefs and practices concerning health and health-related matters continues to be an important factor in understanding Chicano health and medical care utilization.

The study of Chicano mental and physical health is made particularly difficult by the fact that the ascriptive characteristic of ethnicity interacts with social class to decrease health levels as well as to influence the subjective interpretation and reporting of physical and psychic states. Group comparisons of health levels and medical care utilization usually rely on self-reports of health status to determine the need for medical care. Surveys, or other instruments, such as psychiatric diagnostic inventories, which assume a common universe of meaning for different ethnic groups may provide biased reports of health for groups which perceive or report health differently. Preliminary research indicates that despite the higher health risks associated with poverty, lower class Chicanos tend to report better health than comparable non-Hispanics on surveys using traditional self-reports of health (Angel and Cleary, 1982).

Though Chicanos vary in social class membership, the system of social stratification in the U.S. disproportionately relegates members of this group to the lowest social classes in which they are exposed to the risk factors associated with poverty, little education, and crowded living conditions. In addition, because of their class position, Chicanos are disproportionately handicapped by economic barriers to health care. Mexican ethnicity, therefore, operates to increase the probability of lower class membership with its attendant health risks and structural barriers to health care. Mexican

cultural identification, on the other hand, leads to less reporting of both physical and psychic morbidity.

In light of the discrepancy between objective evidence indicating that Chicanos suffer more morbidity and mortality than non-Hispanics, and given the elevated risk factors associated with poverty, self-reports of better health among Chicanos in the lowest social classes must be assumed to reflect underreporting. Such bias makes the direct comparison of the health and medical care utilization of Chicanos and non-Hispanics difficult.

Preliminary re-analyses of data collected by the Center for Health Services Research at the University of Chicago, which oversampled Chicanos in the Southwest attempts to offer some evidence of the potential impact of underreporting of illness by Chicanos in multivariate analyses. Using a two-stage least squares procedure, a composite measure of physical illness was standardized on age, gender, family income, education, family size, and marital status for a combined sample of non-Hispanic White, Black, and Chicano adults aged 18 to 64. This "expected" illness score was used to represent the health level one would expect if one knew an individual's health-related demographic and socioeconomic characteristics, but did not know his or her race or ethnicity.

Subsequently, this score was used as a measure of need in regressions of the number of physician visits during the previous year. At this point, race and ethnicity were introduced to determine the impact of these ascriptive characteristics on medical market place factors. The impact of the degree of assimilation was investigated using the language in which the interview was taken. Those individuals who took the interview in Spanish were assumed to be less assimilated than those who took the interview in English.

Results reveal a clear differentiation within the Chicano sample. Chicanos who took the interview in English are similar to non-Hispanics in the amount of medical care

**MICRO ONDA (CONT.)**

they consume once other health and access-related factors are controlled. Chicanos who took the interview in Spanish, on the other hand, are not only handicapped by low levels of income, education and the lack of health insurance, but continue to utilize medical services at a lower rate than do non-Hispanics even after other factors are controlled. These results suggest that factors other than those associated with socioeconomic status influence physician underutilization among Chicanos. Language and knowledge barriers, health beliefs, access problems, or the distrust of the institutions of the larger society are only some of the possible factors which warrant further investigation.

Results of regression analyses which employed actual reported illness unadjusted for possible reporting bias as opposed to expected illness produced strikingly different results. Despite greatly reduced rates of physician utilization among Spanish speaking Chicanos (2.1 visits per year as opposed to 3.7 visits per year for non-Hispanic Whites), after controlling for actual reported illness, differences between non-Hispanics and Chicanos disappear, suggesting that the underutilization of physician services by Spanish speaking Chicanos is entirely a function of socioeconomic and demographic factors. The resolution of this issue is far from clear, but has important implications for the interpretation of survey findings. The determination

of the extent to which health and medical care utilization are influenced solely by social class factors, or the extent to which they are influenced as well by ethnic group-specific factors is important for the delivery of health services as well as for the epidemiological study of differential health levels.

Regardless of whether their underutilization of physician services is due entirely to social class factors or whether social class factors interact with culture to decreased perceived illness and medical care utilization, it is clear that Chicanos who speak little or no English constitute an economically disenfranchised group who have been among the last to benefit from the expansion of the welfare state and who will be among the first to suffer the consequences of potential cutbacks in medicare and medicaid. They are, in general, older, very poorly educated, and severely impoverished. Because of political powerlessness and language barriers, this group, along with Puerto Ricans and American Indians, are less able than others to articulate their plight before a national audience. In coming years the situation of Chicanos who are not fluent in English may become more precarious and must command the attention of Hispanic researchers who can act as advocates for this seriously disadvantaged group.

For additional information on this research, contact Ronald Angel, Rutgers University.

**REVIEW NOTES**Curanderismo.

Robert T. Trotter II & Juan Antonio Chavira. Athens, Georgia: The University of Georgia Press, 1981.

The subject of Curanderismo has been of interest to a variety of disciplines. Its study, however, has been hindered by the methods and theories used in its analysis. At last there has appeared on the market a text which has employed a method and theory that truly represents the subject within the context of its reality. The authors have used the qualitative approach of ethnography by which to present a theory rooted in their data. They operationally defined the curandero as a person whose primary profession was healing and who saw

more than five clients a day and used all or part of the theoretical system described in the book. The book discusses illness and healing within a cultural context as a holistic practice incorporating material, spiritual and mental levels. These levels are not mutually exclusive and are presented as processes not ever before presented this clearly. Although, health and spirituality as a duality are not explicitly discussed as they manifest through the three levels, they are, nevertheless described in the book.

Curanderismo is presented as a coher-

## REVIEW NOTES (CONT.)

ent system of medicine with its own theory and process. It goes beyond the description of illness and discusses the role of natural support systems in the treatment of a variety of physical, emotional, spiritual and social problems. It does not dichotomize or categorize. It traces in an interdisciplinary fashion the historical influence of Judeo-Christian religion, Greek humoral medicine, the Spanish Renaissance, European witchcraft, North American herbal lore and health practices, plus modern beliefs in spiritual and psychic phenomena, as well as scientific medicine. Missing from the text is a discussion of sex roles; particularly the symbolic power of women and how religion, the legal and educational systems displaced women from roles as spiritual and health practitioners.

The authors, as participant observers, grant an insider-outsider perspective to compare and contrast curanderismo with the dominant medical system. The book documents that curanderismo has not disappeared and that it is flourishing and serving a vital function to the Mexican-American population of the flood plain of the Lower Rio Grande Valley of Texas. The authors are cautious in that they do not generalize beyond their defined region but do contend that curanderismo is gaining respectability in areas where it often had only private acceptance. They also contend that it resists assimilation and that it does not easily fit into current clinical settings. Part of the resistance factor is that it allows Chicanos to be self-reliant, it has cultural relevancy and a natural support system that gives the population a sense of stability and continuity in the face of a rapidly changing urban-technological society.

The book presents the best review of the literature yet encountered on the subject. The authors even present a long overdue critique of Arie Kiev's *Curanderismo* as being rooted in Freudian psychology with a good description of the practices but a very bad analysis. Although the authors do not state that this perspective has done as much harm to curanderismo as it has done to the analysis of women, they are quick to point out that it does not present an accurate analysis. The text is especially recommended reading for students and ins-

tructors in medicine, religion and the human service fields. It is also "must" reading for those interested in Chicano culture.

It is felt that this book is one of the few that addresses what is specific about Chicano culture. The authors begin to do this by attempting to discuss the difficulty traditional social science has had with the analysis of Curanderismo because of the tendency to dichotomize in Western thought tradition. This is an area that needs elaboration because the study of curanderismo does not easily fit into the hierarchical value laden, dichotomizing of Western thought process. There are real shades of grey (if the world consists of good-bad; black-white; up-down for the dominant culture) for the Chicano. Thus, the authors of *Curanderismo* are correct in stating that it is only ethics that determine whether a curandero will practice sorcery, or that allows a client to receive from a curandero(a) or a brujo(a) a love potion.

Some of the language used in the book is disturbing. The authors refer to the use of "magic" in curanderismo. This word and the words "folk," "folklore," and "folk medicine" imply that there is a lack of legitimacy or that there is a quaintness about the practice. The authors also use the phrase "primitive chemotherapy" when discussing the use of herbal teas. Perhaps "time-proven" would add legitimacy. It is recommended that new phrases, perhaps Spanish phrases, be used to discuss concepts and practices that have lost impact or for which there are no or weak English translations.

The text is the product of a project entitled Proyecto Comprender which was funded by the Regional Medical Program of Texas. It was designed to provide health care professionals with information of the practices of curanderismo. If the text is a reflection of the success of the Proyecto, then the project has been successful. The authors not only review what was already known about the practice, they reveal major areas that previously lacked documentation, additional areas in need of research and the fact that the profession is not stagnate. It has and does change as the Mexican-American has and continues to change.

Reviewed by Irene I. Blea, Metropolitan State College, Denver, Colorado.

## REVIEW NOTES (CONT.)

*Explorations in Chicano Psychology.*

Augustine Baron, Jr. (Ed.). Praeger Publishers, 1981.

Augustine Baron's edited book, *Explorations in Chicano Psychology*, brings together ten papers under three different rubrics, namely: Community and Social Psychology, Counseling and Educational Psychology, and Mental Health: Issues and Research. The book germinated in an academic setting at the University of Texas, an appropriate and important context for Chicano professors and their graduate students to develop enthusiasm and competence in the preparation of a book on Chicano psychology. The context was appropriate because scholarly interest in Chicano issues should be a relevant part of the mainstream education of all in contemporary psychology training programs despite the glaring need for it. Several of the chapter authors were once Dr. Baron's graduate students, and that fact in itself is a tribute to the editor.

The first section on community and social psychology contains the following chapters: The Contemporary Chicano Family: An Empirically Based Review, by Oscar Ramirez and Carlos H. Arce; The Hispanic Elderly: A Review of Health, Social and Psychological Factors, by Frank Cota-Robles Newton; Sex Roles Among Chicanos: Stereotypes, Challenges, and Changes, by Melba J.T. Vasquez and Anna M. Gonzalez; and The Measurement of Acculturation, by Richard H. Mendoza and Joe L. Martinez.

The second section on counseling and educational psychology contains: Aptitude Testing, Higher Education, and Minority Groups: A Review of Issues and Research, by Edward T. Rincon; Admission of Chicano Students to Higher Education: Models and Methods, by Jude Valdez; and A Comparison of Minority Students' Concerns at Two University Campuses, by Augustine Baron Jr., Melba J.T. Vasquez, and Jude Valdez.

Finally, the mental health issues and research section contains: Mexican-American Usage of Mental Health Facilities: Underutilization Reconsidered, by Steven Lopez; Evaluation of a Bilingual/Bicultural Treatment Program for Mexican-American Psychiatric Inpatients, by Israel Cuellar, Lorwen C. Harris, and Nancy Naron; and Responding to Stress: Ethnic and Sex

Differences in Coping Behavior, by A. Patricia Mendoza.

This list of authors includes most of the cadre of young Chicano psychologists in the U.S. who range from being on the verge of completion of their Ph.D. to completion of the doctorate in very recent years. Hopefully, the promise they demonstrate in the high quality of these papers will thrive in their careers, and their mentors, such as Carlos Arce, Jose Martinez, Jude Valdez, and Augustine Baron, will continue to direct other young Chicano investigators toward Chicano psychology.

For me, the first section of the book was the most consistently informative in that the four papers that comprise it are all either reviews of literature or, in the case of the Mendoza and Martinez paper, a discussion and clarification of conceptual issues in the measurement of acculturation. All four paper headings are both timely and relevant to contemporary Chicano psychology. All four papers provide the reader factual material that has updated substance, depth and breadth, and all are highly informative and well-written as well as very interesting. The papers represent a primary source of knowledge on the topics they address.

The second section on counseling and educational psychology deals with central issues that affect the admission and retention of minority students in higher education. Rincon's paper reviews the patterns of minority participation in higher education and presents a clear, incisive discussion of the controversies surrounding the role of aptitude tests in the admissions process. I especially appreciated the review of the literature on the validity of aptitude tests for minority groups and on factors influencing minority student test performance. The paper was useful in updating one's knowledge of minority testing issues, an area in which minority educators need to be well-informed.

Valdez' discussion of alternative models for admission of Chicano students into higher education was also interesting and informative, though brief. The reader will find some intriguing suggestions for

## REVIEW NOTES (CONT.)

admission procedures that employ selection criteria that have not been explored or implemented and that are worth serious consideration.

Because the paper by Baron, *et al.*, is a report of survey research on minority university student concerns, it does not blend well with the previous papers. However, the report is of interest from the standpoint of the model it provides of the assessment of the needs of minority students on university campuses.

The discrepancy between papers that provide reviews of the literature and papers that report results of single studies is especially evident in the final section of the book. Lopez nicely pulls together the extensive literature on utilization of mental health facilities by Mexican-Americans in a paper that examines the research findings over time. He challenges the global conclusion drawn in recent writings that Chicanos underutilize mental health services, and points up some valuable directions for future investigations.

The last two papers are research reports. Cuellar, *et al.*'s, report deals with the effects of a highly unique bilingual bicultural inpatient psychiatric treatment

program for Mexican-Americans. Mendoza's paper examines coping styles among Mexican-American university students using Richard Lazarus' theoretical construct of cognitive appraisal and his sources of variance model. Both papers represent important contributions to their respective areas of research.

Mental health professionals interested in minority issues will find the book of some use, since the mental health-related papers combined with the literature in the first section will be of relevance to their work. On the other hand, there are three papers that focus on the concerns of minority faculty in higher education. Overall, however, the mix in the book of topics as well as of reviews combined with research reports makes it difficult to identify any single audience for whom the entire book may be targeted. The nascent stage of development of the literature in *Chicano Psychology* doubtless accounts for the variation in the content of the book, as Baron points out in his preface. Most readers will do as I have: use different chapters in the book for different purposes.

Reviewed by Martha E. Bernal, The University of California, Santa Barbara.

\* \* \*

## Human Services for Mexican-American Children.

Andres A. Tijerina (Ed.) Center for Social Work Research, The University of Texas at Austin, 1978.

This is a collection of five articles aimed at those professionals involved in the delivery of human services to Chicano children and their families. By offering the extensive concrete and practical knowledge of how to facilitate the effective delivery of services to this group, this book fills a major gap in the field. The book opens with a brief historical account of the presence and development of Mexican-American families in the Southwest, dating back to as early as the 16th century. In this article, Andres Tijerina weaves social and political history in describing some of the antecedents to contemporary Chicano family life and in some cases, family life in general. I found this article to be both interesting and informative. For example, Tijerina explains how the legal principle of adoption of

children, unknown to the Anglo-Saxons, was introduced by the "Mexican settlers of the borderland states," stemming from their practice of foster parenting. Aside from being an interesting bit of information, it serves to remind us of some of the profound ways the culture of Mexican-Americans has affected contemporary American life for the betterment of children and families.

Tijerina's background article is followed by three articles which deal in a pragmatic manner with the complex question of what a practitioner in the human services needs, in terms of knowledge and skills, to be effective in serving Chicano families. In the first of these, Guadalupe Gibson reviews initially some of the more salient characteristics of contemporary Chicano families, those which make them

## REVIEW NOTES (CONT.)

unique and different vis-a-vis other American families. She gives particular attention to those areas which in the past have been dealt with stereotypically and that have been viewed as pathological and maladaptive. There is nothing particularly new in this review; it even includes the standard treatise on curanderismo and folk diseases. However, the truly exceptional part of Gibson's chapter is her section on "Approaches to Services." Her substantial clinical experience with Chicano children, adolescents, and their families is clearly evident here.

In the second of the three articles on the practical dimensions of service delivery, Marta Sotomayor takes up the unique problems encountered when serving migrant families and their children. In the first half of her chapter, Sotomayor reviews the current research on the migrant lifestyle, including some of the grim statistics in the areas of health, housing, education, and social services. In the second half, Sotomayor addresses issues specific to interventions for reasons of child abuse and neglect. She makes the point that not only are there often obstacles due to cultural and language differences, but the very lifestyle of the migrant necessitates other considerations, the hallmark of which is recognizing that life for the migrant is "encapsulated, isolated, and to a great degree, alienated from the community support system available and accessible to other population groups." Sotomayor accepts this mobility and its consequences as a given and goes on to emphasize the more central importance of an effective relationship between helper and family, which she feels will be facilitated the more similarity there is in values, culture, ethnicity, and language between the helper and family.

There is a nice continuity in theme as the reader moves on to the article by Alexander Zaphiris who in much more specific, practical detail discusses the knowledge and skills in both assessment and intervention needed by the child abuse professional dealing with Chicano families. I particularly appreciated Zaphiris' repeatedly pointing out that "Parental behaviors manifested in child abuse, neglect, and/or sexual exploitation as stated earlier, are dysfunctional, pathological, and deficient,

independent of the family's socioeconomic, ethnic, or racial background (emphasis added). In urban areas that are densely populated by minority people, it is not unusual for the service provider to believe at some level that child abuse and neglect is in fact a minority group phenomenon. Any practitioner who is "hungry" for pragmatic, specific suggestions for working with Chicano families will be "fed" by Zaphiris' chapter.

The final chapter in the book is by Judge Enrique Pena who discusses in depth the role of the courts in the delivery of services to children and their families. Pena begins with the assumption that a major part of the problem in this area stems from the "fact that state intervention affects primarily the poor and minority children, and to a greater extent, from the dismal failure of public agencies to provide essential services and resources to these disadvantaged children and families." While Pena does not see the solution as lying within the realm of the courts, he does see the courts as needing to be involved as "part of a multidisciplinary team to seek out and implement successful therapeutic approaches to the problems of families and children." This is an excellent review of the role of the courts in the social interventions into parents' rights, the historical basis for intervention, the rights of parents, and "the emerging rights of children."

Overall, this is a well-balanced volume in that it offers the background and contextual information a policymaker would need, as well as the nitty-gritty, practical kind of information a frontline worker needs. Even though this volume was designed primarily for the professionals involved in the area of child abuse and neglect, I consider the middle three chapters to be highly relevant to anyone involved in clinical work with Chicano families. Also, the discussions which address what a worker should know about Chicano families is relevant not only to non-Chicano professionals but to Chicano professionals as well. This sort of volume, I believe, succeeds precisely because the authors themselves reflect a balance between scholarship and day-to-day frontline work experience. All too often, what is written in the field of mental health is either too esoteric to be of use to the

REVIEW NOTES (CONT.)

practitioner or too pragmatic and myopic to be of interest to the academician. This little volume is of use to both. In short, we need more such writing.

Reviewed by Oscar Ramirez, Department of Psychiatry, University of Texas Health Science Center at San Antonio.

RECENT PUBLICATIONS

A decade of Chicano literature: Critical essays and bibliography, is a collection of essays with contributions from Francisco Lomeli, Luis Leal, Fernando de Necochea, and Roberto Trujillo. It was published by Editorial La Causa, Santa Barbara, this year, and is distributed by Presidio Books/P.O. Box 223/Goleta, CA 93116. (\$8.95 -- California residents add 6% sales tax.)

Fincher, B. Funds for Hispanics. Available from Spanish Publicity/200 Prairie Dell/Austin, TX 78752. (\$12).

Garcia, P. Trends in the relative income among Mexican workers in the U.S.: The seventies. Sociology and Social Research, July 1982, 66(4).

Garcia y Griego, M. El volumen de migracion de mexicanos no documentados a los Estados Unidos (nuevas hipotesis). This book was published in 1980 by the Centro Nacional de Informacion y Estadisticas del Trabajo (Mexico City), and is now available in the U.S. for \$10 from the Center for U.S. - Mexican Studies/Q-060/UC, San Diego/La Jolla, CA 92093.

Lidin, H. History of the Puerto Rican independence movement, Vol. 1 (19th Century). Available from Waterfront Press/150 5th Ave./Suite 324/New York, NY 10011. (\$10.50 including shipping.)

Martinez, A.D. & Martinez, B. Who's who? Chicano officeholders, 1981-82. This is the fourth edition of this volume and contains listings of Chicano officeholders at the federal, state and local levels in this country as well as information on political party functionaries, leaders of nationwide civic organizations and more. Write to Arthur D. Martinez/P.O. Box 2271/Silver

From the Mexican American Studies Program at the U of Houston: Occupied America: A Chicano history symposium. This is a monograph of selected comments from a 1981 symposium centering around the first and second editions of Rodolfo Acuna's Occupied America. For copies of the monograph, write to the Mexican American Studies Program/Agnes Arnold 612/University of Houston/Central Campus/Houston, TX 77004. (\$3.50).

National Center for Education Statistics. The retention of minority languages in the U.S. (Based on the analytic work of Calvin J. Veltman.) 1980. Write to the Superintendent of Documents/U.S. Government Printing Office/Washington, D.C. 20402. (\$5).

Noboa, A. An analysis of Hispanic doctoral recipients from U.S. universities (1900-1973). Metas, 2(2). (NOTE: Metas is published three times yearly by Aspira of America, Inc./205 Lexington Ave./New York, NY 10016. Single issues: \$4. Metas editors are also always interested in reviewing papers on research and policy analysis on education and related social issues as they affect Puerto Ricans and other minority groups.)

Ortiz, F.I. Career patterns in education: Women, men and minorities in public school administration. 1982. Praeger Publishers/670 Amherst Road/South Hadley, MA 10175. (\$22.95 less 15% for prepayment and \$1 shipping.)

Sanchez, R. Brown bear honey madness: Alaskan cruising poems. This tiny volume contains poems written by Ricardo Sanchez during his residency at the University of Alaska in the summer of 1979. The volume also contains illustrations by artist/writer Antonio Burciaga. Write Slough Press-c/o Paperbacks Plus/407 Lavaca/Austin, TX 78701. (\$3 - individuals; \$5 - institutions, plus 50¢ handling.)

Texas Migrant Council. Child abuse and neglect among Mexican American migrants: A case study. For more information, write to the Texas Migrant Council, Inc./P.O. Box 917/Laredo, TX 78040/(512) 722-5174.

U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 116. Ancestry and

RECENT PUBLICATIONS (CONT.)

language in the United States, November 1979. U.S. Government Printing Office/Washington, D.C. 20402. (\$2.50).

Wilder, W. The presence of Mexican culture in Spain. 1977. Write to the Author at P.O. Box 8530/Austin, TX 78712. (\$5).

Zavella, P. Recording Chicana life histories: Refining the insiders perspective. In Insider/Outsider Relationships with Informants, E. Jameson, (Ed.) Working Paper No. 13, 1982. Write to the Southwest Institute for Research on Women/Women's Studies/U of Arizona/Tucson, AZ 85721. (\$3.50).

New from the Program in United States-Mexican Studies/UC, San Diego, La Jolla, CA 92093:

Cornelius, W.A. American in the era of limits: Nativist reactions to the 'new' immigration. Working Paper No. 3. (\$3).

Cornelius, W.A. Interviewing undocumented immigrants: Methodological reflections based on fieldwork in Mexico and the United States. Working Paper No. 2. (\$2.50).

Mines, R. & Anzaldua, R. New migrants vs. old migrants: Alternative labor market structures in the California citrus industry. Monograph No. 9. (\$5).

Purcell, J.F.H. Trade conflicts and U.S.-Mexican relations. Working Paper No. 38. (\$3.50).

New from UC Berkeley's Chicano Studies Library Publication Series: A Bibliography of Contemporary Chicano Literature, compiled by Ernestina Eger. This bibliography contains some 2,000 citations covering the period 1960 through mid 1979, and includes topical areas in criticism, linguistics, theater, poetry, literature festivals, the Chicana and more. This is Library Publication Series No. 5. Also available is Luis Omar Salinas' Darkness Under the Tress/Walking Behind the Spanish. This is a collection of two books under one cover, and is listed as Library Publication Series No. 6. Eger and Salinas' books are \$18 and \$6.50 respectively, and must be prepaid on individual orders. Write to the Chicano Studies Library/3404 Dwinelle Hall/UC Berkeley/Berkeley, CA 94720.

Periodicals

Anthropology of Work Newsletter is a quarterly newsletter published by the Society for the Anthropology of Work. Write to the Office of the Dean/Behavioral Sciences/Trinity University/715 Stadium Dr./San Antonio, TX 78284. (\$2.90 per year.)

Aztlan en Mexico es un medio informativo de estudiantes Chicanos radicados en la Republica Mexicana. Se publica el boletin mensualmente, y se solicitan articulos y colaboraciones sobre temas Chicanos. Direccion: Calle Joaquin Romo 42/Col. Miguel Hidalgo/Del. Tlalpan/14410 Mexico, D.F.

California Women -- free newsletter. Write to be included on the mailing list. California Women/California Commission on the Status of Women/926 J Street, Room 1506/Sacramento, CA 95814.

The Caribbean Review is a quarterly journal dedicated to the Caribbean, Latin America, and their emigrant groups. Volume XI, No. 1, Winter 1982 has just been published and is devoted to the Caribbean exodus. (Single issues: \$3; \$12 per yearly subscription.) Write Caribbean Review/Florida International University/Tamiami Trail/Miami, FL 33199.

R & E Research Associates/4843 Mission St./San Francisco, CA 94112 publishes a catalog of materials in the social sciences dealing with Chicano, Native American, Puerto Rican and other Latin American topics in general, as well as in history, anthropology, labor, culture, immigration, government policy, ethnic and urban studies and more. Write to them for a copy.

**LANGUAGE & DISCOURSE****CONTRIBUTOR'S NOTE**

Materials and/ or inquiries should be forwarded to Richard P. Duran/ETS/Princeton, NJ 08541/ (609) 734-5704.

**RESEARCH PAPER REVIEW**

Cumulative Development in Sociolinguistics: A Case Study. Paper by Adalberto Aguirre, Jr. Department of Sociology, University of California at Riverside, Riverside, CA 92502.

This paper examines issues involving the relationship of social factors to verbal behavior. The introductory section is devoted to an overview of Fishman's concept of "domains of language behavior" as it affects language choice among bilinguals. The influence of group membership, setting and topic are discussed in particular. Social roles played by participants in a setting are seen as key elements influencing language choice, and how language choice is related to social group membership of speakers, setting and topic. The body of Aguirre's paper presents findings from three studies of language done by Fishman and his co-workers on Puerto Ricans. The three studies investigated the issues previously cited. The studies supported the conclusion that language choice is affected by setting. For example, Puerto Rican speakers were found to prefer Spanish at home and English at school. "Topic" of discourse in isolation from "person" or "place" of discourse was not found to clearly relate to language choice. A further finding was that the amount of Spanish and English claimed to be used in conversation by speakers was related to "person," "place" and "topic." The final section of Aguirre's paper renders a

criticism of the informativeness of the foregoing studies. Aguirre asserts that there is a need for studies such as the ones he has reviewed to stem from a theoretical framework which allows for a better evaluation of their cumulative impact on knowledge of the underlying issues they address. From this reviewer's perspective, Aguirre, while correct in his plea for better theoretical framework, may be inputting to the research he reviewed purposes that were not intended per se in their conduct or interpretation. Aguirre indeed acknowledges this point, but insists in his paper that an adequate theoretical framework for interpreting the cumulative significance of sociolinguistic research is a preeminent prerequisite to the conduct of the highest quality of research.

From this reviewer's perspective, improved research on language choice needs to be based on theories or models of social interactions which are more fine-grained and informed by the structure of events and social exchanges that make up an interaction. Schema and script theory research in cognitive psychology and discourse analysis need application to the analysis of language use in a social context.

\* \* \*

**RESEARCH PAPER REVIEW**

Schema Theory and the Development of Reading and Writing Strategies for the Bilingual Child, by Elizabeth Franklin and Leticia Rodriguez Talavera. For more information, contact Rodriguez Talavera at 326 East University Apts., Bloomington, IN 47401.

Schema theory is an outgrowth of research in cognitive psychology. Schemata are units of information in people's memory which represent knowledge, for example, about concepts and about the structure of everyday events. The present paper discusses how the notion of schema helps us account for the knowledge that children must acquire in learning how to read and write. Reading and writing require knowledge that goes beyond knowledge of how to

use and perceive isolated language elements. As Franklin and Rodriguez Talavera point out, children must acquire knowledge about the structure and function of the situations in which literacy skills are exercised. These structures and functions provide the social and cultural context within which literacy functioning is learned and occurs.

The Franklin and Rodriguez Talavera paper describes a summer program for bilingual Hispanic students (pre-schoolers

**LANGUAGE & DISCOURSE (CONT.)**

through ten-year-olds) which is informed by schema theory and sociocultural analyses of literacy activities. Children were exposed to a wide variety of interesting children's literature in Spanish and English reflecting a broad spectrum of genres: poetry, expository writing, fairy tales, legends, myths, fables, fantasy, adventure stories and westerns, mysteries, historical fiction, and science fiction. Children pursued follow-up activities which emphasized creative projects, building on the contents and themes of the material they had read.

Projects included written and spoken reactions to stories, visual interpretation of materials, and song and dance activities regarding story materials. An important goal of projects was to help children internalize values and behavior models related to reading, thinking and writing about books in both Spanish and English. The paper has an interesting and useful reference section which readers may use in pursuing further research on schema theory, and cultural analyses of language interaction.

**MEETINGS & CONFERENCES**

- EVENT:** National Council of La Raza Annual Conference  
**DATE:** July 20-22, 1982. **LOCATION:** Los Angeles  
**THEME:** The Private Sector and Hispanics: New Partnerships/New Initiatives  
**CONTACT:** Guadalupe Saavedra at (202) 293-4680.
- EVENT:** Third Annual Symposium on Minority Aging  
**DATE:** July 21-22, 1982 **LOCATION:** UT, Arlington  
**THEME:** Service Strategies in Aging: Coping with the Times. Keynote Speaker: Fernando Torres-Gil  
**CONTACT:** Sponsored by the UT, Arlington Graduate School of Social Work and the Texas Department of Aging. Contact Mary Lou Armendarez at (817) 273-3181.
- EVENT:** Texas Association of Chicanos in Higher Education 8th Annual Conference  
**DATE:** July 29-31, 1982 **LOCATION:** El Paso, Texas  
**THEME:** Preparing Chicanos in Higher Education to Meet the Challenge of the Future: The Interrelated Role of Academics, Business and Technology.  
**CONTACT:** Jose Rivera at (915) 594-2424 or Carmen Trejo Delgado at (915) 594-2654.

**CALLS FOR PAPERS****THE MEXICAN ORIGIN POPULATION: EXPERIENCE OF A DECADE**

*Social Science Quarterly* journal has scheduled a double-length issue for late 1982. The editors are especially interested in receiving manuscripts dealing in any way with the Mexican origin population. Articles of short to medium length (14 to 25 pages including tables, references and notes) are solicited. Manuscripts will be considered for this issue until summer, 1983 and should be sent directly to: *Social Science Quarterly*/Will C. Hogg Bldg./The University of Texas, Austin/Austin, TX 78712.

**NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION (NABE)**

NABE has issued a call for papers for its twelfth annual international bilingual/bicultural education conference to be held in Washington, D.C., February 15-19, 1983. The theme of the conference will be "Bilingualism in the National Interest." Deadline for submission of papers is 8-15-82. For further information, contact Harold Chu or Ginger Collier/NABE '83 Program/George Mason University/Department of Education/4400 University Drive/Fairfax, VA 22033/(703) 323-2928 or 323-2691.

ANNOUNCEMENTS1982 ANNUAL MEETING OF THE AMERICAN SOCIOLOGICAL ASSOCIATION

The 1982 Annual Meeting of the ASA is slated for September 6-10 in San Francisco, California. There will be a session dedicated to "Hispanics in North America." The session will be chaired by Philip Garcia, University of Southern California, with Tomas Almaguer from Stanford University as discussant. Topics included are: Sex-Role Attitudes and Labor Force Participation; Bilinguals and Scholastic Achievement; Settlement and Integration Processes of Dominicans and Colombians in New York City; and Urban Residential Patterns Among Undocumented Mexican Immigrants and Chicanos in San Antonio. For additional information, contact Philip Garcia/Institute for Social Research/P.O. Box 1248/The University of Michigan/Ann Arbor, MI 48106.

NATIONAL ADVISORY COUNCIL ON BILINGUAL EDUCATION (NABE)

The panel of judges for the 1982 Outstanding Dissertations Competition sponsored by NABE met in Washington D.C. on March 13 and selected three winners. We extend our congratulations to the recipients Ana Celia Zentella, Hunter College; Iris Polk Berke, Santa Clara County Office of Education; and Roger Tom, McAteer High School, San Francisco, CA.

SCHOOL FOR INTERNATIONAL TRAINING - MASTER'S PROGRAM IN INTERCULTURAL MANAGEMENT

The school offers professional development and career preparation in three concentration areas: international human service management for careers in international development, refugee resettlement and disaster relief; community service management for careers in private and government agencies in multicultural environments in the U.S.; and advising and training for careers in international personnel work, intercultural training, and foreign student advising. Programs begin in September and February. For additional information about the program, write to the School for International Training/Upton 311/Brattleboro, VT 05301.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHCHICANO STUDIES - U OF CALIFORNIA, BERKELEY

UC Berkeley is seeking applicants for temporary (non-tenure track) teaching positions for courses in public policy, history, culture, education, music, writing, psychology, journalism and related areas. Full-time lectureships for 1982-83 are available in certain fields. PhD preferred. Contact Alex M. Saragoza/Chicano Studies Program/UC Berkeley/Berkeley, CA 94720/(415) 642-0240. AD: **Unspecified**

MANAGEMENT - EASTERN WASHINGTON U

Instructor/assistant professor sought to teach in general management areas of organization behavior. MBA acceptable, doctorate/ABD preferred. Contact Lloyd Billings, Chair/Dept. of Management/Eastern Washington U/Cheney, WA 99004. AD: **Unspecified**

ACADEMIC ADMINISTRATIONADMINISTRATION - COLLEGE OF LAKE COUNTY, GRAYSLAKE, IL

Associate dean with primary responsibility for the college's economic development and for the continuing education program is sought by the College of Lake County. Master's degree and minimum of six years administrative experience. Contact Christine J. Sobek, Director of Personnel/College of Lake County/19351 West Washington Street/Grayslake, IL 60030/(312) 223-6601. AD: **6-30-82.**

OTHERPSYCHOLOGY - LA FRONTERA CENTER

Clinician violence specialist sought. Master's degree in social work, psychology or closely related field and experience necessary. Contact the Personnel Office/2101 S. 6th Avenue/Tucson, AZ 85713. AD: **Unspecified.**

PROBLEM & IDEA EXCHANGE

Ricardo Avila/2591 Harrison Ave./Baldwin, NY 11510 has plans to outline a research piece on the **U.S. Hispanic male and his personality and sexuality as perceived by the Anglo woman**. He is interested in contacting fellow researchers who have worked on this field or who would like to join him in the design and implementation of this project.

M.A. Contreras/Concho Valley Center for Human Advancement/244 N. Magdalen/San Angelo, TX 76903 invites correspondence from Chicano scholars doing research or who are knowledgeable in the area of **Chicano mental health, "curanderismo" and the Chicano family**.

Patrick Cordova/427 Fifth Ave., #4/Ann Arbor, MI 48104 would like to share eight children's songs with text, literal translations, and English rhymed for bilingual education. He would also like to share or exchange information on the **"entrega de novios"** as he has collected four versions and done analysis of the music with transcriptions and thematic content. The above is part of P. Cordova's thesis.

Blanca Facundo/Latino Institute/Research Division/1760 Reston Avenue/Reston, VA 22090 is interested in learning about the work of educators who have developed **curriculum materials for Hispanic adults based upon Paulo Freire's educational philosophy**.

Jayni Flores/1050 Triviz Dr. #1/Las Cruces, NM 88001 is seeking information on **attrition of Chicano students** in graduate programs, specifically Chicanas.

The Latino Institute/Research Division/1760 Reston Avenue/Suite 101/Reston, VA 22090 would like to continuously receive **articles and books in the social sciences published by or about Hispanics** for their yearly abstract compendium the Research Digest. Send all information to the Editor/Research Digest/Latino Institute at the above address.

Leasher D. Madrid/Dept. of Psychology/U of Southern Colorado/Pueblo, CO 81001 would appreciate information regarding **theories of bilingualism and second language acquisition** in relation to variables in verbal learning.

Christine Marin/Chicano Studies Collection/Hayden Library/Arizona State U/Tempe, AZ 85287 would like to share information with anyone who has researched the **role or contribution of Mexican-American women** on the home front in World War II.

Marilyn B. Noble/753 W. Baseline Rd./Claremont, CA 91711 is interested in contacting persons in the country currently studying **supply and demand factors for bilingual/ESL teachers**.

Mary Prieto Bayard/Psychology/Franz Hall/U of California, Los Angeles/Los Angeles, CA 90024 is interested in cognitive strategies related to **effective and ineffective coping styles** as applied to low-income, limited education Spanish speaking families with disabled children from an ecological, family systems analysis viewpoint.

Trinidad Sanchez/Prisoner Advocacy/Criminal Justice Research and Analysis/1035 St. Antoine/Detroit, MI 48226 has begun to compile a listing of **Latinos involved with jail/prison ministry** and a resource list of materials used with Latino inmates. Exchanges are invited.

Joseph J. Singh/340 Younglove/Santa Cruz, CA 95060 would appreciate corresponding with persons having information on the **criminal justice system in the Chicano community** specifically factors related to the overrepresentation in correctional institutions in California.

Ronald B. Tye/820 E. Mountain View/Glendora, CA 91740 would like to receive information regarding the Mexican American family, especially materials related to **gang violence involving Mexican-American adolescent males** and the expression of assertion and aggression within the family triad.

PROBLEM & IDEA EXCHANGE (CONT.)

Robert J. Velasquez/7680 Casa Blanca St./Riverside, CA 92504 needs data on **alternative community mental health and educational programs** presently functioning in Chicano community settings as well as information on Chicano youth psychopathology and assessment of disorders related to youth.

Jacinto R. Ybarra/34 N. Third St./Patterson, CA 95363 would like to engage in a dialogue with persons interested in **training members of the Mexican-American community** to provide parenting skills development to their community by using systematic training for effective parenting (STEP) as a guide as well as to train others to do the same.

LA RED CONTRIBUTOR NOTESAPPLICABLE SUBMISSION DEADLINES FOR LA RED FOR 1982

<u>ISSUE</u>	<u>SUBMISSION DEADLINE</u>	<u>MAILING DATE</u>
July	June 18	July 2
August	July 23	August 6
September	August 20	September 3
October	September 17	October 1
November	October 22	November 5
December	November 19	December 3

MICRO ONDA

**IF YOU ARE DOING RESEARCH WITH RELEVANCE FOR HISPANICS**, submit a Micro Onda of your own and share your findings and research with our other readers. Submissions should be two to four page (double spaced) reports on new research findings from primary research, field work, or secondary analysis in a previously unexplored or under-reported area. To submit such reports, or for further information, write to the Editor at 6080 ISR/P.O. Box 1248/The University of Michigan/Ann Arbor, MI 48106.

REVIEW NOTES

**LA RED's REVIEW NOTES** section is a monthly newsletter feature which is aimed not only at keeping our readers abreast of current developments and significant additions to the Hispanic social science research literature, but to present thoughtful syntheses and critical examinations that contribute to dialog and exchange among our readers. Contact the Editor with ideas of new books for review.

LA RED/THE NETRESPONSE FORM No. 55

June 1982

**ATTENTION READERS:** LA RED's mailing list is maintained on a computer interactive program which is updated every six months. Those wishing to continue their "subscription" to LA RED, must therefore "communicate" with the computer by submitting one of these forms at least once every six months.

1. Comments regarding this issue (content, format, timeliness).
2. Research problem and idea exchange. (A clear, concise statement of a problem which you would like other readers to react to; or an appeal for reader assistance on a research problem.)
3. Forthcoming events, meetings, programs, grants or fellowships. (Furnish complete details including application dates and the name and telephone number of a contact person.)

LA RED/THE NET

RESPONSE FORM No. 55 (Cont.)

June 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 2148  
Ann Arbor, MI 48206

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE., NO.  
NEW HOPE, MN 55428

# la red/the net

MONTHLY NEWSLETTER OF THE NATIONAL CHICANO RESEARCH NETWORK

No. 56  
July 1982

## REPORT TO THE NETWORK

This issue of La Red marks the completion of five full years of "networking" via the newsletter medium. As long-term recipients of our newsletter will remember, our effort was at its inception co-sponsored by the National Chicano Council on Higher Education (NCCHE) and the Institute for Social Research of the University of Michigan. Not only was NCCHE a sponsor of the Network at its beginning, but it also provided inspiration and guidance for many of the Network's activities. This relationship was a very natural one especially given the shared goals of NCCHE and the Network and the central involvement of several individuals in the creation and growth of both efforts.

With that common background in mind and with recognition of the need for maximizing the quality, the relevance, and the productivity of Chicano scholarship, we are pleased to inform the readers of La Red that NCCHE and the Network have merged and that beginning with the current issue, La Red will serve as the newsletter of NCCHE. Changes in the appearance, the content and the frequency of La Red will be gradually made. For example, we anticipate that material from humanities research will be significantly added to La Red. Also, we expect to occasionally produce two issues of La Red in the same month, with the intent of providing extensive coverage to parti-

cularly important topics of interest to Chicanos in all academic fields. We also expect to adopt a new logo and a new masthead and we invite suggestions from our readers.

As was pointed out in the first issue of La Red (August 1977), our central goal is "to serve the professional development, career advancement and training needs" of Chicano academics. As we further indicated five years ago, the principal mechanism for achieving this goal is "...networking" or the establishment of cooperative, interinstitutional relationships among Chicano academics for purposes of increasing individual scholarly growth and collective professional impact, furthering research with greater social responsibility in a Chicano context, and more effectively utilizing the limited resources available for research efforts at present and in the near future."

Elsewhere in this issue (page 13), is a brief note on NCCHE prepared by its president, Arturo Madrid. The present Network headquarters in Ann Arbor will serve as the principal operational address of NCCHE for the coming year. During this period, however, NCCHE will maintain its long-time California office (1947 Center Street, Berkeley, CA 94704) and will be represented in Washington, D.C. by Arturo Madrid (202) 462-3055.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Carlos H. Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## CONTENTS

Micro Onda .....	2
Macro Onda .....	3
Language & Discourse .....	6
Review Notes .....	7
Recent Publications .....	9
Grants & Fellowships .....	10
Calls for Papers .....	10
Meetings & Conferences .....	11
Employment Opportunities .....	11
Problem & Idea Exchange .....	12
Letter to the Network .....	13
Our Readers Speak .....	14

DEADLINE FOR NEXT ISSUE: JULY 23, 1982

MICRO ONDA

## Triple Jeopardy among Hispanic Elderly: Results from First National Needs Assessment of Older Hispanics

by Carmela Lacayo, Asociación Nacional Pro Personas Mayores

Researchers have consistently reported underuse of social services by the poor, especially poor minorities. The underuse is based partly on assumed higher need among those with very low access to society's resources. In light of this circumstance, the main concerns of researchers, policymakers, and providers must be: 1) defining the needs of disadvantaged groups in terms of demographic and personal characteristics that describe the group; and 2) clarifying the nature and prevalence of barriers which prevent the use of social services. In 1977, the Asociación Nacional Pro Personas Mayores (National Association for Hispanic Elderly) began the first national investigation of one of the most disadvantaged minority groups -- older Hispanics. The Hispanic elderly as a minority group are subject to the disadvantaged status ascribed to all minorities. In addition, they must confront the discrimination experienced by the aged, as well as the special disadvantage of frequent inability to communicate effectively and fluently in English. In short, compared with the aged population in general, older Hispanics' access to social services is even more impeded to the degree that cultural differences, including language, inhibit their full use of Anglo-provided services. The Hispanic elderly indeed live in a state of "triple jeopardy."

The "National Study to Assess the Service Needs of the Hispanic Elderly" was a two-and-a-half year research effort funded by the Administration on Aging. It was the first nationwide sampling of older Hispanics and the largest research sample of the Hispanic community ever undertaken. From the original sample of 1,875 Hispanics aged 55 and over, 1,803 interviews were completed. Respondents included 1,162 Mexican-Americans; 209 Cubans; 234 Puerto Ricans; and 198 other Hispanics. "Other Hispanics" were older persons from Central, South America, and other Latin individuals not included in the other three subgroups.

The research design called for a multi-stage probability sampling method, based on the geographic concentration of the

Hispanic population. At the block level, older Hispanics who met the research criteria were interviewed by trained, bilingual interviewers. Many of the interviewers were themselves older Hispanics. The interviews lasted approximately one hour. Each respondent was asked questions relating to demographic characteristics, personal attributes, and use of and need for social services. Later, the data were coded and analyzed.

The purpose of this needs assessment was to establish baseline empirical data on the need for social services among older Hispanics. Achieving this aim presented many challenges. The severe undercount of Hispanics in the 1970 Census made development of an accurate nationwide sample more difficult. Lack of comprehensive existing data on the Hispanic elderly meant that there were few, if any, precedents for developing a research project on this group. Formulating an appropriate survey instrument for use with a mostly monolingual, non-English speaking older population posed further challenges. So did establishing a network of bilingual/bicultural interviewers and other research personnel across the country. The study's final report, published in December, 1980, demonstrates that these challenges were overcome. The report contains a wealth of demographic data on the Hispanic elderly in the U.S. It also describes and analyzes information on older Hispanics' knowledge and use of social services; their needs regarding physical and mental health, housing, income, employment, nutrition, transportation, and other important areas; and their interaction with the political process and government organizations. Key findings from the study include the following: 1) Older Hispanics report their main problems to be health, income, and morale (or life satisfaction). 2) Older Hispanics exhibit characteristics of both homogeneity and heterogeneity. In sharing a common language and a similar culture, they are similar. An overwhelming 85 percent of respondents stated their preference for communicating in Spanish.

MICRO ONDA (CONT.)

On the other hand, family structures tend to vary among subgroups (Mexican-Americans have the largest families, while Puerto Ricans are the most likely to live alone); residential patterns vary, as does the degree of acculturation. These, and other differences, make for heterogeneity among the subgroups. 3) Older Hispanics reported relatively low use of social services. Approximately 40 percent of older Hispanics use no social services; 76 percent report unmet needs for social services. Among older Hispanics, the discrepancy between use and need is very high. 4) Only 55 percent of older Hispanics aged 65 years and over receive Social Security retirement. This compares to approximately 75 percent of the white non-Spanish who receive old age benefits (Mayor's Office, Los Angeles: 1975). It is doubtful that such a difference can be attributed to ineligibility. 5) Another main finding is that while informal network supports are available for many older Hispanics -- as measured in terms of visits with children, relatives and friends -- financial support from the informal networks is minimal. Only 4.2 percent of older Hispanics receive financial support from family members on a regular basis. And contrary to popular opinion, only 9.2 percent of older Hispanics live in an extended family. Most live alone or with their spouse only. 6) Arthritis is the most prevalent ailment among older Hispanics, followed by high blood pressure, heart trouble, and circulation problems. However, among Mexican-Americans, diabetes is the third-ranking disease. In addition, 73 percent of older Hispanics reported functional disabili-

ty owing to diseases reported.

These findings and the rest of the report provide a much-needed data base that can be used by policymakers, social scientists, service providers, schools of gerontology and social work, and others in building knowledge about the Hispanic elderly and in planning and implementing programs to serve them.

This first national needs assessment suggests many topics for more detailed research yet to be done concerning the Hispanic elderly. The study is an initial effort to address social services to older minorities from a preventive, rather than a prescriptive, point of view. The Asociación Nacional hopes that policymakers and providers will use this report as a basis on which to develop services that help to prevent problems among the Hispanic elderly, rather than only to treat these problems. Data from this study would thus contribute significantly to the development of a national aging policy that can respond with foresight to the needs of the diverse and rapidly growing older population in the U.S. By adopting a pluralistic approach, that is, by establishing policies and programs responsive to the unique needs of an important minority group -- the Hispanic elderly -- we can begin to answer the needs of all older Americans.

The final report from "A National Study to Assess the Service Needs of the Hispanic Elderly" is available from the Asociación Nacional Pro Personas Mayores/ 1730 W. Olympic Boulevard/ Los Angeles, CA 90015.

MACRO ONDAThe Condition of Hispanic Education

by Michael A. Olivas, LULAC National Educational Service Centers

This paper reviews Hispanic education and prioritizes areas in which research needs to be undertaken. In an attempt to demonstrate the severity of problems facing Hispanics in education, elementary and secondary schooling are not distinguished from postsecondary education. The focus of this inquiry is upon inability of school districts to educate Hispanic children, and

upon the failures of federal education equity legislation.

According to Department of Health, Education and Welfare data, Hispanic children attended more segregated schools in 1976 than was even the case in 1970. These data show dramatic national and regional trends, such as that more than two thirds of all Hispanic students were enrolled

(continued on next page)

MACRO ONDA (CONT.)

in public schools in which 50% of the enrollment was minority. Hispanic students are far less likely to complete high school or graduate with their age group than are majority or even most other minority students. Attrition rates show that 1978 high school completion rates for Mexican Americans who were 25 years or older were 34.3% in comparison with 67.1% for non-Hispanics over 25. The Hispanic students who did remain in school fell behind their classmates until 24% of the 14-20 year olds were enrolled two grades behind their classmates; only 9% of white students were 2 years behind their age cohorts.

Bilingual education programs remain inadequate in most states, both in diagnosis of linguistic competence and in provision of bilingual curricula and personnel. Instruments have not been developed to measure the cognitive and English speaking abilities of linguistic minority children. However, even when Hispanic children are diagnosed as limited-English or non-English proficient, fewer than half are enrolled in bilingual programs. Further, few classrooms have Hispanic teachers; in 1976, less than 3% of all public school employees were Hispanic, with nearly as many Hispanic service workers (custodians) as Hispanic teachers.

The failures of school systems to meet the needs of Hispanics are mirrored in postsecondary institutions, where issues of limited access, discriminatory employment practices, and high attrition disproportionately affect Hispanic students. Although there is a public perception that Hispanic enrollments have greatly increased in recent years, in fact, Hispanic students have neither attained access into a broad range of institutions nor dramatically increased their numbers throughout the system. From 1970 to 1978, Hispanic full-time students increased only from 2.1% of the total to 3.5%. From 1976 to 1978, this meant an increase of only 5,000 students nationwide. California, which accounts for nearly one-third of all Hispanic enrollments, actually experienced a decline of more than 6,000 Hispanic full-time enrollments in the two year college sector. Distribution data show that the access achieved also has not been widespread. Hispanics are concentrated at the less prestigious and less well funded institutions, and, indeed, in very few institu-

tions. In 1978, only 23% of white full-time students attended two year colleges, while 42% of Hispanic students attended these institutions. Two year institutions have increased Hispanic access, but have inherent problems in transfer, part-time faculty, residential programs, and funding patterns. Moreover, Hispanic students do not even have full access into open door institutions, as a mere 21 colleges on the mainland enroll 24% of all mainland Hispanic students; when the 34 Puerto Rican institutions are included, these 55 colleges enroll 43% of all U.S. Hispanic students. Additionally, Hispanic students do not have access to a network of historically Hispanic colleges. Therefore, Hispanic students are extraordinarily concentrated in fewer than 2% of the more than 3100 collegiate institutions in the country, and in institutions that do not have historical missions to serve Hispanic students.

To say that the leadership of these schools is non-Hispanic is to understate the case. In autumn, 1981, there were 6 Hispanic four-year college presidents, and 16 Hispanic two-year college presidents on the mainland. At another level of leadership, only 1.4% of all faculty (and 1.1% of all tenured professors) were Hispanic, including faculty in Spanish and bilingual education departments. With many Hispanics employed in special assistant or affirmative action/equal employment staff capacities, even fewer hold substantial, policymaking positions. Confronted with these data, one is forced to concede that Hispanics have not penetrated educational systems in any significant fashion.

Implications for Research

Earlier in this century, when Texas maintained "Mexican-only" schools, when Mexican-origin children were counted as white to thwart desegregation, and when school children were punished for speaking Spanish in classrooms, legal barriers to the education of Hispanics were painfully obvious. Today, the barriers at federal, state, and institutional levels have become more subtle, though no less impenetrable. Nearly 15 years of civil rights legislation have not substantially improved the condition of Hispanic education, while, ironically, the prevailing illusion of substantially increased access has forestalled necessary

MACRO ONDA (CONT.)

changes in existing systems. Thus, Hispanics find themselves underserved by programs designed to redress inequities, and ill-served by a popular notion that inequities no longer exist.

The need for articulating the condition of Hispanic education is acute and translating these needs into programs that serve Hispanics is essential. Several legislative programs designed to serve economically disadvantaged students have failed to reach Hispanic students because program administrators at federal, state, and institutional levels are unfamiliar with Hispanic demographics and because few Hispanic professionals are employed in positions of influence and policymaking. The evidence marshalled earlier points to several emphases in educational research and practice, at both the elementary/secondary and postsecondary levels:

1. Teacher Training. Bilingual teacher training, bilingual curriculum materials, and diagnostic instruments for linguistic minority children must have a high training and research priority.

2. Dropout Prevention. Major federal and state level attention must be paid to the extraordinary 35 percent attrition rates, for no system can tolerate such waste and evidence of failure. Schools must mobilize teachers and counselors to keep minority students in school, white states must enforce mandatory attendance and truancy laws.

3. Categorical programs must be maintained. Various programs designated for poor children's meals and education, as well as specific programs for bilingual, migrant, and refugee children will be vulnerable in retrenchment efforts, but to cut back on these programs will prove to be a false economy. Pressure to provide "block grants" or "consolidation programs" will enable school districts to ignore the most needy children and to reach only those who are comparatively advantaged.

4. High school to college transition. Hispanic participation in need-based counseling and student service programs remains low, and in some cases has declined. Student financial assistance programs have grown, yet technical assistance is unavailable to many poor parents who do not regularly keep financial records, who are

unemployed, or who do not understand the complex requirements of financial aid forms. While major federal expenditure for higher education is student financial assistance, programs to provide technical assistance have not kept pace with increasingly complex eligibility forms.

5. Efforts to weaken data-gathering should be resisted. While duplicative data gathering is to be deplored, educational organizations are disingenuously seizing upon conservative efforts to trim back regulations and are actively resisting racial and ethnic data collection. In the haste to cut government expenditures, new and ongoing research efforts must not be jeopardized, particularly for Hispanic and other minority topics.

6. Educational researchers frequently ignore or distort history. Far too little is known about the history of Southwestern schooling, about Puerto Rican education on the island or in the mainland, or about the history of Hispanic education. Any such history agenda should include analyses of governance structures, education legislation, litigation, and immigration practices.

7. Several directions for economic research are essential. Returns-on-education, post-secondary intersectoral equity, school finance, and financial aid analysis are critical areas for research, and priority should be assigned to K-12 school finance and postsecondary intersectoral inequities. Both issues underpin funding formulae for financing K-12 and higher education; improvement of such formulae to incorporate categorical or general support features will be of immediate practical value to states.

8. Research on Hispanic students remains primitive. Existing large scale samples have severe flaws, while smaller studies frequently fail to take into account regional or idiosyncratic features. Student literature is a large gap in our understanding of the Hispanic condition of education.

Data reviewed in this study have clearly documented that the condition of Hispanic education is not good. Educators have failed to meet the needs of Hispanic children, and many of the key indicators point to a worsening condition unless major action is undertaken at local, state, and federal levels. Federal policymakers must

(continued on next page)

MACRO ONDA (CONT.)

improve their own practices, while state and local educators must recognize and address the problems facing Hispanic learners. In addition to structural analyses and research on individuals, there is need for more theoretical work in understanding internal colonialism and its manifestation in education. However, this requires better data and historical evidence to make better sense of centuries of oppression. Any Hispanic research agenda must address these issues.

LANGUAGE & DISCOURSECONTRIBUTOR'S NOTE

Materials and/or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

PAPER REVIEW

Proverbs in Mexican-American Tradition. *Aztlán*, Volume 13, Nos. 1 & 2, 1982. Paper by Shirley L. Arora, Department of Spanish and Portuguese, University of California, Los Angeles.

This paper presents findings on Spanish proverb use among Mexican Americans in the greater Los Angeles community. The approach of the paper draws on both folklore and sociolinguistics for its account. Proverbs are defined as free-standing or independent sayings which serve a range of speech functions and sociocultural purposes. From a historical perspective, Mexican-American Spanish proverbs such as "Dime con quien andas y te diré quien eres," "No todo lo que brilla es oro," and "Más sabe el diablo por viejo que por diablo," are found in Spanish throughout Latin America and can be traced back to Peninsular Spain at least as early as the seventeenth century, if not before. Such proverbs often exist in English versions also. Some proverbs frequently used by Mexican-Americans such as "El que nació para tamal, del cielo le caen las hojas," show a distinctive Mexican origin. Transfer of proverbs from English to Spanish is tricky to analyze since Spanish versions of proverbs may have existed in the past. For example, the Mexican-American form "Piedra movediza no recoge moho," corresponds to the English form "A rolling stone gathers no moss," but in a Spanish-origin version of the proverb the word *movediza* is replaced by *criá* (grows).

The body of the present paper explores how Mexican-American proverbs are

Copies of Olivas' reference list are available by writing to LA RED. Readers might also note that single copies of the unabbreviated version of this report are available for free by writing to the Institute for Finance and Governance/Stanford University/Stanford, CA 94305. The unabbreviated version of this report is also slated for publication in UCLA's Chicano Studies Research Center journal, *Aztlán*.

affected by: a) locale where they are learned; b) the persons associated with proverb use; c) the social occasions for proverb use; and d) the attitudes that speakers have toward proverbs. The findings on these issues are based on 304 informants of Mexican origin who were surveyed. The age and background of informants was quite diverse. The bulk of informants were between ten and eighty-five years of age and about one-fourth were born in the U.S. The informants were bilingual, by and large, in that they displayed at least some functional capabilities in both languages. Arora indicates that the background and characteristics of informants are characteristic and representative of Mexican-Americans residing in the Los Angeles area.

Several functions of proverbs in Mexican-American's speech are mentioned; they include: a) communication of the message inherent in a proverb; b) helping an individual to feel comfortable by saying something appropriate in a social setting; c) allowing a person to show identity with a social group sharing communication; d) adding color and humor to one's speech; and e) acting as a marker of Mexican-American ethnic identity. Occasions for use of Spanish proverbs are most likely to be in home and community informal settings rather than in formal and non-Hispanic

LANGUAGE & DISCOURSE (CONT.)

settings. Some proverb forms are unique to children as in *El que se va a la villa pierde su silla*," or special to periods in children's socialization or development such as the beginning of social dating. Arora points out that in their socialization function proverbs often are used to communicate notions of conservative cultural values that have survived historically and which accordingly should be taken seriously as valid cultural wisdom. The paper closes with a discussion of attitudes among Mexican-Americans towards the use of proverbs. A general tendency is that proverbs and their use are valued most by persons who are older and more closely linked to Mexico. Persons born in the U.S. who are first generation born

value proverbs more than second and third generation persons. As an example, the refrain "¡Ay, mamá, usted y sus dichos!" is cited. Interestingly, even second and third generation persons can show a change in their attitudes towards proverbs over their life span. Arora found some informants in this category who used proverbs more in their later years -- when they served functions in activities such as child rearing -- than in earlier childhood years. A second but shorter paper, A Critical Bibliography of Mexican-American Proverbs by Arora also appears in the same issue of *Aztlán*. The entire double issue of *Aztlán* is dedicated to Américo Paredes and is on Mexican-American folklore.

REVIEW NOTES

*Illegal Aliens in the Western Hemisphere: Political and Economic Factors*  
Kenneth F. Johnson and Miles W. Williams. Praeger Publisher, New York, NY, 1981.

Kenneth Johnson and Miles Williams, both political scientists, set out for themselves an ambitious task. In reviewing the factors contributing to international labor transfers in the Western Hemisphere, Johnson and Williams have expertly covered much ground. Their summary of migrations to Canada, the United States, Venezuela, Argentina and within the Southern Cone is a welcome contribution to the growing literature on this international issue. Their comparisons of migration provide a welcome backdrop from a global perspective. However, their analysis, although humanitarian in its outlook, is often incomplete.

The six chapter book begins with an analysis of population exchanges in the Western Hemisphere and continues by reviewing strategies for handling "illegal aliens." Their third chapter focuses on illegal Mexicans and other aliens in North America. Chapters four and five (which are not reviewed here) concern the clandestine migrations between Colombia and Venezuela and into Argentina and within the Southern Cone. The final chapter: "Extra-legal population transfers," includes policy recommendations and conclusions.

In chapter one the authors set out their basic research questions: 1) What are: "the consequences, in concrete human terms, of the interaction between immigra-

tion, population growth and food supply;" and 2) What are: "the consequences for existing nations of rivalry between the ethnic sub-groups formed by clandestine migration." The authors use the clashes between American Chicanos and Mexican Bracero workers as an example.

The authors pose the problem of study in terms of "the lifeboat ethic" or "the quality of life" paradigm. The former analogy has been used by such notables as William Colby (former C.I.A. Director) and posits that limited societal resources exist. Some must suffer inaccessibility to social goods in order for others to maintain their standard of living. The latter proposition argues for a redistribution of wealth.

The authors discuss the usual problems that immigrants face in their movement from country to country (e.g. remittances and social security benefits). The Canadian system, for example, requires that any applicant other than a native citizen be given a card starting with the number 9. This card must be accompanied by a special work permit. Therefore, illegal work in Canada becomes risky for both the employer and the employee, since the employer is fined heavily for violation of this arrangement.

Amnesty is discussed as a means for accomodating immigrants. In their assess-  
(continued on next page)

## REVIEW NOTES (CONT.)

ment of Carter's amnesty proposal of 1977, serious defects were pointed out such as the creation of classes of aliens within the illegal alien sub-culture. That amnesty program would have given preference to those illegals who had been in the country the longest period. Johnson and Williams point out that

...those were also the most likely to be under the protection of crime syndicates. In this respect then, the Carter proposal sounded a reward for the Mafia and a penalty against the law abiding Mexican who waited legally for his or her name to come up under the immigration quota as administered by the American counselor there.

Yet the authors offer no references to studies or statistics regarding Mafia involvement and Mexican immigrants.

The authors contend that amnesty is not a long range viable option or strategy for immigration. This is curious since the authors argue for humanitarian and legal rights for immigrants. Why not regulate, that is, legalize and protect the status of immigrants through such an amnesty program?

The authors also argue that the creation of foreign colonies appears more viable as a strategy than does amnesty. The Chinese in Canada, different migrant groups in Bolivia, and the West Indian blacks in Panama are examples of successful foreign colonies. In discussing these ethnic enclaves, the authors refer to the growth of the "Chicano Quebec." In this vein the authors argue for multiculturalism -- the peaceful coexistence of ethnic and dominant groups in society.

The authors review the various causes of immigration and answer the question, "Do state governments protect basic human rights of illegal sub-groups?" in the negative. The strategies which have been utilized to handle immigrants have been unacceptable since exploitation continues and, human rights are not safeguarded.

The authors contend that poverty, over-population, Mexico's low extractive and distributive capabilities and governmental corruption are the root causes of immigra-

tion. Curiously enough the authors produced an analysis which omits political struggles. There is a failure to go beyond the mainstream notions of the capital-labor relationship. The authors acknowledge the requirements of capitalism to exploit and maintain profit rates through the use of immigrant labor, yet, they fail to analyze the struggles of immigrants. We are presented with an analysis of immigrants as passive and exploited.

Fortunately, we note that in the United States immigrant groups have been fighting back. Various strategies, such as that of the Arizona farm workers union, or various factories in California or of the immigrant children in Texas are all examples of a political movement to defend and organize the immigrant. No work appears on these struggles in this text.

The authors present the familiar argument that immigrants under-utilize social welfare services and yet contribute to tax bases. The authors make an erroneous statement when they say that 'evidence of tax evasion is cited.' No such data was presented. Likewise, the authors argued that there is no purpose served in quoting extensive figures supplied by government agencies as to the cost impact of illegal aliens in the United States. The authors contend that it is much too difficult to make such estimates. However, in refraining to look at the issue of cost impact versus contribution to the economy, the authors missed a fruitful area of investigation.

In my own dissertation, I review this issue in terms of an argument for "social equity." That is, the balance of contributions to the economy far outweigh the social services utilized. This is analogous to Bohning's work in Germany. He argues for monetary compensation to the developing countries in view of their loss of human resources to the developed countries. A similar case can be made for the migrations of people in the Western Hemisphere.

Johnson and Williams argue for the creation of an Hemispheric Migration Council to monitor and establish guidelines for the protection of legal and human rights of immigrants. This laudible policy recommendation was made without reference to recommendations which were developed over the last seven or eight years. No

## REVIEW NOTES (CONT.)

reference is made to the "International Bill of Rights" for undocumented workers, to Mark Day's work on the "Bill of Rights," or to the International Conference on Public Policy and Immigration of 1977. Melville, Cárdenas and Flores, and Schey are not cited either. In disregarding this body of research, the authors provide an incomplete analysis and therefore state: "ethnic politics in the United States are focused on the human rights of legal minorities." The movement to defend and organize undocumented immigrants, however, has been ongoing during the last seven or eight years. Ethnic politics of Chicanos does include the human rights of undocumented Mexicans.

The authors argue that Mexico should control their population, make jobs for its workforce, and help control immigration. They argue for a new guest worker program with safeguards, the strengthening of the border enforcement policy and for imposing penalties for those who employ illegal aliens. Familiar solutions are offered once again.

The authors argue that the "carrying capacity" of nations -- the optimal population level that a society can support and still maintain its traditional lifestyle -- is exceeded in many of the countries of the Western Hemisphere. Biological issues cloud and confound legal problems. How does one sustain the population in the Western Hemisphere? The authors argue for population control as a solution and also for a redistribution of wealth. They omit the reality of social and political struggles again.

The labor-capital relationship is thus not a social phenomena for analysis. The authors would have done well to look at Burawoy's analysis of the migrant labor system of South Africa and California. In so doing, the authors would have better analyzed the immigrant labor system of the Western Hemisphere. They would know then that the immigrant labor system rests on the separation of the maintenance of renewal functions of the population. Capital benefits by not having to reproduce the labor power of the immigrant groups. To be sure, this is a complex problem. Interrelated factors include agricultural land distribution, urban growth, multinational corporate exploitation, political domination, technology and health care transfers and communication and transportation issues.

We know, as the authors point out, that there is a non-decision policy in effect in the United States. In positing a livability strategy whereby the optimum care of the population is desired one must argue for the redistribution of wealth. These authors do that, yet they make no analysis of ongoing struggles. Their multicultural coexistence model and goal of greater economic equality however, will not result from beneficent state or corporate groups. A Hemispheric Migration Council might bring more attention to these problems. However, the solution will not be found in the upper reaches of government but in the social struggles of the immigrants themselves.

Reviewed by Estevan T. Flores, Sociology and Southwest Hispanic Research Institute, University of New Mexico.

## RECENT PUBLICATIONS

Bilingual Reading Newsletter is a newsletter of a special interest group of the International Reading Association. For information, write Rosalinda Barrera/New Mexico State U/Las Cruces, NM 88003.

Cornelius, W.A., Chávez, L.R. & Castro, J.G. Mexican immigrants and Southern California: A summary of current knowledge. Working Paper No. 36. Write to the Program in United States-Mexican Studies/University of California, San Diego/Q-060/La Jolla, CA 92093. (\$3.).

Domínguez, J.I. (Ed.) Mexico's political economy: Challenges at home and abroad. 1982. Write to Sage Publications/275 South Beverly Dr./Beverly Hills, CA 90212.

Frías, G. Barrio warriors: Homeboys of peace. For copies and related information, write California Coalition to End Barrio Warfare/817 W. 34th Street/Los Angeles, CA 90007. (\$5.95). Of similar interest is a new magazine (Premier issue published November 1981) entitled Corazón de Aztlán. Write to them at P.O. Box 60297/Los Angeles, CA 90060.

(continued on next page)

RECENT PUBLICATIONS (CONT.)

Hennelly, A. & Langan, J. Human rights in the Americas: The struggle for consensus. Write Georgetown University Press/Washington, D.C. 20057.

Hispanics and probation: Some preliminary observations, is a report published by the Administrative Office of the Courts of the State of New Jersey. Write Probation Administrative Management Systems/Administrative Office of the Courts/CN-037/Trenton, NJ 08625.

Revolution and intervention in Central America is a publication featuring documents from leading resistance organizations published for the first time in English. It includes contributions from Ruy Mauro Marini, Pablo González Casanova, Edelberto Torres-Rivas and more. For additional information on this and other issues of Contemporary Marxism: Journal of the Institute for the Study of Labor and Economic Crises, write Synthesis Publications/Dept. S/P.O. Box 40099/San Francisco, CA 94140. (\$6.50).

GRANTS & FELLOWSHIPS1983-84 CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT

The Society for Research in Child Development invites applications for the 1983-84 Congressional Science Fellowships program. The program is open to scientists and professionals at the postdoctoral level interested in child development and public policy and offer an opportunity to spend one year as a member of a Congressional staff. The fellowship year begins September 1983 and mid-career applicants are especially encouraged to apply. Contact Barbara Everett, Washington Liaison Officer/Society for Research in Child Development/100 North Carolina Ave., S.E., Suite 1/Washington, D.C. 20003/(202) 582-3174. AD: 11-15-82.

SALLY BUTLER MEMORIAL FUND FOR LATINA RESEARCH

This is a new program that supports social science research on topics of importance to women by Latin American women, as defined by descent or citizenship from the Caribbean, North, South and Central American regions. Awards range from \$500 to \$3,000, with average grants of \$1,000. To request applications, a candidate must write a brief description of her research project and indicate personal background. Applications are available from September through December 15, 1982, with completed applications due by January 1, 1983. Write Sally Butler Memorial Fund for Latina Research/2012 Massachusetts Ave., N.W./Washington, D.C. 20036/(202) 293-1200.

CALLS FOR PAPERS11TH ANNUAL BILINGUAL-MULTICULTURAL REGIONAL CONFERENCE

Proposals are invited for this conference which is slated for October 29-30, 1982 in Denver, Colorado. This year's conference theme is "Multilingualism: A Well Prepared America -- Everybody's Business." Proposals should reflect this theme in relation to the following areas: development of coalition strategies among education, labor and the political arena; parental and community involvement; bilingual curriculum models; teacher training-cross cultural communication models/strategies; and management and evaluation of bilingual education programs. Submit abstracts to Paul Martínez/Metropolitan State College/1006 11th St. -Box 21/Denver, CO 80204. Submission deadline: 7-30-82.

U.S. LATIN AMERICAN RELATIONS IN THE 80s

The Center for Latino and Latin American Affairs at Northern Illinois U in DeKalb, IL is planning a symposium for October 29, 1982 on U.S./Latin American Relations in the 1980s. The major emphasis will be on possible new directions for U.S. foreign policy in the region and the emerging and increasingly important role being played by Mexico, Venezuela, Cuba and other nations in hemispheric affairs. Those interested in presenting papers on a related topic should submit abstracts to Irene Campos Carr, Acting Director/Center for Latino and Latin American Affairs/Northern Illinois U/DeKalb, IL 60115/(815) 753-1986. Submission deadline: 8-15-82.

MEETINGS & CONFERENCES

EVENT: **San Antonio Cine Festival.**  
DATE: August 27-28, 1982. LOCATION: San Antonio, TX.  
THEME: Promoting excellence in Hispanic film and video art produced in the U.S.  
CONTACT: San Antonio Cine Festival/P.O. Box 96/San Antonio, TX 78291/(512) 736-1685.

EVENT: **Second Annual Conference on the Prevention and Treatment of Child Abuse and Neglect.**  
DATE: September 8-10, 1982. LOCATION: San Antonio, TX.  
THEME: A Focus on the Mexican American Family.  
CONTACT: Mario Bermea/Texas Migrant Council/P.O. Box 917/Laredo, TX 78040/(512) 722-5174.

EVENT: **El Español en los Estados Unidos III.**  
DATE: October 1-2, 1982. LOCATION: Bloomington, IN.  
THEME: Papers will be presented on various topics as they relate to the Spanish language in the United States. A volume of conference proceedings is planned.  
CONTACT: John R. Gutiérrez/Dept. of Spanish and Portuguese/844 Balantine Hall/Indiana U/Bloomington, IN 47405.

EVENT: **Seventeenth Annual Conference of the Association of Mexican American Educators of the State of California.**  
DATE: November 11-13, 1982. LOCATION: San Francisco, CA.  
THEME: Decade 80: Epoca Nuestra -- Quality, Equity and Leadership.  
CONTACT: Gloria Valdivieso/(415) 363-5411.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCH

SPANISH - OCCIDENTAL COLLEGE  
Assistant professor of Spanish to begin fall 1983. PhD required with primary interest in post 17 C. or contemporary peninsular Spanish literature. Ability to lecture in Spanish and English on Chicano or European culture. Contact L.S. Babcock, Chair/Dept. of Languages and Linguistics/Occidental College/1600 Campus Rd./Los Angeles, CA 90041. AD: 11-15-82

ACADEMIC SUPPORT

SOCIAL AND ADMINISTRATIVE HEALTH SCIENCES - UC, BERKELEY  
Assistant Field Program Supervisor sought to develop, supervise and evaluate field work placements for graduate students in health and hospital administration and health planning, policy and regulation. MPH

or equivalent desired, or five years appropriate experience. Contact Henrik L. Blum, Acting Chair/Dept. of Social and Administrative Health Sciences/403 Earl Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. AD: 8-31-82

OTHERDIRECTOR OF RESEARCH - LNEC

The LULAC National Educational Service Centers, a national Hispanic community-based educational counseling organization, are seeking a director of research for the Washington, D.C. office to begin late August 1982. Advanced degree and strong speaking and writing skills required. Contact Jose Longoria, Executive Director/LULAC National Educational Service Centers/400 First St., N.W., Suite 716/Washington, D.C. 20001. AD: 8-1-82

**PROBLEM & IDEA EXCHANGE**

Emilio Arribas/Eigenmann 791/Bloomington, IN 47406 is interested in research **linking the hero of El Corrido de Gregorio Cortes** which qualifies as an epic of the Southwest literary tradition, **to the struggle for land control** in Karnes County and other areas of the Southwest.

Frank Chávez/297 N. Balmoral/Porterville, CA 93257 would like responses from teachers and/or former teachers with regards to their **experiences and reactions to supervision while teaching**.

Antonio González/1207 Blalock Rd. #144/Houston, TX 77055 would appreciate any articles or information regarding **Mexican-American music in the Southwest** to include in his book on the history of Mexican-American music from the Pre-Columbian period to 1979.

Robert Holmes/Office of Academic Affairs/Rm. 3084 Fleming Bldg./University of Michigan/Ann Arbor, MI 48109 is interested in obtaining research studies related to **Hispanic student attrition from institutions of higher education** that might also identify effective retention strategies. Of particular interest are studies done at large public universities.

Mary Nichols/Review Journal of Philosophy and Social Science/1511 North McAllister/Tempe, AZ 85281 is interested in obtaining lists of **publications on teaching English as a second language** for a review of literature available in the U.S. that Anu Prakashan Press of India is planning.

Walt Smith/Perspectivas Unidas Research Services/7319 Still Brook/San Antonio, TX 78238 solicits conceptual and ethnographic/descriptive papers for a unique textbook on **biculturalism as a practical ideology** for maintaining ethnic dignity under repressive conditions.

Raul Tovaes/San Antonio Media Center/P.O. Box 37175/San Antonio, TX 78237 invites papers, ideas and comments for the production of a video documentary on the **cultural, historical, and economic dimensions of "tortillerias."**

Augustine Trujillo/High School Equivalency Program/Dept. of Student Affairs/U of Southern Colorado/2200 North Bonforte Blvd./Pueblo, CO 81001 would like to exchange information and comments on how other institutions are attempting to address **Affirmative Action and Equal Employment Opportunities**.

Judith Walker/Department of Curriculum and Instruction/University of Houston/Houston, TX 77004 would like to hear from scholars and educators with findings on **sex role differences among minority students** and the applicability of the findings to the classroom.

Professional Notices . . .

**Amado Padilla**, noted Chicano psychologist, founding editor of the *Hispanic Journal of Behavioral Sciences* and Director of UCLA's Spanish Speaking Mental Health Research Center, has recently accepted an appointment as the new director of the National Center for Bilingual Research in Los Alamitos, California.

**Michael Olivas**, Director of Research at the Washington, D.C. based LULAC National Educational Service Centers has recently accepted the position of Director of the Institute for Higher Education Law at the University of Houston effective August 15, 1982.

Meanwhile, on the homefront in Ann Arbor, **Philip García** has left us to return to Los Angeles where he has accepted a post doc at USC. . . **Aida Hurtado** has now joined the ranks of the psicologos among us -- she has fully completed her graduate work and has earned her PhD in psychology . . . and new to the Chicano Project here at the U of M is **Vilma Ortiz**, formerly of the Hispanic Research Center at Fordham University. We bid you farewell, congratulations and welcome.

**LETTER TO THE NETWORK**

The National Chicano Council on Higher Education (NCCHE) marked its seventh year of existence in May and it is with considerable enthusiasm and hope for the future that the Board of Trustees and the officers of NCCHE approach its merger with the National Chicano Research Network. Our collective aspirations for the wellbeing of the Chicano community are hereby joined structurally and we are confident that out of this union will come a more vital organization to serve that end. As Carlos Arce, now Vice President and Executive Director of this new effort, says in his Report to the Network, the merger represents a coming together again of two entities that have had a parallel history and development and is thus a natural and desirable event.

Over the past nine months, since receiving a challenge operating grant from the Ford Foundation, NCCHE has been moving actively to establish itself as an organization that can serve the needs of all sectors of the Chicano higher education community. During that period, NCCHE has expanded its mission to address the entire range of higher education issues and constituencies, formulated a program to address them, increased its membership to reflect a larger constituency, initiated the process of enlarging the Board of Trustees to strengthen the organization, established itself fiscally as an autonomous organization and began to acquire considerable public visibility. The merger, which will give NCCHE extensive data gathering, information dissemination, training, and policy analysis capabilities, moves us a quantum step forward in meeting the challenge presented to us by the Ford Foundation grant.

Having served as acting Executive Director over the past nine months I am pleased to be able to turn the job of program development, implementation, and manage-

ment over to Carlos Arce, whose experience and abilities in this regard are far superior to mine. But even more importantly, I am delighted to have his vision, energy, and talents applied to this larger undertaking. Over the next 12 months we will be working together to expand the capacity of NCCHE to address the multitude of issues and needs that face us and to create an organization that serves the interests of its membership well. We will continue to stage our membership growth in order to develop a balanced organization that includes all sectors of the higher education enterprise and look forward to opening NCCHE to the full participation of the NETWORK in the very near future.

The program that NCCHE will be developing has the following goals:

- 1) to increase the number of college-eligible, "college-able," and college-bound high school graduates;
- 2) to improve the baccalaureate completion rate of our student population;
- 3) to support graduate students preparing for a career in higher education;
- 4) to promote opportunities for the professional growth of faculty, staff, and program managers;
- 5) to develop a pool of expert and experienced higher education administrators;
- 6) to gather and disseminate information about policy issues and opportunities in higher education to the Chicano community;
- and 7) to bring together Chicanos and non-Chicanos from all sectors of higher education in order to foster communication, understanding, cooperation and growth.

Needless to say, the program is a rather ambitious one, but the merger between NCCHE and NCRN converts it into a realistic undertaking.

Arturo Madrid, President of NCCHE.

OUR READERS SPEAK

The following is a sampling of our readers' comments and reactions to various LA RED features. These comments have served us well as a steady source of ideas, reminders and constructive criticism. These were taken verbatim from the reactions to our April 1982 issue. While we are unable to respond directly to all letters, we do make use of your comments either in discussions with our Coordinating Committee and/or through direct changes in the newsletter. Your input has been most helpful in sustaining current newsletter features, as well as in the development of new ideas and the inclusion of new sections. Perhaps some of you may even have suggestions for a new logo or masthead (see our Report to the Network). Thank you for helping us to improve your newsletter, and please keep those letters coming -- we thoroughly enjoy our contact with you.

Excellent - the quality I've come to expect from LA RED staff. Like your new format and applaud your recent editorial positions - let's have more editorializing, self-criticism, etc. Let's be careful, in documenting "gains" achieved by Voting Rights Act, Affirmative Action, etc. that we do not communicate that rights abuses are history -- the principal argument of current reactionary politicians.

Who's idea was it to schedule the Symposium on Chicano Psychology on the same dates as NACS effectively reducing the limited opportunities we have for professional development and interaction? There are enough majority institutions restricting our choices without doing it amongst ourselves. (Boulder, CO.)

In the future, we will try to print calendars on a quarterly basis to help in this respect. You can help us by letting us know well in advance in order to avoid scheduling conflicts...

I find your book reviews and recent publications to be the most valuable segments. The employment opportunities section is also an important feature. (Santa Monica, CA.)

Best source of information on research about and affecting Chicanos that I have seen. As a librarian I also appreciate the thoughtful reviews of new books and magazines. (Oakland, CA.)

I always find something of interest to pass along to our staff, whether it's a call for papers, conference announcements, book review, or job opening. I like the 3-hole punched pages. (Arlington Heights, IL.)

We have received a good many comments on the punched holes as well as a preference for our double column format. We are open to other suggestions to improve your newsletter ...

I'm receiving THE NET with a little lag in timeliness, not allowing me to take advantage in offers including deadlines whatever they may be. Thank you for whatever you can do to help me in this matter. (Aguadilla, Puerto Rico.)

We struggle with this one because of the high cost of first-class mailing. We mail out by the first Friday of each month, but second-class means second-class. This is why we try to be strict about deadlines and the publication of announcements with specified deadlines. Consider also the delay in reaching Puerto Rico...

It is 5:40 a.m. Easter Sunday. The article by Arturo Madrid overlooking Richard Rodriguez's book and life compels me to write. You will probably get a lot of letters on it. I hope you publish eloquent responses on the article - pro and con. (Austin, TX.)

Good suggestion. We are toying with a "Punto/Contrapunto" section. Somewhere up the road...

Magnificent review of Hunger for Memory: The Education of Richard Rodriguez by Arturo Madrid. La Red/The Net has performed an important service in publishing it. (Tempe, AZ.)

I'm very impressed with the response I got from LA RED readers across the nation to our brief report on the Wingspread Conference "Studying Hispanic Demography through Catholic Parish Records. (Austin, TX.)

OUR READERS SPEAK (CONT.)

I find LA RED extremely useful, both because of the research information, reviews and because of the employment opportunities listed. I will be passing on this information to graduate students here in Berkeley. (Berkeley, CA.)

Interesting review by Madrid on R. Rodriguez. You may wish to incorporate a point - counter point section on Raza issues. (Berkeley, CA.)

We plan to. Thanks for the suggestion and we'll even call the section "Punto/Contrapunto." See also the above Easter Sunday comment from Austin.

This is my first issue and I find it excellent, certainly professional, helpful, and worthwhile. It strikes me, however, that it is heavy on social science and rather perfunctory on other discipline areas. (El Paso, TX.)

You're right. We've struggled with trying to do all and be all to everyone, and have resisted doing it in the past. Alas, all things must change...We're now moving towards that. See the Report to the Network...

I especially like Micro Onda in every issue. (New Paltz, NY.)

Many of our readers seem to share your feelings, but we just cannot seem to attract enough contributors. Help!

(continued on next page)

## LA RED/THE NET

## RESPONSE FORM No. 56

July 1982

**ATTENTION READERS:** LA RED's mailing list is maintained on a computer interactive program which is updated every six months. Those wishing to continue their "subscription" to LA RED, must therefore "communicate" with the computer by submitting one of these forms at least once every six months.

1. Comments regarding this issue (content, format, timeliness).
2. Research problem and idea exchange. (A clear, concise statement of a problem which you would like other readers to react to; or an appeal for reader assistance on a research problem.)
3. Forthcoming events, meetings, programs, grants or fellowships. (Furnish complete details including application dates and the name and telephone number of a contact person.)

OUR READERS SPEAK (CONT.)

While I always look forward to your excellent review of issues affecting Latino researchers, I was especially pleased by Arturo Madrid's penetrating review of Hunger of Memory. Please inform Arturo that I consider it the best critique of that book that I have read and many of my colleagues here agree. He expressed my reservations and criticisms exactly. (Berkeley, CA.) *Arturo has been informed.*

Your micro/macro onda profiles and special articles on Hispanic youth and Chicano demographics are certainly timely and extremely useful to me in my community work. Your new section "Dialogue" is most welcome also since it will encourage a healthy exchange of new and creative ideas from our young scholars. (Los Angeles, CA.)

I received this issue of LA RED on the 27th. Past issues have followed the same pattern arriving late in the month. I'm not sure whether this is cause for alarm or not. When are issues normally sent to the readership? I found this issue particularly interesting. I think the "Dialogue" section will contribute significantly to the vitality of the publication. (Santa Monica, CA.)

LA RED/THE NET

RESPONSE FORM No. 56 (Cont.)

July 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Add the attached names to the mailing list.

LA RED/THE NET

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 2148  
Ann Arbor, MI 48206

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

# la red/the net

MONTHLY NEWSLETTER OF THE NATIONAL CHICANO RESEARCH NETWORK

No. 57  
August 1982

## REPORT TO THE NETWORK

The coming academic year marks several milestones in the development of Chicano studies. The National Association for Chicano Studies (NACS) will enter its second decade by holding its annual meeting outside the Southwest for the first time. This historic 11th annual conference will be held at Eastern Michigan University on April 14-16, 1983. Seeking to sustain the NACS tradition of encouraging critical scholarship about Mexican/Chicano people in the U.S. and widely disseminating such scholarship, the Site Committee has developed a format for a meeting of great depth and scope. The cornerstone of this effort is of course the sessions in which new ideas on a variety of topics are presented. It is thus essential that members of NACS, other previous participants in NACS meetings, and other LA RED readers with a serious interest in Chicano studies plan to attend and to actively participate in the next conference.

NACS grew out of a still existing need for critical scholarship which addresses the problems and experiences of Mexicans/Chicanos in the U.S. Since its founding in 1972, the association has affirmed the need to develop theory and a sound body of research which seriously challenge the assumptions, methods, findings and interpretations of previous work about Chicanos. The link

between scholarship and social change is a critical one which NACS also attempts to address. An annual conference in the Midwest is a particularly timely vehicle for this endeavor. The unique situation of the Mexican/Chicano people in the Midwest, including migration to an area far from the Mexico-U.S. border, labor concentration in heavy industries, and problems of culture and language maintenance, provides a point of departure for critical discussion.

In keeping with NACS tradition, various other activities will take place during the conference. These include the regular social (reception and dance) and literary events (readings and book exhibits) and in addition, a public forum on the humanistic aspects of Chicano life and culture, and a major film festival. The Site Committee has prepared an announcement calling for papers, sessions, and other substantive efforts for the professional program of the conference. The 16 page announcement providing all details and forms for submission of papers and sessions is available from the NACS Site Committee/Graduate School/E.M.U./Ypsilanti, MI 48197. This program is also currently being distributed through the regular channels of NACS Focos.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Carlos H. Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## **CONTENTS**

Micro Onda .....	2
Review Notes .....	4
Language & Discourse .....	8
Problem & Idea Exchange .....	9
Meetings & Conferences .....	9
Grants & Fellowships .....	10
Calls for Papers .....	10
Employment Opportunities .....	11

**DEADLINE FOR NEXT ISSUE: AUGUST 20, 1982**

## MICRO ONDA

## Income Differentials Between Chicano and White Male Workers

by Naomi Verdugo and Richard R. Verdugo

**Introduction.** Analyses of Black-White income differentials predominate in the existing literature. Fewer studies have focused on Chicano-White income differences and about the determinants of income for Chicanos. Thus, the purpose of this study was to estimate an income function among a national sample of Chicano and White male workers to see if income determinants differ between Chicanos and Whites, and if so, whether income differences can be eliminated using a standardization technique.

**The Sample.** Data for this study are from the March 1981 Current Population Survey (CPS). For the specific purposes of this analysis, several sample-related decisions were made. First, only White and Chicano male civilians aged 15+ who had been employed for at least one week in 1980 as wage and salary workers were included. Second, though all eligible Chicanos were selected for the research sample, a 10% sample of eligible Whites was randomly selected for this study. Finally, data are weighted in order that results might be generalized to each respective population. The final sample sizes are 1,282 Chicano males, and 2,191 White males.

**The Variables.** In selecting variables to predict income we included three types of items: a) human capital variables, (e.g. age and education); b) variables which tapped the structure of the labor market, such as industry and sector of employment; and c) control variables, for example, the number of hours worked per year, and marital status. The strategy employed was to estimate the following model: Income is a function of age of the worker (AGE), number of hours worked per year (HRSYR), years of schooling completed (EDC), marital status (MS1), type of industry [ $\frac{1}{2}$ IND, dummied variable], and industry sector (SEC). The model is calculated separately for each group comparing the extent to which differences between the regression slopes are statistically significant.

**Results.** Of the 14 items used as determinants of income, only three are significantly different between Chicano and White workers: hours worked per year (HRSYR), educational attainment (EDUC), and marital status (MS1). Hence, Whites realize significantly greater income returns on their educational accomplishments than do Chicanos and, in addition, receive greater income compensation for each hour worked. Further, among married men, Whites earn significantly more than Chicanos.

While the remaining items are not significantly different, there are some rather substantially interesting results among these items. With respect to the industry classifications, both ethnic groups seem to fare better in the public administration industry, the construction industry, the mining industry, and for Chicanos, the transportation/communications/public utilities industry than other industries. In terms of sector of employment, private and government, both groups do well in the private sector; although Whites seem to have the advantage.

Finally, there appears to be some similarity in the items affecting the incomes of both groups. With the exception of marital status, the following items emerge as the most important determinants of income for both ethnic groups: age, hours worked per year, education, and occupational status. The similarity ends there, however, because the relative importance of each item differs within each ethnic group. The standard scores presented in Table 1 highlight this point.

The analysis then moves to the question: if Chicanos had the same advantages as Whites, would the income differences between these groups vanish? The procedure used involves substituting the means of predictors of Chicanos into the White regression results (raw scores). Rather than estimating a series of reduced form equations as is usually the case, the decomposing the Chicano-White mean income gap into its constituent parts, this analysis is interested in assessing the extent

## MICRO ONDA (CONT.)

to which standardizing on all these items significantly reduces the income gap. This procedure seems to significantly reduce the total mean Chicano-White income gap. Indeed, if Chicanos and Whites had the same education, were of the same age, worked at the same job, the same industries and sector, and if the same proportion were married, the expected income would be \$12,139, which, when subtracted from the observed Chicano mean income of \$12,215, leaves us with a residual of -\$76. While it is important to emphasize that this result is not significant beyond the sample and model under investigation, the implication seems to be that much of the Chicano-White income gap can be reduced by equalizing the

opportunities of Chicanos.

In conclusion, results from the present study are conflicting. On the one hand, there is evidence of differences as Chicanos do not realize the same income rewards to such items as education and hours worked per year as do Whites. Further, within each group the order and number of items emerging as important determinants of income differ. On the other hand, there is some evidence of similarity. First, with the exception of marital status, both groups seem to share the same core of important income predictors. Second, the model seems to be efficient for both groups--accounting for about 50% of the income variance.

Table 1  
Dependent variable=Income.

## Regression Results: Standard Scores

	Whites	Chicanos
AGE	.159	.216
HRSYR	.393	.416
EDUC	.210	.255
MS1	.173	.049
DUNCAN	.162	.167
IND1	-.138	-.089
IND2	-.047	-.037
IND3	-.086	-.136
IND4	-.005	.010
IND5	.008	.055
IND6	-.034	-.053
IND7	.008	.006
IND8	-.017	-.056
SEC	.080	.069
R <sup>2a</sup>	.532	.505

<sup>2</sup>Adjusted R<sup>2</sup>=1-(1-R<sup>2</sup>)(n-1/n-p). Where p=number.

For further information and more detailed tables, write to Naomi and Richard R. Verdugo/6580 Yadkin Court/Alexandria, VA 22310.

## REVIEW NOTES

Dictionary of Mexican American History.

Matt S. Meier and Feliciano Rivera. Greenwood Press, 1981.

In the past, reviewers have often failed to establish criterion for evaluating published work. The result has been an exercise by the reviewer to prove that he or she knows more about the subject than the author. In order to fairly evaluate Meier and Rivera's Dictionary of Mexican American History, the following general guidelines are established.

First, what kind of work is the Dictionary? The answer is more complex than first assumed, for although the work looks like a dictionary and reads like a dictionary, the process of selection and definition of items can cause controversy. Moreover, no other Chicano dictionaries exist to compare the work to. Dictionaries are antiquarian exercises which, to this point, Chicano scholars have neglected; and, more often than not, social scientists have been too preoccupied with theory to understand their value. Finally, dictionaries themselves vary greatly in quality and function. For example, it would be unfair to compare the Dictionary to the highly subsidized Diccionario Porrúa de historia, biografía y geografía de México. In essence, the Dictionary is merely a convenient one-volume reference work.

Second, what is the audience? Although the authors state that it is a comprehensive work and imply that it can be used by scholars, its utility is largely for the lay person or public school teachers. Students writing term papers will find the Dictionary especially useful. At this time, the work is too limited to be called comprehensive. Too many important events and organizations are omitted, e.g., La Asociación Nacional México-Americana, Urban Renewal, Francisca Flores, and Alicia Escalante to name a few. In sum, a review of the Dictionary must define this audience, for the evaluation greatly depends on this identification.

Third, what is the state of the craft? The state of the craft frustrates the compilation of a dictionary, making it far beyond the ability of two authors. The basic indexing of available newspapers, periodicals, and collections has not been done. Presently, a Chicano librarian collective

exists and under the name of The Committee for the Development of Subject Access to Chicano Literature, it has published The Chicano Periodical Index, 1967-1978. In the second edition of the work, this Chicano librarian collective should be used. Given the state of the craft, the Dictionary is a good work that can be built upon, but sweeping changes must be made.

Fourth, what is the quality of the scholarship? The quality of the work is mixed. Some items are excellent, e.g., the ALAMO, BORDER TOWNS, CRUSADE FOR JUSTICE, and LA RAZA UNIDA PARTY. In other instances, the definitions are incomplete and inaccurate. For example, under BORDER INDUSTRIALIZATION PROGRAM (BIP), the information is misleading. The BIP as understood by border scholars does not begin after World War II, but in 1965. For the CALIFORNIA AGRICULTURAL LABOR RELATIONS ACT (1975), the authors liken this act to the National Labor Relations Act (1935), but fail to underscore basic differences. For example, the CALRA does not outlaw secondary boycotts and it sets time limits on proceedings to certify a strike. For CATOLICOS POR LA RAZA (CPLR), important facts are omitted such as the results of the demonstrations which saw a change in the attitude of Chicano clergy, the retirement of Cardinal Timothy McIntyre and the Catholic Church's founding of the Campaign for Human Development. The Dictionary in contrast concludes, "Most Mexican Americans disapproved of this violent confrontation." CENTRAL DE ACCION SOCIAL AUTONOMA: besides being too brief, the definition does not state that Bert Corona founded the organization in 1968. Moreover, the correct name was Centro de Acción Social Autónoma - Hermandad General de Trabajadores. It was not just a left wing organization, as the authors describe it; it made major contributions in the struggle to obtain rights for the undocumented worker. Moreover, CASA made the undocumented worker a priority among civil rights activists. Finally, it published a solid newspaper entitled SIN FRONTERAS. Given the visibility of this organization, four lines

## REVIEW NOTES (CONT.)

is hardly adequate. RAZA, LA: this media collective was founded in 1967 as a newspaper; the transition to a magazine occurred in 1970. Furthermore, LA RAZA was more than just a newspaper or magazine and its members played a major leadership role in the 1968 East Los Angeles Blowouts, Católicos Por La Raza, the 1970 Chicano Moratorium and La Raza Unida Party.

Aside from misleading information, the authors often omit the founding dates of organizations. This is a major flaw since dictionaries usually follow a set format in this respect. And, when the information is included, it lacks consistency, with dates sometimes found immediately after the title, and at other times, in the text of the definition. These flaws could have been eliminated by better editing.

Fifth, what contribution does it make to the field of study? The work does make a

Hispanic Mental Health Research: A Reference Guide

Frank Newton, Esteban L. Olmedo, and Amado M. Padilla. Berkeley: University of California Press, 1982.

Hispanic Mental Health Research: A Reference Guide is designed primarily to allow users to find references on a particular topic or set of topics chosen from a list of approximately 325 descriptor terms defined at the beginning of the book. The description of terms is followed by an index which lists, for each term, the item numbers of the citations to which the terms apply. Then follows the substance of the book, a list of 2002 items, each consisting of an item number, author(s), title, source, abstract, and accession number. The entries are roughly alphabetized by author (with some irregularities necessitated by the computer program) and are numbered consecutively. Our review of the Reference Guide is divided into two parts: an assessment of the format, organization and other technical characteristics; and comments on the substantive content of the Guide itself.

Format. The bibliographic information is a model of clarity and completeness. Titles are given in full; journal citations include the volume number and issue number; citations for articles from collections include complete publication information about the collection, as well as the inclusive page

contribution -- a beginning is important. Dictionaries are valuable tools for lay people and scholars alike. The proliferation of information on Chicanos demands a systematic synthesis of the available data. And, for all the Dictionary's faults, the fact remains that it is the only such work available -- which in itself is a contribution.

In sum, the Dictionary will probably be controversial among Chicano scholars; experts are always the most critical. However, it will be appreciated by the beleaguered public reference librarian and lay person just wanting basic information. The Dictionary fills a need and it will dominate the field until the critics produce something themselves.

Reviewed by Rodolfo Acuña, Departamento de Estudios Chicanos, California State University, Northridge.

numbers of the article; citations for dissertations include Dissertation Abstracts information and University Microfilms (Library of Congress) numbers; numbers in monograph series are given, as are ERIC document numbers; and unpublished manuscripts include addresses for obtaining copies. The only item that could be improved is the form of authors' names: the standard APA practice of giving only authors' surnames and first initials can obscure the identity of unfamiliar authors; it is surely useful to have the complete names when obtaining copies of items.

The descriptors listed with each item give a good idea of its subject matter. In addition to standard subject categories such as acculturation or bilingualism, there are descriptors indicating the type of publication (e.g., book, bibliography), the geographic area (e.g., Southwest, East), or group (e.g., adolescents, children) with which it deals, etc. The abstract indicates the number of references cited in the item, giving some measure of the item's usefulness for further bibliographic exploration. The accession number is used to quickly access the item at SSMHRC (and presumably is the item's identity number in the data base); for

(cont. next page)

## REVIEW NOTES (CONT.)

accession numbers less than 1724, the accession number is also the item number in the previous edition of the bibliography (*Hispanic Mental Health Bibliography II*, 1978).

Because the entries are arranged alphabetically by (first) author, the book can be of some use in finding citations for works by a particular author; however, since there is no separate author index to provide access to the additional authors of multiple-author works (a significant number), author searches are limited. Since it should be relatively easy to produce such an index, the compilers might consider including one in the next edition.

The only complete mode of access to the bibliography is the index of descriptor terms. A good deal of frustration (and wear and tear on the binding of the book) can be avoided by making a photocopy of the 23 page index, thereby eliminating the necessity of flipping back and forth between the index and bibliography. This is especially necessary for "multiple searches," in which the item number lists for a number of descriptors must be examined simultaneously. Accessing items by their item numbers is the most efficient method (instead of by author name) even though somewhat awkward; any index may be slightly awkward to use, but it is better than no index at all.

The advantage of an online data base over a printed list with an index is obvious: the citations that meet some set of criteria can be printed directly, giving a much clearer picture of the literature available on the topic. Bibliographic search services such as ERIC, University Microfilms, and SSMHRC itself (which is willing to provide searches of additional criteria such as title words or words from abstracts) provide such "custom bibliographies," which are obviously not suitable for commercial mass publication.

Just as we expect bibliographies from data base searches to look like computer printouts, we expect hardcover published bibliographies to look like traditional bibliographies. The printing is clear and crisp, but nevertheless has a telltale sign of computer output -- all text is upper case. Apparently in an attempt to break up the monotony of upper case, each page has been broken into two columns, and different type

faces have been used: bold for authors, italic for source, and roman for the remainder. In addition, each of the six fields (author, title, source, index, abstract, and accession number) is clearly set off with an abbreviation for the name of the field in the margin. So although the format is not as aesthetically pleasing as it could be, the information is all extremely clear and readable.

Content. As with most efforts of this kind, the major substantive weakness of the Reference Guide centers on what is and is not included in the listings. Some of the coverage problems encountered by these reviewers have a discernable pattern while others do not. It is, of course, difficult and costly to be exhaustive in any large-scale bibliographic project of this type. Thus, one clear explanation may lie in the ambitiously large magnitude of the effort. However, there are other possible explanations for the patterns of coverage. It is axiomatic that the disciplinary training and subsequent research interests of a scholar or a team of scholars will greatly determine how fully the various productive sectors of scholarship on Hispanics are monitored and incorporated into one's bibliographic collection. In fact, the basic concept of "relevant" or "applicable" may be defined and applied in very different ways, according not only to one's discipline or research specialization, but also to the social relations, collaborative networks, and political orientation of the scholarly team. In examining the coverage of the Reference Guide, it is not only disappointing to discover omissions which are glaring in the light of certain inclusions, but difficult to explain such patterns. Of the many examples, we note the following: that Richard Rodríguez' essay on culture and scholarship in the American Scholar is included, but Juan Gómez-Quiñones' "On Culture" in Revista Chicano-Riqueña is not; that while many of Luis Laosa's articles are included, his article (with Burstein and Martin) on mental health consultation in Crystal City published in Aztlan is not; that only one of Maxine Baca Zinn's articles is included, leaving out her early contributions in De Colores and the Journal of Ethnic Studies; that articles on language are included but several significant

## REVIEW NOTES (CONT.)

ones in the Revista Bilingüe are not; and more generally, that many articles from Chicano journals and other "ethnic" outlets are not included even though brief, peripherally relevant ones in such publications as Psychology Today are. This is a sad reminder of a common occurrence. There are numerous instances of benign neglect and lack of awareness within the Hispanic scholarly community, of the broad character of Hispanic scholarship. For example, we remain constantly surprised by the relative lack of awareness on the part of many Chicano social scientists of the sustained publication records of the Hispanic Journal of Behavioral Sciences, the Spanish Speaking Mental Health Research Center (at UCLA), and the Hispanic Research Center (at Fordham).

Another pattern of coverage omissions may result principally from timing limitations due to the fact that the book, although published in 1982, covers only materials collected through 1979. There are, however, many articles from the late 1970s which do not appear in the listings but which are certainly relevant. Similarly, numerous Bureau of the Census items published well before 1979 would be more relevant and more timely than the dozens or so Census publications included in the Guide. For example, it is puzzling to find the report on Hispanic origin data based on the 1969 Current Population Survey included, even though this effort has been maintained by the Bureau of the Census and at least seven years of more current data had been published before 1979 in the same Current Population Reports series. These patterns suggest that the bibliographic monitoring effort began to wind down before 1978 and that the initial large-scale searches were not sufficiently supplemented through the difficult manual searches of the so-called "fugitive" ethnic literature. If this difficulty is principally the result of funding reductions, then we have strong evidence for sponsors of the crucial need for sustained and substantial support of bibliographic projects of this type. It would be a major loss if the excellent infra-structure for bibliographic monitoring, storage and retrieval built by Padilla and his colleagues was not sustained so that the retrospective tasks of including omitted materials and the

ongoing tasks of monitoring and incorporating the current large-scale production of Hispanic scholarship could not be continued.

Finally, in regards to substantive content, there are minor coverage problems which do not fit into the patterns already mentioned. The compilers themselves acknowledged the "uneven" product resulting from the search and acquisitions strategies utilized. Examples of this unevenness are the inclusions of dissertations in a way that does not appear to be guided by any discernable criteria; the inclusion of a few items relating to college enrollment patterns in some fields (i.e., nursing) but not in many others; the use of secondary citations for some items in place of the original reference which is generally more valuable to a researcher. In this regard, there is an important lesson for ourselves, as scholars; it is that we bear responsibility for contributing to these bibliographic efforts, if they are to be truly useful to us and to our students. Ultimately, the coverage quality of the SSMHRC Clearinghouse, on which the Reference Guide is based, will be determined by how well and how completely we, as a community of cooperating scholars, share our work.

In spite of these shortcomings, the substantive content of the Reference Guide is most impressive. Scholars interested in behavioral sciences research on Hispanics are certainly indebted to Newton, Olmedo and Padilla, and the strong team of collaborators involved in the development of this book and of the computerized Clearinghouse. We share the compilers' excitement in discovering in the library or in the Reference Guide the writings of both Garth and George Sánchez; of finding at least some of the more significant of Humphrey's writings; and of finding important unpublished manuscripts. The lesser problems with output format and other technical points are obviously of relatively minor concern. The ultimate conclusion is that the Reference Guide is eminently successful in providing us a clear, accurate presentation of a large, wide ranging body of useful information.

Reviewed by Carlos H. Arce and David Carlson, University of Michigan.

LANGUAGE & DISCOURSE**CONTRIBUTOR'S NOTE**

Materials and/or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

**PAPER REVIEW**

The Second Language Learner in the Context of the Study of Language Acquisition. Paper presented at the Society for Research in Child Development Conference on Bilingualism and Childhood Development, New York University, June 25-26, 1982. Paper by Kenji Hakuta, Psychology Department, Yale University, New Haven, CT 06520.

The issue of learning a second language is a complex topic when viewed from theory and findings in linguistics and psycholinguistic research. Questions about how learning of English occurs among persons who are native speakers of Spanish are all too often viewed from a narrow perspective emphasizing just isolated aspects of these two language systems. In his paper Hakuta brings out the value of a broader theoretical framework. This broader perspective aims to isolate features which are universal to groups of languages with common properties. As a result, Hakuta proposes that we ought to be able to predict psychological or performance consequences evident in the learning and acquisition of a second language from knowledge of a first. Hakuta suggests that understanding how acquisition of a new language is affected by knowledge of a previous language cannot be adequate on the basis of isolating contrasts of singular features across languages. Instead, a more comprehensive analysis is needed comparing the integrated structure of two language systems.

The psychological consequences of acquiring a new language, given a previous language, would be evident in patterns of grammar, word formation, word-choice, and use of prefabricated chunks of language at various stages in the process of learning to use a second language system. Some, but not all of these patterns would be influenced by knowledge of a particular previous language. Other patterns would be due to the structure of the second language itself and to the difficulty of learning this structure.

In building towards his conclusion, Hakuta surveys the following areas of language acquisition research: a) effects of cognitive maturity on language

acquisition; b) effects on second language acquisition of order of acquisition of language elements and the structure of a first language; c) transferring of strategies and structures for speech in a first language to a second language; and d) effects of age on learning and acquisition of a second language. The bulk of the paper summarizes current knowledge on these issues. For example, with regard to language learner's cognitive maturity, research findings are cited which suggest that older children and adult learners of a second language are quick to attempt use of more complex structures in a second language than young children. Older language learners are also more likely to attempt use of whole sentences and utterances that have an important interactional function in communicative settings; older language learners also demonstrate more rapid vocabulary development than younger children. Hakuta indicates that language learner's cognitive maturity accounts for this more complicated use of language by older language learners. In contrast to these findings, in a separate section of the paper, Hakuta reviews findings which suggest that there may be a critical age period for facile acquisition of a second language. The evidence cited, for example, is that older language learners are less able to learn correct, native-like pronunciation of words as age increases. Older language learners tend to show more permanent transfer of structures from a first language to a second language than younger language learners. These findings suggest learning a second language is easiest either for the very young or else for younger persons who have attained enough cognitive maturity to use their knowledge of communication to assist their acquisition of a second language. The foregoing comments do not do justice to the

LANGUAGE & DISCOURSE (CONT.)

wider breadth and depth of the paper, but they are suggestive of what the reader will encounter there. The references and

citations to research should be quite helpful to students interested in second language research.

PROBLEM & IDEA EXCHANGE

Antonio Artiga/84 Chenery St., #1/San Francisco, CA 94131 is doing a review chapter on **attrition patterns and completion rates of Ed.Ds** at the U of San Francisco's Department of Multicultural Education to develop his dissertation proposal and would appreciate information and/or ideas. Antonio is also interested in obtaining information leading to a questionnaire for **student drop-out follow-up** and for those who have graduated with an Ed.D.

Mario Barrera/Chicano Studies Program/UC - Berkeley/Berkeley, CA 94720 would like to exchange information with researchers on Alianza Federal de Mercedes, Crusade for Justice, CSO, MAPA, CASA, UNO, LULAC, GI Forum, or other **twentieth century Chicano political organizations**.

Mary F. Donnelly-Johnson/P.O. Box 110/San Carlos, CA 94070 is working on **recreational reading preferences** of U.S. bilingual English/Spanish speaking children from third to sixth grades and would like to receive information on this topic.

John J. Galván/1201 Broadmoor #141/Austin, TX 78723 is currently conducting a descriptive sociolinguistic study on the **social meanings/implications in the code-switching patterns** in narrative discourse of Chicano migrant students (second and third generation) at the junior high school level. All suggestions and exchanges are invited.

Milo García/New Mexico Highlands University/P.O. Box 97/Las Vegas, NM 87701 is interested in materials relating to and specifically addressing the **Chicano "Pinto-Tecato" and processes of resocialization, counseling and detoxification**.

Sally A. Guzmán/Solano Park #20K/Davis, CA 95616 is seeking information on **Chicana graduates and Chicana PhDs in engineering** - names, date of degree conferrals and current positions - in order to form a support network.

Ramón Mondragón/44C Nome Way/Aurora, CO 80012 has been accepted to Stanford's MBA program but has exhausted sources in **search for financial aid**. Ideas, suggestions, contacts are welcome.

Enrique Nazario/Instituto Tecnológico de Estudios Superiores de Monterrey/Apartado 1101/Toluca, México seeks information about **research on Hispanics in technical careers**.

Graciela Soto/72 Wisconsin St., Apt. D/Porterville, CA 93257 would like to exchange information and notes on **coping strategies used by single-head-of-household Chicanas** holding jobs, raising families and attending college, especially from a background of low income.

MEETINGS & CONFERENCES**EVENT:**

**Second Annual Conference on the Prevention and Treatment of Child Abuse and Neglect**

**DATE**

September 8-10, 1982 **LOCATION:** San Antonio, TX

**THEME:**

A Focus on the Mexican American Family.

**CONTACT:**

Mario Bermea/Texas Migrant Council/P.O. Box 917/Laredo, TX 78040/(512) 722-5174.

(cont. next page)

MEETINGS & CONFERENCES (CONT.)

EVENT: **National Association for Chicano Studies Southern California Conference**  
 DATE: November 13, 1982 LOCATION: East Los Angeles College  
 THEME: Chicano Studies in the 80s including three panels focusing on "Pedagogy and Curriculum;" "Survival of Chicano Studies in the 80s;" and "A Selected Evaluation of El Plan de Santa Barbara."  
 CONTACT: Gilbert Garcia/Chicano Studies/East Los Angeles College/Los Angeles, CA 92521/(213) 265-8892.

GRANTS & FELLOWSHIPS1983-84 CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT

The Society for Research in Child Development invites applications for the 1983-84 Congressional Science Fellowships program. The program is open to scientists and professionals at the postdoctoral level interested in child development and public policy and offer an opportunity to spend one year as a member of a Congressional staff. The fellowship year begins September 1983 and mid-career applicants are especially encouraged to apply. Contact Barbara Everett, Washington Liaison Officer/Society for Research in Child Development/100 North Carolina Ave., S.E., Suite 1/Washington, D.C. 20003/(202) 543-9582. AD: 11-15-82.

1983-84 CENTER FOR THE STUDY OF HUMAN RIGHTS, COLUMBIA UNIVERSITY

The Center for the Study of Human Rights will devote its program for 1983-84 to national, comparative and international perspectives on health and welfare rights with particular emphasis on women, children and the family. The Center invites applications from post-doctoral scholars interested in working in these fields during the academic year of 1983-84 as Human Rights Fellows in Residence at the Center. Fellows will participate fully in the Center's programs and have full use of University facilities, access to faculty and other scholars, and the aid, support and services of the Center, including assistance with publication. Fellows must be self-supporting, but the Center will attempt to assist fellows to obtain funding. Contact Center for the Study of Human Rights/c/o Nina Sanders/704 International Affairs Bldg./Columbia University/New York, NY 10027/(212) 280-2479. AD: Unspecified

CALLS FOR PAPERSSYMPOSIUM ON AFFIRMATIVE ACTION: RACE, SEX AND INEQUALITY IN AMERICA

The University of Nebraska-Lincoln will hold its Eighth Annual Hendrick's Symposium on March 10-11, 1983. The symposium will focus on: 1) theoretical perspectives (e.g., examination of the concept of affirmative action and its relation to American values); and 2) empirical perspectives (e.g., comparison of affirmative action policies established by the legislature, bureaucracy, or judiciary at the national, state or local levels, or examination of implementation or impact of these policies). Contact Professors Michael Combs or John Gruhl at the Dept. of Political Science/UNL/Lincoln, NE/(402) 472-2342. One page proposals due by 10-1-82.

CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS - EASTERN MICHIGAN UNIVERSITY

Papers are invited for this conference which is slated for April 7-9, 1983 in Ypsilanti, Michigan. The conference will include French, German, Spanish, and English as a second language in business. English will be the language of discourse for all conference papers and sessions. The program will accommodate short presentations of 25 minutes duration, as well as longer ones lasting 40 minutes. Proposals may be related to any aspect of the study of foreign languages for business purposes. For abstract requirements and specifications, contact Geoffrey M. Voght, Department of Foreign Languages and Bilingual Studies/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-0130/0178. AD: 11-5-82.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHECONOMICS - UT EL PASO

Assistant or associate professor to teach undergraduate and graduate courses. Expertise in microeconomic theory and analysis required. PhD or ABD. Contact the Chairperson/Faculty Development Committee/Dept. of Economics and Finance/College of Business Administration/UT, El Paso/El Paso, TX 79968. AD: 11-30-82.

HISTORY - UC, BERKELEY

Assistant professor to teach history of American architecture and building is sought by UC, Berkeley. Working familiarity with the history of West Coast architecture and willingness to develop a particular emphasis in that area will be expected. Contact Sandy Hirshen, Chair/Dept. of Architecture/UC, Berkeley/Berkeley, CA 94720. AD: 10-1-82.

HISTORY - CLAREMONT COLLEGES

Assistant professor, tenure-track position beginning September 1983 is sought with specialty in Chicano history especially of the American Southwest, economic and social history of the American West or Southwest, and/or general history of Latin America and/or modern Mexico. Contact Steven Koblik/Dept. of History/Pomona College/Claremont, CA 91711/(714) 621-8000 extension 3710. AD: 10-30-82.

ACADEMIC SUPPORTCONTINUING EDUCATION - EASTERN MICHIGAN U

Dean is sought to coordinate the development and administration of all credit and non-credit programs offered through the Division of Continuing Education. For applications and/or nominations contact the Chairperson, Search Committee for Dean, Continuing Education/EMU/112 Welch Hall/Ypsilanti, MI 48197/(313) 487-3430. AD: 9-30-82.

LA RED/THE NETRESPONSE FORM No. 57

August 1982

**ATTENTION READERS:** LA RED's mailing list is maintained on a computer interactive program which is updated every six months. Those wishing to continue their "subscription" to LA RED, must therefore "communicate" with the computer by submitting one of these forms at least once every six months.

1. Comments regarding this issue (content, format, timeliness).
2. Research problem and idea exchange. (A clear, concise statement of a problem which you would like other readers to react to; or an appeal for reader assistance on a research problem.)
3. Forthcoming events, meetings, programs, grants or fellowships. (Furnish complete details including application dates and the name and telephone number of a contact person.)

LATE ENTRYFELLOWSHIP COMPETITION - THE KELLOGG NATIONAL FELLOWSHIP PROGRAM

The W. K. Kellogg Foundation announces its 1983 Fellowship Program aimed at assisting future leaders in developing skills and competencies which transcend traditionally disciplinary methods of addressing problems, particularly as they relate to broad issues in agriculture, education and health. The three year program is designed for early career professionals in business, government, education, human service agencies and persons in private practice. Potential applicants should note that awards will not be made for basic research, or the acquisition of new knowledge or skills within the applicants' discipline or professions. Rather, the experience is intended to provide an opportunity to develop new abilities and broaden information available to participants. For further details on eligibility and/or application packets, contact the Kellogg National Fellowship Program/W.K. Kellogg Foundation/400 N. Avenue/Battlecreek, MI 49016/(616)968-1611. AD: 10-31-82.

LA RED/THE NET

RESPONSE FORM No. 57 (Cont.)

August 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

IRENE GOMEZ-BETHKE  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

3738

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

## A Special Review Symposium of

Minorities in American Higher Education: Recent Trends, Current Prospects and Recommendations, by Alexander W. Astin with Helen S. Astin, Kenneth C. Green, Laura Kent, Patricia McNamara and Melanie Reeves Williams. San Francisco: Jossey-Bass Publishers, 1982. Jossey-Bass/433 California St./San Francisco, CA 94104. (\$15.95)

### Introduction

For a decade and a half, the Ford Foundation provided substantial financial support to improve the educational condition of the four severely disadvantaged American minorities -- American Indians, Blacks, Chicanos and Puerto Ricans. The greater part of this investment was earmarked to support advanced training for individuals of these four minorities who were engaged in or aspired to academic careers. The cornerstone of these financial assistance initiatives was the Graduate Fellowship Program for Black Americans, and the Graduate Fellowship Program for Mexican Americans, Native Americans and Puerto Ricans. These programs provided renewable fellowship support of up to five years for over two thousand individuals. In addition, other programs were geared to support upper division undergraduates and postdoctoral advanced studies. In addition to the Ford Foundation initiatives, several other

foundations, the federal government and the major universities added substantial monies for minority graduate education. These efforts made the late 1960s and much of the 1970s the apparent pinnacle of minority participation in academe.

In 1978, the Ford Foundation sought to assess the progress of the four minorities during this period in order to understand the impact of its support and to generate reliable information for guiding future initiatives in minority education from both the public and private sectors. Given the now well known and well documented deterioration of minority participation in advanced education, such assessment demonstrated both good foresight and a perception that need continued to exist. Although modest research was undertaken elsewhere, the major assessment was assigned to and performed by the Higher Education Research

### Editor's Note

The National Chicano Council on Higher Education is pleased to announce that beginning in the fall 1982, supplemental issues of La Red will be published quarterly. These supplemental issues will generally be dedicated to a single topic or theme but they will not supercede the regular monthly publication schedule of La Red. As always, readers are strongly urged to provide feedback and specifically to make suggestions for future supplemental issues. The numbering sequence will be maintained so that 16 issues will appear annually carrying the dates of the twelve months and the four seasons.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Jim Scheel, Carlos Arce, and Jimmy Luzod.

**LA RED/THE NET** (USPS 552 950) is published monthly and quarterly (in October, January, April and July) and distributed free of charge by the National Chicano Council on Higher Education/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106/(313) 763-5432. Second class postage paid at Ann Arbor, Michigan. **POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

### CONTENTS

Introductory Remarks .....	1
Conceptual Critique .....	3
Statistical Critique .....	6
Policy Critique .....	8
American Indian Critique .....	10
Chicano Critique .....	12
Black Critique .....	15
Puerto Rican Critique .....	19
Astin's Response .....	21
Reader Response Sheet .....	23

Institute, under the direction of Alexander "Sandy" Astin. The Astin research was undertaken between 1979 and 1981 and completed in early 1982. The research effort received policy guidance and oversight from a national commission, whose members were distinguished academics at major colleges and universities; they included individuals from each of the four minority groups. The commissioners were O. Meredith Wilson (chairperson), Alexander W. Astin, Frank Bonilla, Cecilia Preciado Burciaga, Yvonne Braithwaite Burke, Albert H. Hastorf, Calvin B. T. Lee, Alfonso A. Ortíz and Stephen J. Wright.

The three principal products of the three-year research and consultation effort have been: (a) a Final Report of the Commission on the Higher Education of Minorities, released by the Ford Foundation in January 1982, consisting primarily of recommendations; (b) the volume being reviewed in this issue of *La Red* (it incorporates the material in the "Final Report" in Chapters 9 and 10); and (c) several unpublished focused topical papers, technical essays and treatments of the specific minority groups. Unfortunately, some of the four HERI reports on the individual minority groups either were not completed or had very limited circulation. The overall effort was best summarized by Franklin Thomas, President of the Ford Foundation -- "Simply stated, it's [the research project report's] message is that while members of minority groups are represented in the nation's campuses in substantially greater numbers than they were fifteen years ago, considerable changes need to be made before these groups attain full equality in educational opportunity."

It hardly needs to be said, but the recommendations of the commission and the research of the Higher Education Research Institute are of crucial importance and their importance is further magnified by the current conditions confronting American higher education. It was therefore very easy and natural for the staff of the National Chicano Council on Higher Education to determine that Sandy Astin's volume should be carefully reviewed for those concerned with the continuing needs and future

prospects of minorities in higher education. The strategy chosen for this review coincided with *La Red*'s plan to initiate special supplemental issues. We thus asked several prominent individuals to write brief reviews, each focusing on a particular aspect of the total effort. Our reviewers were kind enough to take time during the summer to prepare their essays which were then submitted to Professor Astin for his consideration and response.

#### About the authors:

**Winton Manning**, a psychologist, is a senior scholar at Educational Testing Service and a visiting fellow at the Woodrow Wilson School of International and Public Affairs. He is currently conducting (with Carlos Arce) a study of minority academic careers.

**Richard Durán**, also a psychologist at Educational Testing Service, is currently conducting research on Hispanic education and has recently published a major study of Hispanics and testing.

**Michael Olivas** is Associate Professor of Law and Higher Education and is director of the Center for Higher Education Law and Governance at the University of Houston. He is the author of numerous recent articles and monographs on Hispanic higher education.

**Gary Sandefur** is Associate Professor of Sociology at the University of Oklahoma and has written extensively on American Indians.

**Leonard Valverde** is Associate Professor of Educational Administration at the University of Texas at Austin. He has written on Hispanic higher education, focusing on faculty and staff needs of Hispanics.

**Donald Deskins**, Associate Dean of the Graduate School and Professor of Geography of the University of Michigan, is currently completing a major study of Black participation in higher education. His study focuses on enrollment and attrition of students.

**Vanessa Pascual** is a research associate at the Center for Puerto Rican Studies in New York and has headed that Center's efforts to study the education of Puerto Ricans on the island as well as the mainland.

#### CONCEPTUAL CRITIQUE

Alexander Astin's book, *Minorities in American Higher Education* is really two books bound within a single cover. The first 150 pages or so comprise a useful and well documented assessment of the participation of minorities in higher education, in which demographic and survey data are nicely interwoven to provide the reader with an overview of the flow of minority talent into and through what Astin terms the "educational pipeline." Although one may take issue with some ways in which the data are analyzed and interpreted, on the whole, this "first book" is a well constructed, readable assessment of the progress and continuing obstacles to the goal of full participation of minorities in American education.

This review centers on the "second book" which is to some extent interwoven with the first, but is finally revealed in Chapter 7 (Equal Access and Equal Opportunity), and especially Chapter 8 (Standardized Testing and the Meritocracy). In these sections Astin presents a somewhat sketchy critique of higher education, as he sees it, written in the style of a polemic essay. As such, it is an uneasy companion with the fact-laden assessment of the status of minorities contained in earlier chapters. In particular, the sixteen pages of Chapter 8, which are devoted to the large and complex topic of "Standardized Testing and Meritocracy," do a disservice to the issues, and to Astin himself, whose views are certainly more subtle, complex, and sophisticated than this presentation suggests. What is most unfortunate is that Astin attempts to set forth in about two and a half pages an alternative model to the "meritocratic" one that he feels has held sway for too long in higher education. That he fails to do so convincingly is revealed by the fact that much criticism of his book, from many educators, has focused on these few pages, and Astin has consequently felt moved to publish in a reply recently in the *Chronicle of Higher Education*, a somewhat defensive article, entitled "Let's Try a Value-Added Approach to Testing." Ironically, this brief essay is somewhat longer (and quite a bit more modest in its tenor) than the sections originally devoted to these matters in the book itself. It should also be noted that Astin had the ill-fortune of publishing his

views on testing at almost the same time as the release of an authoritative study of the topic by the National Research Council of the National Academy of Sciences (Wigdor and Garner, 1982) which renders a quite different verdict on testing.

It is not necessary to review all of the features of Astin's "alternative model" to illustrate its shortcomings. The model advocates heavy reliance on a "value-added" approach, by which Astin means an emphasis upon demonstrated growth and development as the primary goal of higher and professional education. In practice, Astin recommends that students be tested before and after a course of study (or at several points along the way, presumably) in order to gain "critical information on the student's growth and development." This is hardly a revolutionary idea, and few would object to it. Many educational researchers, including this reviewer, have published studies illustrating and advocating such a methodology (Manning and DuBois, 1958; Manning and DuBois, 1962). The reader may wonder why education has not adopted this strategy earlier, which would seem a very reasonable pedagogical approach. There are, however, many practical barriers that Astin fails to mention, among them the very serious methodological pitfalls that have plagued attempts to use gain scores, or the like, in the appraisal of improvement in learning for individual students. This is a measurement problem that has intrigued researchers at least as far back as Thorndike (1928). (Using crude gain scores, for example, a miler, after several months of practice, who cuts his time down from eight to six minutes would be doing much better (!) than one who managed only a ten second improvement in performance over a four-and-half minute mile baseline. Presumably, the former ought also to be selected for the track team, since his improvement is twelve times as great!) Astin eschews specifics for implementing his value-added schemes, suggesting only that colleges "experiment" with it, which is cold comfort, indeed. What is even more surprising is that Astin seems to be advocating the use of gain scores (or some such value-added indicator) as a substitute for the appraisal of competency, whether in admissions, or in the award of course credits or college degrees. Competency, it seems,

is a lesser goal that will somehow occur, if we keep our eye firmly set upon "improvement." On this point, Astin says, "More important, certification of competence is needed only after the person's education is completed," (p. 167) but he does not tell us when a person's education is completed, if ever! It is also the business of educational institutions, Astin feels, to promote growth -- it is not their business to certify competency, he seems to say. On this point Astin states that: "Specifically, institutions should replace traditional grading practices with a system that reflects what students are actually learning and that shows how students are changing as a result of their educational experiences" (p. 169). And, with respect to the question of certifying whether or not a student has attained a requisite level of competency, Astin says, ". . . since the employers rather than the educational institutions need to assess competency, the principal responsibility for carrying out these assessments should not be assigned to educational institutions" (p. 168).

Stripped down to the bare bones, Astin seems to be saying to the nation's colleges:

- 1) Don't use standardized tests to assess competency in reading, writing, or mathematics as a screening or selection device; rather, use an assessment of "potential for growth" derived somehow from repeated testing in pre-college learning experiences. Or, try a lottery, if you can't think of any better way to select students.
- 2) Don't focus on competency or certify levels of attainment, except perhaps in professions where incompetence in the delivery of services might injure the public, in which case, a minimum competency assessment would be preferable. (Those who wish a minimally competent lawyer or surgeon will not find the waiting rooms crowded, one suspects.) Wherever possible, give the job of competency assessment to employers or someone else. It's not the business of educational

institutions, Astin feels, to be much involved in the matter of certifying the competence of its students or its graduates.

- 3) Do repeatedly test students to verify that they are learning and evaluate them on their degree of improvement in performance, rather than on whether they have mastered the material they have been taught.

It would be tedious for the reader, as well as for the writer, to discuss the reasons why this conceptual framework would be disastrous for educational institutions and for students -- especially minority students. Let me make only a few observations. The emphasis on value-added criteria as an alternate to standards of demonstrated competency is, as Diane Ravitch has said, a misguided effort to make a pernicious practice appear reasonable and attractive by giving it a reasonable and attractive nomenclature. Kenneth Clark also said it well when he stated his opposition to the efforts to substitute "value-added" criteria for standards of mastery in the schools.

If I were doing any studies now . . . concerned with getting the American people to understand the enormity of the injustice inherent in differential educational quality of our biracial school systems, I would search for the most rigorous, objective, standardized test that was relevant to the question of educational achievement, and I would administer it to all of the children in public schools. Then I would present . . . the stark differential results and say to the American people: "This is what you are doing by way of damming up human potential and human resources . . . You can either continue this and know . . . that you are spawning hundreds of thousands of human casualties, or you can make the necessary changes in the educational system to narrow this gap and, hopefully, obviate it. (Clark, 1967)

From yet another perspective, the value-added approach may also be a retrogressive policy for higher education. In the past 20 years or so one of the few movements in higher education that is likely to have a lasting impact is the concept, now legitimized in higher education, of recognizing competency acquired in non-traditional ways. Nearly every region of the country now has strong external degree programs in which learners can gain credit and college degrees by demonstrating relevant competencies acquired through independent study, by learning on the job, or by other means external to classroom instructions. Credit-by-examination is also intellectually connected with still another related movement called "mastery learning," in which students progress at their own rates through a course of study, exiting upon demonstration that they have mastered the course content. If he or she can demonstrate mastery of a semester course at the end of one or two weeks, for example, the student receives course credit then, based on his competency -- not on how much the student has improved over time. Furthermore, more colleges are beginning to follow the lead of Alverno College in Wisconsin, which reshaped its entire philosophy and curriculum so as to reflect explicit attention to demonstrated competency as the basis for the certification represented by the college degree.

It is ironic, indeed, that Astin's overemphasis upon a so-called "value-added" approach to education would serve to deprecate the legitimacy and inhibit the further diffusion of these innovations, which have especially benefitted women, disadvantaged minority students, and older adults who have been prevented from full-time college attendance by adverse circumstances.

One could go on, but the point has been made sufficiently, I feel, that the value-added philosophy is far less attractive than Astin's rosy-hued descriptions suggest. In presenting this bald synopsis of Astin's arguments I have stressed that this is what he seems to say. One problem for a reader is that there are enough inconsistencies, partial retractions, and qualifications that it is often difficult to be sure about what Astin intends. More time, more substance, and

more thorough expositions are needed before we can be sure of what Astin is proposing, although the menu appears sufficiently unattractive to discourage consuming the full-course meal.

Despite these criticisms, my own feeling is that Astin has done a real service in again stressing the importance of assessing the development or growth of students in learning situations. There is benefit to that, so long as it is not a substitute for addressing the more fundamental task of assuring that high school and college graduates are equipped with the necessary facts, skills and intellectual tools to perform effectively as citizens or professionals. Unfortunately, in the process of discussing the matter of assessing improvement, Astin entangles this desirable goal with an array of trivial and sometimes preposterous arguments that end up detracting from his main contribution. We do need to be concerned about assessing the rate and pace of learning school subjects. We do need much more attention to such a fundamental matter as the measurement of growth. We do need to understand how to construct tests (see Glaser, 1981; and Manning, 1982) that will reveal the patterns of cognitive functioning that are inhibiting or blocking growth and development in learning situations. We do need to devise better and fairer admissions practices. Finally, we do need less polemic theorizing and more careful reviews of research evidence leading to workable, practical strategies for change.

Astin's own solid record of accomplishment, his many contributions to higher education over the past 15 years or so, and his demonstrated commitment to the improvement of the status of minorities are not here in question. It is conceivable that Astin was under great pressure to complete his report for the Commission that sponsored his work and, therefore, forced to present his ideas prematurely, in an unfinished or partially formed status. If so, that is regrettable. Many thoughtful persons would agree with Astin that tests can be improved, that the use of tests must be greatly improved, that admissions is an area still badly in need of reform (for example, see Manning, 1979), and that faculty and students alike need to be much more concerned with the learning process. There is

much work to be done, and Astin surely is one of those who can and should help lead the way. Unfortunately, this reviewer feels that he temporarily lost his bearings somewhere around page 150 of his book, and needs now to reconceptualize the issues. Doubtless, he will, in his reply to criticisms, clarify some of these matters, as he has already begun to do in his *Chronicle* article.

The touchstone for any reform of higher education that has a chance to take hold and to make a real difference for students is to be found in implementing more clearly articulated standards of competency, while at the same time freeing the process of learning from the restraints of traditional assumptions of what is the proper or legitimate means of acquiring such competencies. All students, but especially minority students, have a stake in seeing to it that higher education keeps these twin goals, which often exist in tension with one

#### STATISTICAL CRITIQUE

In evaluating the soundness of findings reported in this volume in Chapter 9, a reader is naturally led to consider the basis of findings in terms of the data and data analyses reported earlier in the volume, and in the appendices. Evaluating the path linking data and data analyses to findings is not an easy undertaking. This is so despite Astin and his colleagues' impressive efforts to outline questions for research; to identify relevant data; and to summarize outcomes of data analyses. The major difficulties seem to lie in the shortcomings in data sources and data collection -- assumptions needed to carry out data analyses to answer questions; uneven treatment and lack of detail in reporting data analyses; and difficulty in supporting definitive conclusions on the basis of data. These critical comments, however, need to be tempered by acknowledging the overall contribution the volume makes to the field, and this includes recognizing the detail, care, and self-criticism exercised by Astin's team in drawing generally valid conclusions from data. Indeed, an appendix at the end of the volume addresses representativeness and accuracy of the major survey data sources used in the study and definitions of dependent or out-

another, clearly in focus at all times.

There is a story about St. Denis, the patron saint of Paris, that is to the point. A passerby observed St. Denis stalking the streets of Paris, carrying his severed head in his arms. Undaunted, the citizen inquired, "How can it be that you can walk around carrying your severed head in your arms?" To this the good saint replied: "It is only the first step that is difficult."

Fortunately, the first step of substituting "value-added" criteria for standards of competency is not likely to be taken by higher education -- and not just because it would be difficult. It would be, like St. Denis' severed head, a bloody mess disconnected from the muscles and sinews of the larger society that education serves.

Reviewed by Winton H. Manning, Visiting Fellow, Princeton University (on leave from Educational Testing Service).

come variables used in a series of regression analyses on Cooperative Institutional Research Program (CIRP) data. It must be emphasized that Astin and his team were careful, by and large, in estimating and indicating the limited interpretations they could draw from their data. In the presentation of analyses, the text often makes these limitations clear and explicit to the reader. Nonetheless, the critical reader is left with an impression that the report would benefit substantially from a more detailed and cautious interpretation of data and data analyses. Setting higher standards of expectation in data and data analysis reporting would create a paradox of sorts. Had Astin and his team provided more details about their procedures and qualifications in interpreting the findings, the volume would have been excessively lengthy and difficult to digest. What can be done now is to point towards refinements that might prove worthwhile in future descriptions of the work. Attention will thus be turned towards discussion of some of the major issues affecting the quality of data and statistical analyses on Hispanic populations.

The most important factor limiting the value of the Astin work for Hispanics is the

underlying quality of the survey data analyzed. In all cases, including the (CIRP) data -- which Astin has participated in developing -- the limitations in the Hispanic data analyzed lie in the original sources of data. Astin devotes a fair amount of attention in Chapter One and Appendix A to a discussion of shortcomings in ethnic data from CIRP; the Higher Education General Information Survey and earlier Office of Civil Rights biennial data on higher education enrollment of minorities; Current Population Surveys of the Bureau of the Census; the National Longitudinal Study of the High School Class of 1972; and the National Research Council data on doctoral degree recipients. Astin traces changes in procedures to identify respondents' ethnicity in each of the surveys mentioned. One learns from Astin's review that national higher education survey data which disaggregates Mexican-American/Chicano and Puerto Rican Hispanic subgroups has only been available within about the past 5 to 10 years. This process has not been without its reversals, since, in 1977 the National Research Council in its survey of doctoral recipients stopped asking Hispanics for their subgroup identity. As Astin and others have pointed out, even when Hispanic subgroup identity is requested in surveys there is lack of uniformity in how subgroup identity is determined. Not only do different surveys use different procedures, in addition, some surveys (for example, the freshman enrollment surveys of the National Center for Education Statistics) permit institutions surveyed to set their own criteria for identifying ethnic membership of students. The upshot of all of this is that from survey to survey, and within surveys across years or across institutions, one must accept the fact that there will be ambiguity in the process of meaningfully integrating findings across surveys. In coping with this problem, Astin utilizes a strategy of attempting comparison of related statistics across surveys.

Since different surveys have different purposes, as well as different respondents, there may be an advantage in determining whether consistent conclusions can be derived across surveys. Both strengths and weaknesses of this strategy are exemplified in Astin's analysis of ethnic groups' four-year college persistence rates over the past

10 years on the basis of National Longitudinal Study data, Current Population Surveys data, and CIRP data. Across surveys, Astin's analyses lead to the conclusion that among students who begin college, between 31.3 and 39.7 percent of Chicanos, and from 31.3 to 41.8 percent of Puerto Ricans complete four or more years of college. This rate contrasts with a rate of 55.6 to 59.0 percent estimated for White non-ethnic minority college students. While there is a rough consistency between estimates of Hispanics' persistence in college across data sources, the correspondence is nonetheless subject to considerable variation. Accordingly, it is difficult to exercise confidence in interpreting the definitiveness of findings. As Astin himself indicates, for example, the fact that Chicanos and Puerto Ricans are more likely than Whites to attend two-year colleges affects the interpretation of the data. In addition, one is led to ask whether the ratio and location of two-year institutions in surveys creates artifactual sampling differences in the number and characteristics of Hispanics represented across surveys.

The goal of generating Hispanic subgroup statistics on the basis of OCR, Fall Enrollment Survey Data followed what may be a questionable practice. For example, determination of number of bachelor degrees and graduate enrollment rates of Chicanos and Puerto Ricans was not based on actual counts. Instead, since data was only available for Hispanic students as a whole, Astin's team multiplied the Hispanic total by a factor of .60 to get an estimate for Chicanos and a factor of .15 to get an estimate for Puerto Ricans. The grounds for this assumption are not totally clear despite the discussion given for this strategy on page 37 of the text. The figures used appear to be ballpark estimates, but their derivation from survey data is not explicit.

Astin acknowledges that many of the Hispanic data he analyzes can be criticized due to low number of Hispanic subgroup cases present. This criticism seems to apply, for example, to his analyses of longitudinal CIRP data investigating college persistence and factors affecting college outcomes. While the chapter analyzing attrition of minority students from higher educa-

tion is fairly careful on this point, the following chapter analyzing factors affecting higher education progress is not as conservative. In this latter chapter, results of regression analyses are cited which analyze the effects of academic preparation, student background, and institutional characteristics on student college outcome variables. No data from these regression analyses are presented and this makes evaluation of the claims made impossible. Given that there were relatively (or extremely low) numbers of Hispanics and "American Indians" in analyses, one would expect that estimates of regression coefficients would be subject to considerable error variance in estimation. The outcomes of regression analyses are thus uninterpretable without more careful study of the actual regression analysis results and other regression statistics.

Appreciation of the work of Astin and

#### POLICY CRITIQUE

Sandy Astin has, to his considerable credit, produced another exceedingly well annotated volume, and all those familiar with his previous American Council on Education/Cooperative Institutional Research Program (ACE/CIRP) analyses should be appreciative that this book virtually reprints threads of reasoning from earlier studies in the Astin canon. It must be said that his policy recommendations, both those scattered throughout as well as those hammered out by the Commission (Chapter 10) show much that is compelling: most notably, that higher education's overreliance on arbitrary quantitative measures disproportionately excludes minorities, particularly linguistic minorities. Astin's value-added approach is consistent with criticisms made by many Hispanic educators, although there is a rather startling failure to address bilingualism in the context of assessment for linguistic minority children -- literature on this topic, even reaching back to work by George Sánchez, would have given Astin insight into bilingual assessment, and would have improved his recommendations on the inadequacy of testing for minority students.

While it may seem unfair to review this book on the basis of what the author

his colleagues in producing this volume should not be cast only in terms of shortcomings or strengths in statistical manipulations of data. The work should be acknowledged for the scope of its concerns; its ambitiousness and attempts to integrate disparate sources of data; and for its public statement of its evaluation of evidence. The work as a whole serves as a benchmark for integrative research in the area of minority higher education. Many of us who read the work and attempt to criticize it are well advised to set standards for our own research in a manner that meets the standards of our own criticism of this work. We can be sure that further reanalysis and new analysis of data used in the Astin study will provide us with more robust insights on the validity of his team's findings.

Reviewed by Richard P. Durán, Education Testing Service, Princeton, New Jersey.

might have done, it is particularly important that this Ford-funded effort be criticized in this way, for two reasons. First, Astin is so prolific and compelling that his views tend to become gospel. Second, this effort, apart from Commission members who reacted to what was written by others, involved too few Hispanics, and no senior Hispanic researchers. This lack of Hispanic perspective is evident in several policy areas, two of which are major omissions: structural characteristics of Hispanics in higher education, and implications for federal policies.

Astin, to his credit, has been pointing out higher education's inegalitarianism for many years, and his work on stratification has been significant. In this respect, *Minorities* reiterates the problems Hispanics face by virtue of maldistribution within the system, particularly the large concentrations in two-year colleges. Chapter 7, however, is an excellent example of too much detail and too little insight into Hispanic maldistribution. In Tables 37-40, to pick a few, Astin attempts to measure parity by contrasting minority enrollments in elite institutions with the state's minority enrollments. While there is a surface logic to this effort, the exercise quickly collapses

under its own weight when we are informed (Table 39) that the University of Hawaii, Manoa Campus, has a 2.1% absolute and 59% relative underparticipation of Hispanics. Even more astonishingly, the University of New Mexico is shown to be overrepresented by .3%. Astin's paradigm of maldistribution, in short, misses the mark both by including Hawaii in the "dirty dozen" and by suggesting that greater enrollments (due, in large part, to an absence of a two-year system in New Mexico) at UNM are evidence of institutional sensitivity and access. One could more confidently point to the Hispanic population in New Mexico, the 18-24 year old Hispanic cohort, or the dearth of Hispanic faculty and administrators to get an accurate picture of Hispanic access at UNM.

If *reductio ad absurdum* is not compelling, it is possible to point to Astin's omission in a discussion of maldistribution. There is no mention of the extraordinary concentration of Hispanic undergraduates, or of the implications of this maldistribution -- twenty one institutions on the mainland enroll one-quarter of Hispanics in the 50 states and Washington, D.C. If Puerto Rican institutions are added, the 55 colleges account for nearly half of all Hispanics enrolled. An analysis of these institutions would have been far more insightful, inasmuch as federal programs aimed at disadvantaged students target senior institutions, graduate schools, and minority institutions. Instead, Astin has resorted to an artifact that, for Hispanics, ignores the systemic characteristics and the failure of federal responses to remedy the historic exclusion.

It is this failure to address remedies that constitutes Astin's second error, as the prevailing illusion of substantially increased access has forestalled necessary changes in existing programs. Therefore, Hispanics find themselves underserved by programs designed to redress inequities, and ill-served by a popular notion that inequities no longer exist. While *Minorities* clearly acknowledges and documents the inequities that do exist, the ungainly parity argument fails to convey the inadequacy of government programs to meet Hispanic needs. One example will suffice to illustrate my point. When the National Science Foundation

decided to fund a Black engineering and science resource center, the only question was, should it be located at Fisk, Tuskegee, Howard, or Atlanta University -- all Black institutions. (Atlanta University was eventually selected.) When it came time to plan a center for Hispanics, the choice was split between UNM and New Mexico State, institutions that have little record of service to Hispanic communities. In short, the institutional characteristics preclude initiatives for Blacks from taking root in Hispanic circumstances. This is an important policy consideration, one not articulated by Astin.

There are other policy considerations not articulated by Astin, chief among them the lack of continuity between Puerto Rican colleges and mainland U.S. institutions (in fact, Janice Petrovich's "Special Report" on Puerto Ricans does not seem to have been integrated into *Minorities*), and in at least one important case, he is wrong. In Appendix A, in his discussion of National Research Council data, he is apparently unaware that the doctoral data were gathered by Hispanic subgroup, but misreported for several years -- Chicano and other Hispanic data were inaccurately disaggregated, as "Chicano," while Puerto Rican doctoral data were correctly cited. In other words, the only correct Hispanic subgroup data for 1973-1978 (not 1977, as he suggests) were those for Puerto Ricans, the smallest category. Finally, since 1980, the data were correctly subdivided and reported.

The point here may seem trivial, but it is important to note, not only because the data overstated Chicano graduate degrees, but because the underlying policy issues of Hispanic data remain unresolved. I hope that the extensive annotation, appendices, and quantification (particularly the *apologia* for CIRP data) of *Minorities* do not lull readers into believing the last word has been written on Hispanic higher education. It is a useful beginning, but significant work remains for our lifetimes, and one can only hope that the Ford Foundation will also fund Hispanics to research minority higher education.

Reviewed by Michael A. Olivas, University of Houston.

### AMERICAN INDIAN CRITIQUE

In this review I concentrate primarily on those sections of Astin's book that deal with American Indians in higher education. I first discuss the data and methods used by Astin. Secondly, I discuss some of the findings reported in the book. Finally, I look at some of the recommendations in the book that strike me as being especially good, and one that strikes me as being especially bad.

**Data and Methods.** Astin and his co-workers have amassed a considerable amount of information on minorities in American higher education. However, they have neglected two important sources of data on American Indians. First, there is no mention in the book of the 1976 Survey of Income and Education, which was collected by the U.S. Bureau of the Census as a supplement to a Current Population Survey. This survey not only contains data on a substantial number of Chicanos, but also for close to 2,000 American Indian adults as well. Though not an overwhelming number, this still represents more Indians than are in most data sets used by Astin. A second source of data on American Indians is the Bureau of Indian Affairs, the Indian Health Service, and the Office of Indian Education. For some time, these organizations have provided special financial assistance to American Indian undergraduate and graduate students. These agencies have also collected a substantial amount of information on Indian students.

Most of the analysis reported by Astin is based on percentages and regressions. In some cases these were the appropriate techniques to use. Unfortunately, regression analysis is not the appropriate technique to use with categorical dependent variables such as undergraduate persistence and attainment of an advanced degree. Here it would have been better to use a probit or logistic response model. The findings which Astin reports based on regression of categorical dependent variables on other variables have to be regarded with some suspicion.

A methodological device that would have been useful in the book is demographic decomposition. Decomposition allows the researcher to determine the amount of the racial difference in success (defined in the various ways that Astin does) into the

amount due to differences in the characteristics of the different racial groups (e.g., high school GPA), the amount due to differences in the effects of these characteristics (e.g., Is high school GPA more important for Whites than for Indians?), and the amount due to being a member of a racial group that is not accounted for by other factors.

**Findings.** By far the most important finding in the book is that the major problem confronted by members of minority groups in achieving success in higher education is their inadequate preparation for college. Many members of minority groups drop out of school prior to completing high school. This substantially lowers the number of individuals who may possibly attend college. Those who do finish and go on to college are poorly prepared for successful pursuit of degrees, especially in science and engineering. Further, the effects of the lower socioeconomic status of minority groups are transmitted through test scores and high school grades to success in college. These related findings suggest that many of the problems faced by American Indians and other minority group members in higher education are inseparable from the more fundamental problems faced by these peoples in American society. Until these more fundamental problems are adequately addressed it is unreasonable to expect that members of minority groups will be very successful in higher education.

A third important finding, particularly from an Indian point of view, is the important role played by community colleges in the higher education of American Indians. Because of the special legal relationship between American Indians and the federal government, money has been provided for tribally controlled community colleges. Though it is too early to judge the success of these colleges, the findings of Astin regarding "traditional" community colleges suggests they should be very important in that they provide close and inexpensive higher education for American Indians who live on reservations or in traditional tribal areas.

There are some gaps in Astin's research that limit the amount of information his findings provide about American Indians. First, it is impossible to

understand American Indians in higher education without addressing carefully the strong role played by federal aid to Indian college students. One factor that makes Indians different from the other groups studied by Astin is the special legal relationship that exists between the government of the United States and Indian tribes that are federally recognized. Part of this special legal relationship involves grants to Indian students to attend higher education institutions. Thousands of American Indian students attend school on these grants each year. These grants are administered through the government agencies mentioned above or through tribal governments. Understanding the successes and failures of these grants and the blossoming Indian community college movement are the keys to understanding the progress or lack of progress of American Indians in higher education.

A second gap in Astin's research has to do with the conflict between the traditional Indian way of life and success in higher education. "Success" in most traditional communities involves commitment of time and energy to one's family, community, and tribe. Success as a student or as a faculty member in higher education involves commitment of time to one's own self and his/her studies. Doing this requires a selfishness that is difficult for most Indians to adopt. Addressing this issue would have been impossible with the secondary data sources used by Astin. However, it is important to keep this problem in mind when interpreting any findings that have to do with American Indians in higher education.

**Recommendations.** Since the problems of American Indians begin prior to entering college, efforts to improve their success in higher education must also focus on the development of American Indian students in secondary schools. Astin recommends that counselors encourage minority students to enter college. Most counselors are already overburdened and unlikely to be willing to devote additional time to identifying and encouraging promising minority students beyond what they already do. Further, the problem is more fundamental than that. Retention of American Indian students in primary and secondary educational institutions requires substantial

improvement in the present conditions and outlook for the future faced by their families. This does not mean that high school teachers, counselors, and administrators should not become more cognizant of the special needs of American Indian students. Astin is correct in pointing out the importance of this.

Increased efforts to ease the transition of students from two-year community colleges into four-year colleges are also important. This will be especially important for Indians who move from tribally controlled community colleges. The development and support of counselors and student centers at four-year colleges is also important.

Astin's major recommendation is the one that has been and will continue to be the most controversial. It is unfortunate that Astin chose this book to push his idea of value-added education, since it detracts from the major theme of the book. Though many of us in higher education think of ourselves as builders of the character and knowledge of students we work with, it is naive to think that this will ever become the only function of higher education in American society. Colleges are destined to play gate-keeper roles. The real issue is how to help American Indian students be successful in existing higher educational settings.

There is also an important function of admissions procedures that Astin ignores. Education builds upon the learning that has previously occurred. In a college classroom the level at which the course can be conducted depends on what students bring into the classroom. Consequently, admissions decisions have to be based partially on how much a student knows as well as how much he/she might learn.

American Indians, and members of other minority groups, do not want higher education to be radically altered. They simply want, and need, to have the same opportunities as majority group members. At present, reaching this goal requires special aid and special programs, but it does not require a radical alteration in the nature of higher education.

Reviewed by Gary D. Sandefur, The University of Oklahoma.

## CHICANO CRITIQUE

Congratulations are extended to the eight commissioners who guided the study of *Minorities in American Higher Education*, and to Sandy Astin for following the commission's counsel and for laying out the data, issues and various positions with simple but effective clarity. *Minorities* is a rare book because of its overall perspective and recommendations and it is, indeed, rare, refreshing and stimulating to read a book about non-White populations which contains viewpoints and positions that present the side of ethnic and racial groups. Now that praise has been bestowed, attention will be directed at particular elements discussed in the publication.

At the very beginning, the author gives the reader a misimpression of what is to come. The reader, particularly if he or she is a member of a racial or ethnic group, is presented with two pervasive myths. In the first sentence of the first chapter, Astin selects the "land of opportunity and work ethic" premise to depict the view held by most Americans about how "any" individual could, in the past and to a lesser degree even now, succeed in the U.S. economic structure. I suspect Astin selected this premise more for contrast in order to make his second point, rather than his belief in the myth. (However, doubt is cast in the mind of the reader after his discussion about meritocracy in Chapter 8.) The second myth is more disconcerting because it is now replacing the "land of opportunity and work ethic" premise to explain access or non-access into the labor and professional work force -- that is, that one needs to have minimum competencies for skilled employment since the U.S. is rapidly expanding its technological industry, or an advanced degree in order to qualify for a professional career. Consequently, education and higher education in particular is now mandatory for future Americans. It is true, that a certain amount of work ethic and level of formal education are required so a person can qualify for employment, but such statements must be tempered, especially for our academically inclined minority youth. They need to be told that commitment to work is not only necessary but that they will need to have advanced degrees in order to even be considered for entry into the professions, and that even if they do manage to obtain a

higher education, that employment may not be automatic and that career advancement may be doubtful if not arduous. There may not be a pot of gold waiting at the end of the rainbow -- DOUBLE STANDARDS STILL PREVAIL. Levels of standards are raised once traditionally excluded populations seem to reach them, but more importantly, American society has always been more concerned with "selecting and sorting" individuals and groups into sectors based more on family or ancestry than on educational training; more on cultural traits than on individual competencies; more on compliance to the accepted norms than to competitiveness; more on who you know than what you know; and more on where you attended school than on what you learned. I elevate these two myths to greater importance because they are neither challenged nor exposed for what they are -- troublesome for people of color in the United States. Chesler, Bryant and Crowfoot (1976) speak to these destructive myths with regard to higher education when they state:

A major societal myth is that everyone can join these faculty ranks and thus be freed from onerous economic activities if they successfully compete in terms of objective academic standards enshrined in professional associations and the collegiocracy. The secret is that the standards are not objective or fair; and affluent white males have a long head start in this competition. (emphasis added) p.5.

If Astin and the commissioners would have put these myths under the magnifying glass for deliberate scrutiny they would not only have been revealed as harmful, but would have laid a stronger foundation for the acceptance of the value added principle and the other recommendations and observations presented. For example, the Commission's statement that no individual of the four groups studied should have to give up their cultural language or values in order to gain access to higher education would be better understood and received by minority persons if the dual standard were presented. Also

under this logic which questions the time-honored established view of merit, higher education administrators and faculty would be able to consider seriously the value added and cultural identity premises. Under the construct of sorting based on favoritism rather than merit, some institutions of higher education (IHE's) could falsely conclude that they have a right to manipulate requirements and curricula so that Hispanics, Blacks and other students need to struggle over changing their cultural identity so as to become more acceptable to the establishment.

Furthermore, other observations and recommendations fall into logical place when the sorting premise is undressed, such as in Chapter 7, "Equal Access and Equal Opportunity," when it is shown that minority students are underrepresented in flagship institutions. Not only does this underrepresentation reveal the lack of realization by minorities of equal access and opportunity, but the IHE's failure to actively support affirmative action as well. Recruitment into these prestigious institutions has important employment implications for non-White populations; that is, for the minority student it is the contacts made, the informal networking started, and the legitimacy that is bestowed by attendance at such institutions that will produce results later. It is the status the flagship or other prestigious institution holds that Chicano students, who are fortunate to acquire through their admittance, benefit from rather than the formal training they acquire while there. For it is safe to state that Chicanos attending "lesser" state colleges and universities are equally well prepared for professional service as those in flagship institutions. While some may come to think that I am wasting time on a philosophical issue instead of practical questions, I suggest that progress does not begin without challenging the ideological premises which cause the unsatisfactory conditions. In the short space remaining, I turn my thoughts to more practical but no more important aspects discussed in the book.

The leaky pipe concept and the current figures are neither revealing nor new for most knowledgeable persons interested in the education of the disenfranchised. But of all the statistics that the study provides, the

most significant for Chicanos is the figure which reminds us that our youth continue to leave school in disproportionately high numbers prior to completion of high school. It is both clear and simple what must be done to stop this unwanted and unnecessary waste of human potential. Chicanos and other minorities have offered educational programs to rectify such deplorable conditions -- affirmative action in employment for role models and counseling, bilingual education, additional financial resources, etc. If Chicano students are to enroll in greater numbers in higher education, then the bottom line is more commitment! With commitment, effort will be placed on restructuring secondary education so that it serves the needs of all children but particularly the ethnic and racial populations. The second major lesson we are reminded of by the statistics and proposed recommendations is to get community colleges to revitalize their transfer function. Since a large percentage of Chicano students are enrolled in community colleges, greater emphasis must be placed on advising and encouraging community college Chicanos to consider a baccalaureate degree. Community colleges are playing a vital role now for many minority persons but they can do more not only for their clients but for themselves by re-energizing this original linking role, consequently making themselves more comprehensive in mission.

The statistics also point out a major leakage point for minorities, from high school to college entrance, and misuse of standardized test scores is pointed out as a major contributor to this drainage. While an adequate discussion of the misuse of test scores is provided, the author is too quick to pass up discussion of test bias and its effects on minority applicants. Test scores are the dogbites that hurt, but it is the dog (test) that must be examined. This is a major controversial issue which has been intensely debated before, but it still merits continued exploration. Let me be clear here: I am not advocating the discontinuation of standardized testing. What I am advocating is the development of tests that are more representative of the various cultural groups in America's pluralistic population. Slowly but surely America's multicultural persons are not only found in the barrios, ghettos and

enclaves of large urban cities, but also in corporate America, industry, business, the rural south, the foreign trade market, etc. Only in isolated pockets such as academia is this confluence of cultures being resisted or slowly being realized as fact. Again, a deeper discussion about culturally biased tests would have helped to ground the recommendations about test usage better. As it stands now, a reader could come to the conclusion that minorities are asking for special consideration (lowering of test score cutoffs) rather than demonstrate the unfair situation they are placed under as a result of such inappropriate measures.

I would be remiss if I did not commend Astin for his discussion of the practice and view held by higher education admissions personnel in particular, and faculty in general regarding test scores, that is, when test scores of students are perceived as being fixed instead of being able to range upward with time and additional learning. Again, viewing scores as static is very much consistent with the sorting machine the academies have become. The tunnel vision of fixed scores is more than a manifestation of the pervasive sorting function; it is a major indicator that IHEs have lost their original mission of educating students! It is this keystone principle, that IHEs were organized to influence the educational experience of students, which sets the basis for the VALUE ADDED proposition. What Astin and the commissioners as well as other advocates for equity are pushing for is to get universities and colleges to return to their fundamental purpose -- coming to understand that a greater percentage of young people are capable of learning and, more importantly, can be motivated to learn provided the IHE faculty assume more positive attitudes toward minority students, teaching, test and their uses, curricula, and guided experiences. The value added position will be heavily challenged so as to discredit its worth, mainly because it places the accountability factor on IHEs and displaces it from students. It would no longer allow IHEs to select the "brightest" students as measured by a standardized test, allow them to matriculate, and then claim credit for molding them into successful persons. The value added proposition turns the focus of attention on the institutions; in Astin's words:

... the measure of an institution's success in educating its students is the difference between the students' performance or abilities upon leaving the institution and that upon entry. (p. 157)

In closing I would like to particularly reinforce two of all the very valuable recommendations made. Data collected on Hispanics by federal, state and other agencies should be done under separate categories such as Chicano, Puerto Rican, Cuban, etc. It is particularly critical that these specific designations be used since the federal, state, city and other funding agencies base their decision of priority for assistance and funding level on numbers and percentages. Obviously, Chicanos have been and will continue to be in a disadvantageous position without current and accurate enumeration. A present illustration in Texas with regard to enumeration is the children of undocumented residents. No current accurate count exists, thus the state has inflated the number to suit its own interests, ignoring the needs of these children.

The other recommendation deserving serious follow-up is concerned with giving priority to minority-oriented research. While some persons would argue that we have been studied and over-studied, and consequently that this should be of lesser importance, they are to be reminded that some areas have not been examined and more importantly, that previous research to a great extent has been unintentionally distorted because of the researcher's perspective. Studies must be conducted in greater volume and in other areas yet unexplored and such research should be conducted by minority researchers with a focus on solutions and policy development. Resolutions of the problems are partly determined by the definition of the problem. As of yet, problems plaguing Chicanos have not been defined by us. The minimal number of Chicano scholars in research institutions has been overworked because of the multiple roles they play (so vividly described by Astin), thus they have been restricted in their greatest and lasting contribution to our communities and society -- the conduct of research.

The greater the number of Chicanos

and other minority students able to go through the educational pipeline, the better the educational institutions will be, and in turn the easier it will be to unleash Chicano scholars to apply their efforts and thoughts

on envisioning and planning for a better future for all people.

Reviewed by Leonard A. Valverde,  
University of Texas at Austin.

### BLACK CRITIQUE

Alexander W. Astin should be commended for taking on as large a task as the comprehensive study of the past, present and future of minorities, namely Blacks, Chicanos, Puerto Ricans and American Indians in U.S. higher education. It is to his credit that he took on the challenging work of assessing minority educational progress at a time in our history when public support for colleges and universities is on the wane, and when many influential individuals in leadership positions use the current gloomy national economic outlook as a convenient means to question the philosophic foundations of affirmative action as well as the economic feasibility of achieving its goals when institutional retrenchment is widely contemplated. Rejecting this position, Astin correctly suggests that there are many things that can be done in spite of these circumstances to increase minority representation in higher education that are not solely driven by funding alone.

The following critique focuses primarily on Black Americans and is confined as much as possible to assessing what impact the study findings may have on the status of Black Americans in higher education.

Alexander Astin boldly attempts to address in this comprehensive study, many aspects of minority education. To cover this highly complex subject he has organized the book around three major topical areas: educational access and attainment (Chapters 2, 3 and 4), factors influencing educational development (Chapters 5 and 6), and controversial issues (Chapters 7 and 8). Although each of these topics merits consideration, comments on the context of the study (Chapter 1), as well as its findings and recommendations (Chapters 9 and 10) are also in order.

Although the author makes great efforts to present alternative viewpoints on the various issues discussed, the content of the book is not bias free. It openly reflects the view of the Commission on the Higher

Education of Minorities appointed by the Ford Foundation to oversee the study, whose value premises state that:

Education is a value and a right for all Americans. However, education is unequally distributed in U.S. society, with Blacks, Chicanos, Puerto Ricans, and American Indians the major groups with longstanding unmet claims on U.S. education. These claims concern not only the amount of schooling they receive but also its quality, scope, and content. Further, the commissioners believe that redressing inequality in higher education is not only an essential component of any significant efforts to guarantee to these groups full participation in U.S. society but also a goal worth pursuing in its own right . . . . Finally, the Commissioners believe that U.S. society as a whole has practical and moral interest in the achievement of this goal.

The tone of the book is explicitly set by these premises which are clearly stated and fully consistent with the fundamental tenets of democracy and which parallels a position that has had and continues to have currency and a broad base in the literature on minorities in U.S. higher education. It is apparent that the increase of Blacks in higher education is essential, as it is for other minority groups, to the achievement of equity in society at large, a point which has again been made, as recently as 1980, by the National Advisory Committee on Black Higher Education and Black Colleges and Universities. This committee's position illustrates that the premises of Astin's study are sound and consistent with those derived by another interested independent body with

similar concerns.

In addition to the strongly stated study premises, Astin points out that the national mood concerning the plight of minorities has weakened and shifted to the "right." Concerns about the unmet claims minorities have on the American higher education system are now subordinate to concerns about rising costs, projected decline in college enrollments and the erosion of institutional revenues. He suggests that there is growing open resistance to minority-oriented programs and the prevailing public view is that colleges and universities have already "gone too far" to accommodate minority needs. The implications are clear that if this attitude prevails it will have a long ranging and devastating impact on future Black enrollment in higher education. Perhaps the recent serious decline observed in Black graduate and professional school enrollment already reflects this change in attitude.

According to Astin, not only is the public questioning the value of minority-oriented programs, it is also questioning the value of higher education in general. This debate centers on the question; what is the current value of a college degree? It also emerges out of a growing public disenchantment with the rising cost of higher education, which in turn has resulted in strong resistance to further expansion of the educational system. It is argued by proponents of this position that the college degree is less valuable than it used to be, that there is an "over supply" of college-trained individuals, fewer job opportunities for college graduates, and that there is an increasing likelihood of under-employment for those who manage to find a job.

Astin systematically and clearly shows that this argument is based on several faulty assumptions. One is that the only value that a degree has is to increase earning power. To look at a college education as only an economic investment is short sighted since there is evidence indicating that students are equally interested in learning and acquiring knowledge. Secondly, there is evidence that rejects the assumption that college degree holders cannot find jobs. On the contrary, Astin documents that unemployment among college graduates is less than one percent, lower than that

experienced by almost any other group.

It is ironic that this myth of over-education and the decreasing value of a college degree poses the greatest threat to the minority groups who are seeking increased access to the higher education system. It is also disquieting to learn that the public and policymakers are willing to accept this myth and use it to argue that support for higher education should be reduced. It is a foregone conclusion, according to Astin's assessment, that the negative impact of any public policy resulting in reduced enrollment will fall hardest on minorities which are the most underrepresented groups in academia.

Astin should receive good marks for the manner in which he documented the contemporary political and social attitudes toward higher education in general and minority-oriented programs in particular. If any criticism is warranted at this point, more emphasis should have been placed on assessing the impact of the current national political and social climate on future minority participation in higher education.

It is unfortunate, however, that Astin in his discussion of over-education asserts that over-education may give minorities a relative advantage in the job market because they receive the highest entry salaries. This statement, if allowed to stand naked, is highly misleading and can easily be taken out of context because it is based only on a sample of recent graduates in business administration, which the author notes at the very end of the paragraph in which the assertion was introduced. This comment should have been more thoroughly thought out and more carefully written before it was included. The minority-White comparisons should have been expanded to include promotions and salary increases. If so the minority comparative advantage assertion would not hold if salary comparisons were expanded beyond the entry level.

Educational Access and Attainment. Particularly impressive is Astin's treatment of the educational pipeline describing minority flow through the educational hierarchy. He did an excellent job of gathering and synthesizing the best available data sources to describe minority educational access and attainment. The entire content of the book

devoted to this topic is eloquently and concisely summarized in Table 14. The usefulness of this Table is obvious because it provides complete profiles of each minority group's rate of progress and clearly identifies the leakage points and the proportion of minority dropouts at each of these junctures. These data which are the most accurate for Blacks and Whites have great utility in determining where in the pipeline retention activities should be introduced and concentrated for the best results. Astin should have included Asians in this chart so comparisons could be made.

It is apparent that the author invested much time in developing the respective sections on minority fields of study and new developments in the educational pipeline. However, this effort did not yield much new information and only provides reconfirmation that minority underrepresentation is found at all levels of the educational hierarchy and is not uniform. It is also pointed out that minorities are underrepresented most significantly in the natural sciences, engineering and mathematics and are most heavily concentrated in education and the social sciences. Astin asserts that minority underrepresentation in the natural and physical sciences, is attributed to lower levels of precollegiate preparation. However, he fails to acknowledge the possibility that minority underpreparation in these fields could also be attributed to lack of early effective counseling, the steering of minorities into areas which have limited career prospects, as well as the absence of minority faculty active in these fields who can serve as role models. Collectively these factors have created a cadre of minority students who due to their isolation from mainstream activities, make poor career decisions and are not aware that some career decisions require early preparation. The question Astin should have addressed in this discussion is who is responsible for the low precollegiate preparation: Is the student solely responsible, or is this a responsibility equally shared by parents and educators as well? Although this information adds to the coherence of the book, it reworks well-plowed ground.

Factors Influencing Educational Development. Astin's treatment of this topic is the

least exciting. The conclusion that highly motivated minority students with stable families and environments are the most persistent and satisfied and have the best chances to succeed in higher education is quite obvious and adds little to the book and to the generation of new knowledge. The single important conclusion drawn from this lengthy discussion is that governmental programs -- particularly the level of financial support -- most significantly influences minority educational development. The withdrawal of governmental financial support will result in a precipitous drop in minority enrollment which is the most important message found in this section.

Controversial Issues. Two major issues discussed under this heading are first, "Is equal access a myth or a reality?" and second, "What impact does meritocracy have upon minority access to higher education?"

Astin makes the point that there is a difference between equal access and equal opportunity. He establishes that the institutional structure of American higher education is hierarchical with research institutions at the top and two-year colleges at the bottom and that the distribution of resources, the quantity of educational investments, expenditures, and financial aid are distributed unevenly within this hierarchy with the greatest benefits converging at the research institutions. He emphasizes that minorities are disproportionately concentrated at the institutions with the fewest resources. Following this argument it is possible that minorities may have equal access to higher education, however, if they are heavily concentrated in the two-year colleges, as the facts bear out, they do not have the opportunity for an equal education because the quality of the education is superior at the top where their representation is lowest. To mitigate this situation and to assure equal opportunities, minorities need to gain access proportionate to their numbers at all levels of the educational hierarchy. Astin is correct in suggesting that the educational hierarchy is designed to create an elitist educational system designed to provide the best education at the top for only a small number of highly selected students. It is a system that will not change its orientation in the near

future and the only way equal opportunity for minorities can be realized in this framework is when they gain proportional access to the institutions at the very top.

The notion of meritocracy plays an important role in American higher education and supports the educational hierarchy. The maintenance of the U.S. hierarchical education system which is predicated on meritocracy has resulted in the establishment of and wide use and dependence on the standardized test as the means to ensure that the cream of the student pool is identified. Astin points out that the strict application of meritocratic values and standardized tests as the only basis for determining access to higher education has affected the level of minority enrollment at the nation's best institutions.

Although he presented this argument, he did not emphasize that standardized test results are only one indicator of many that should be considered for admission and to date there is no reasonable measure of motivation which is also an important factor to be considered in determining the potential for success in the educational system. Rather, Astin presents his value-added model as an alternative means for increasing minority access to higher education which theoretically determines only what is learned during the educational experience. He contends that this exit measure is a much more meaningful measure of what is actually learned. The value-added model is provocative and also unrealistic because its acceptance would require a major philosophical shift in the accepted American philosophy of education.

The American education system is based upon meritocracy and minorities must enter through the front door and be mainstreamed if they are to become full participants in the process and in society as well. Since meritocracy is the basis of access to higher education, minorities must be evaluated along these lines. If the system is applied fairly and standardized test scores, grade point averages, letters of recommendation, interviews, and the applicants' statement of purpose are universally used during the admission process, more qualified minority students will emerge than would be expected.

The major problem with the admission

process as it presently operates is that standardized scores are the first item examined during the process and if the scores are low, particularly in case of a minority student, the other data pertinent to admission are not evaluated. Astin should also have emphasized how standardized test scores are widely misused in the process of admission to institutions of higher education in general and specifically what impact this malpractice has on minority representation.

**Findings and Recommendations.** The study's findings are no more than a recapitulation of the summaries accompanying each chapter. Since comments on each chapter's findings have already been incorporated in the topical reviews no further comments are necessary here. However, comments on the recommendations reported are in order since they will be widely read and referred to when future educational policy is being formulated.

It is highly commendable that the recommendations are wide ranging and touch upon many aspects of higher education. They take the form of what is necessary and should be done to fully address minority access to and participation in higher education, not what can be done under present fiscal stringencies or what is acceptable to cost conscious institutional and governmental policy makers. Although the recommendations are wide ranging they are rationally derived and are advanced with the best interests of improving the status of minority education in mind.

However the set of recommendations focusing on the value-added concept are difficult to accept. There is nothing wrong with the value-added notion if used exclusively as an exit test to evaluate what a student has learned on the one hand and how well the faculty has transferred knowledge on the other and to complement the use of standardized test scores, one of the indicators employed to determine entry into the system. The author did not demonstrate or convincingly argue that this is a viable substitute for the standardized test, nor should it be. Standardized tests are not perfect instruments; therefore, the argument should have been redirected to the manner in which they are used and the ultimate impact this measure has on minor-

ity access. Recommendations advocating the proper use of standardized tests in the process of admitting minorities to institutions of higher education would contribute more significantly to solving the problem of minority access than suggesting an untested substitute. Such recommendations would not necessarily exclude the use of the value-added notion as long as its inclusion was not at the expense of standardized tests.

In summary, the book is highly recom-

### PUERTO RICAN CRITIQUE

By examining the gains, over the past fifteen years, the current status, and future prospects of Blacks, Chicanos, Puerto Ricans, and American Indians in higher education, Alexander W. Astin offers his readers a fresh assessment of the long-standing discrimination against these groups in the American postsecondary education arena. Overall, he falls short of recognizing the fact that as long as the economic status of these groups remains unaltered, the outlook for change in the higher education of minorities will remain at the level of minor cyclical fluctuations that correspond to the prevalent social mood and the whims of each political administration.

With the intent of furthering the educational development of these groups, the author formulates policy recommendations based on three areas of activity: first, on a description of the present and recent situation of the four minority groups with respect to their access to higher education, choice of institutions, fields of study, and degree attainment; second, on an analysis of the factors that influence the access and attainment of these minority groups; and third, an analysis of controversial issues relating to postsecondary education.

Notwithstanding the soundness and relevance of many of these recommendations, it is important to note the unreliability of the research data and methodology that generated them. The inadequacy of the data is even recognized by the author himself, particularly as it pertains to Puerto Ricans. In spite of the fact that Astin and his research team knew the limitations of the data collection process beforehand (limitations due, among other things, to the fact that students' addresses were ten years old,

mended and should be read by the educational establishment and public policy makers and used in the process of policy formulation. Although it is uneven and falls short in certain areas, the book has many excellent sections that further the understanding of the Black position and the overall minority status in higher education.

Reviewed by Donald R. Deskins, Jr., The University of Michigan.

that both the Puerto Rican and Mexican/Mexican-American populations are highly mobile, and that mailed questionnaires have historically had a low rate of return), they persisted with the study without accepting responsibility for the application of a methodology that was doomed to fail.

In the case of Puerto Ricans, not only is there a problem with the limited sample, but more serious still, the analysis of the educational experience of this group is completely divorced from its historical context both in Puerto Rico and in the United States. Astin fails to take into account the interlocking character of both educational systems as prescribed by Puerto Rico's colonial status. Although a special report on the "Puerto Rican Student Population in the United States" was undertaken by Janice Petrovich, a qualified Puerto Rican educational researcher, her study is only scantily mentioned in the book. Moreover, Laura Kent, the researcher who wrote the separate Higher Education Research Institute (HERI) report on Puerto Ricans does not have first-hand knowledge of the Puerto Rican experience or a solid historical understanding of this group. This is just one of the many questionable practices of traditional educational research which presupposes that anyone who has excellent research and writing skills, as is the case with Kent is equipped to study and analyze the experience of any ethnic and racial groups in this country, or for that matter, of any oppressed people elsewhere in the world. This methodological practice necessarily produces fragile studies with minimal historical background, superficial analysis of the present and inaccurate projections of future trends, not to mention

the resulting inconsistencies in the formulation of recommendations for change. The recruitment of indigenous persons through a part-time consulting commission does not compensate for the lack of an adequate research staff or for the insufficiencies of a research methodology.

Paralleling to the absence of a comprehensive study that would touch both ends of the Puerto Rican migratory flow is the dearth of historical and cultural data on the other minority groups.

Astin's narrow definition of the scope of his research serves as a hedge against criticisms of this kind. Such a narrow scope is sharply inconsistent with the thoroughness of the value premises developed by the HERI national commission on an "a posteriori" basis. This procedure defeats the purpose that value premises are meant to fulfill, that is, serve as guidelines for the development of the study. Moreover, the boldness of the value premises greatly contrasts with the circumspection that characterizes the rest of the report and the recommendations.

Although Astin discusses very thoroughly the problems of access, quality and stratification in higher education, and describes in numerical terms the status of minorities in higher education through his "pipeline" metaphor, he fails to explain the economic and political realities that maintain this pipeline in a quasi-static situation. Thus, while making a felicitous exposition of the meritocratic and stratified character of American higher education, the problem of access for minorities and the tracking practices that abound in the system, Astin does not go beyond the superficialities of the issues. This responds, to a great extent, to the lack of strong statistical and conceptual elements needed to advance any workable solutions to these problems. One of the most prominent conceptual limitations of this study is his view of the goal of higher education. He presents higher education as a vehicle for advancement into positions of prestige, power and financial comfort. No other individual or social perspective representing the goals of various minority or dominant groups is outlined. Astin assumes that the American higher education system is functioning relatively well. Fundamentally, what he questions is the outcomes of the system.

While mentioning controversial issues, such as affirmative action and bilingual education only in passing, Astin himself and the press in response to the commission's report, focus almost exclusively on a single recommendation. He strongly criticizes the utilization of tests and grades to rank students in relation to each other at a given moment, advocates for what he calls the "value-added approach," and recommends that colleges and universities admit and evaluate students on the basis of their potential for learning and growth, rather than by their relative standing on tests. The postsecondary institutions would then be judged by what they add to students' intellectual and social capital. This liberal stance regarding testing and grading procedures does not attack the procedures themselves, but rather, their utilization at the undergraduate level. Astin defends their use to measure competency at the graduate and professional levels, arguing that selective application of meritocratic assessment at the exit point in higher education serves the interests of the general society in at least two ways: for professional certification and in hiring college-trained personnel. Thus, he unintentionally favors the traditional funneling of minority students, that he places the revolving door at the end of the funnel, thus making the traveling more pleasant and the falling more dramatic and destructive. In this respect, we have to ask ourselves again: "Higher education, for what?"

Nonetheless, Astin has added his "granito de arena" to our struggle against discrimination in higher education by making other people conscious of the critical status of minorities in this arena and perhaps winning some of them over to our side in our efforts to make our presence in higher education more than a token one. This is one of Astin's greatest contributions to the educational debate and to the advancement of minority participation in higher education. His contribution is particularly relevant under the present political climate which supports the tightening of college admissions standards and the reduction of public funds for minority students and institutions. The recent sharpness and one-sidedness of response to HERI's report from the top of the educational establishment is

just an omen of the hardening of resistance to minority participation in higher education.

Astin's book and the Commission's report will prove useful tools, but other research and political tasks will lie ahead. Placing the higher education experience of minorities in the United States in a historical perspective is not an easy task, particularly when performed by researchers who are not fully knowledgeable about this experience. The first step in any research agenda of this magnitude should consist of a clear definition of the task and a thorough exposition of its goals. When these two

#### Astin's Response to Comments on Minority Study

Given the length and diversity of these seven critiques, this response is necessarily selective. While I shall do my best to respond to what seem to be the most important issues, space limitations will keep me from acknowledging many cogent remarks and from rebutting many others that really need rebutting.

The reviewers' general comments about the Commission's recommendations reflect a wide range of differing opinions. At one extreme, Manning and Sandefur seem to be saying that our recommendations are too radical; at the other, Pascual seems to be saying that they are too conservative. Deskins, Durán, Olivas, and Valverde seem to fall somewhere in between. Since the "value-added" recommendation received so much comment, some further discussion of this recommendation seems in order.

For those who may be confused by the varied responses to this value-added proposal, I would strongly urge them to consult the book (Chapter 8 and pages 188-189), or my recent *Chronicle of Higher Education* editorial published on July 18, 1982. Manning's extended critique is especially troubling because it distorts both the letter and the spirit of the value-added approach and, in so doing, leads him to conclude that it would be "disastrous for educational institutions." Valverde, by contrast, feels that it would "get universities and colleges to return to their fundamental purpose." Deskins feels that it is "provocative" but "unrealistic because its acceptance

aspects of the agenda are clear enough to warrant the development of coordinated research efforts among oppressed groups, based on the economic and political events that serve as framework for the higher education of minorities, then we will definitely be making a contribution to the educational and social advancement of our people. This task must necessarily fall on our shoulders, in order to allow its escape from the traditionally conservative and academic perspective of educational research practice.

Reviewed by Vanessa Pascual, Center for Puerto Rican Studies.

would require a major . . . shift in the accepted American philosophy of education."

Deskins' comment suggests that our differences with Manning are more a reflection of differences in views about the proper role and function of higher education. Manning seems to view higher education primarily as a sorting and selecting mechanism, where norm-referenced tests and traditional GPA's are used to identify the "best" students for rewards and the "worst" students to be weeded out. As Valverde suggests, such a view implies that "ability" is more or less fixed. The Commission, on the other hand, adopted the view that higher education's principal mission is to educate, to improve the performance of students. The value-added approach, of course, explicitly focuses attention on this developmental process. At the same time, it provides a solid basis for setting any level of "academic standards" that the institution deems appropriate.

I agree with Sandefur's view that "education builds upon the learning that has previously occurred" and that "the level at which the course can be conducted depends on what students bring into the classroom." But this is really a matter of selective course placement, something which the Commission strongly supported and for which testing is often a useful diagnostic aid. The problem here is when such placement is done entirely through the admissions process, whereby the less well prepared

student is not permitted to enroll at the flagship university but is consigned instead to the community college. If the different tiers in our state higher education systems provided comparable opportunities for students pursuing the bachelor's degree, it would be another matter. But the opportunities are not equal: not only do the universities and other four-year institutions generally have higher funding levels and better educational resources than most community colleges, but a substantial body of longitudinal research shows that, after controlling for differences in academic preparation, motivation, and family background, the students' chances of eventually obtaining the bachelor's degree are substantially better at four-year institutions than at community colleges. This is a clear-cut case of "separate and unequal."

In view of these facts, our Commission recommended that 1) community colleges strive to strengthen their transfer programs; and 2) the selective four-year institutions make greater efforts to enroll more minorities (which would seem to require, among other things, that less reliance be placed on test scores and other traditional admissions criteria). My personal view is that, unless one or both of these recommendations is successfully implemented, there is no way in

the foreseeable future that minorities in most of our 50 states are going to get an equitable share of the available higher education opportunities.

The reviews correctly note that the report is necessarily incomplete in several respects. Olivas points out that we gave insufficient attention to the issue of bilingualism; Valverde notes that we did not deal with questions of discrimination in employment; and Duran and Pascual are understandably skeptical of multivariate results based on relatively small samples. Finally, Deskins makes the important point that we could have devoted more attention to the potential effects of the current political climate in Washington.

Most reviewers seem to support the Commission's recommendation for increasing the number of minority social scientists who participate in research on these issues. But I am disappointed that both Olivas and Pascual seem willing to disqualify scholars just because they have the "wrong" skin color or ethnic background. In the final analysis, I hope that we will encourage researchers from all groups to study minority issues, and that the research will be judged on its merits.

Alexander W. Astin, author of *Minorities in Higher Education*.

Were you familiar with this publication before having read this issue of LA RED?

☐ YES ☐ NO

Were you familiar with Astin's Minorities in American Higher Education before having read this issue of LA RED? ☐ YES ☐ NO

Please share with us your reactions to the reviews presented in this special issue of LA RED.

Please share with us any suggestions for future issues of LA RED and the reason why the topic may be of interest to our readers.

**LA RED/THE NET**

6080 Institute for Social Research  
P.O. Box 1248  
The University of Michigan  
Ann Arbor, MI 48106

2nd Class  
Postage  
paid at  
Ann Arbor  
Michigan.

IRENE GOMEZ-BETHKE  
4649 DECATUR AVE., NO.  
NEW HOPE, MN 55428

3738

This issue was mailed  
on October 20.

## REPORT TO THE NETWORK

No. 59  
October 1982

### ON AFFIRMATIVE ACTION -- A CASE IN PROGRESS

On June 30, 1981, Drs. Lawrence Mosqueda and Dennis Judd of the University of Denver filed suit in federal district court against the university following several months' effort to persuade the university to follow and enforce affirmative action procedures in faculty hiring. Together the two men seek \$17 million in compensatory and punitive damages against the university, as well as against individual faculty and administrators of the institution. According to Leonard Weinglass, attorney for the plaintiffs, the University of Denver has "one of the worst records of any major private university in the nation." There are two Chicanos holding full-time rank in the College of Arts and Sciences. There are no blacks. Women are seriously under-represented and earn less than men at the same rank. Moreover, the university is one of the few private universities in the country that does not set aside special scholarship funds for disadvantaged minorities. To represent the institution and the individuals named in the litigation, the university has hired one of Denver's largest law firms. In every way, the university maintains that it is an affirmative action employer. Mosqueda and Judd are now in the process of incorporating the "Justice in Employment Fund," which will receive the bulk of any settlement or judgment against the university. The fund will be used for helping women and minorities contest unfair employment practices. Both plaintiffs have written a personal account of their experiences which, along with the information presented in this account, appeared in the April-May issue of the Equal Opportunity Forum. It is hoped that the

coalition formed by these two individuals will allow for the exchange of information between concerned people around the country. One of the highest priorities of the coalition is that individuals who suffer from discrimination should not be isolated from one another. To that end, information is being collected on various cases of institutional discrimination. Persons interested in learning more about this mutual support network should write or call the Justice in Employment Fund/3158 Ames St./Denver, CO 80214/(303) 234-0158.

### ON IMMIGRATION -- FOOD FOR THOUGHT

On September 22, 1982, the U.S. House Judiciary Committee approved a bill to revise the country's immigration laws -- laws that will have a far reaching effect on persons of Hispanic descent and of color. The approved bill establishes a graduated system of penalties for employers who hire undocumented persons, and like the Senate bill, establishes a system for legalizing the undocumented in this country . . . . Meanwhile, LA RED has received a news bulletin from the National Council of La Raza (NCLR) indicating that in a recent letter to President Reagan, Raul Yzaguirre, President of NCLR, has called for the resignation of Clare Boothe Luce from her advisory positions in the Reagan administration. Yzaguirre's action resulted from views presented by Luce in an interview published in GEO magazine in which she described immigrants as "coming in with wives and sisters and nieces who get pregnant immediately because they can then become American citizens and go on relief." Write to NCLR for more information at 1725 Eye Street, N.W., Suite 200/Washington, D.C. 20006.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Jim Scheel, and Carlos H. Arce.

**LA RED/THE NET** (USPS 552 950) is published monthly and distributed free of charge by the National Chicano Research Network/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106. Telephone (313) 763-5432. Second-class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

### CONTENTS

Micro Onda . . . . .	2
Review Notes . . . . .	4
Grants & Fellowships . . . . .	6
Recent Publications . . . . .	8
Language & Discourse . . . . .	9
Calls for Papers . . . . .	10
Meetings & Conferences . . . . .	10
Employment Opportunities . . . . .	11

**MICRO ONDA****Marital Role Orientation Among Chicanos: An Analysis of Structural and Cultural Factors**  
by Theodore T. Curtis and Maxine Baca Zinn

Empirical studies reveal that Chicano families, like families in other social categories, are making gradual yet discernable shifts toward more egalitarian roles. Until very recently, however, changing family patterns among Chicanos have been explained by acculturation. The central shortcoming of this framework is that it posited family modernization as a mechanistic process in which all dimensions of family life are affected in the same way by the acquisition of a new culture. Using this reasoning, culture or ethnic factors are thought to be mainly responsible for either "traditional" or "modern" sex role orientations. In reducing family life to culture, sociological factors that might produce possible variations in sex role attitudes and sex role behaviors are ignored.

The purpose of this study is to examine the effects of structural and cultural factors on marital role attitudes of Chicanos. The basic research question is how do structural and cultural conditions contribute to variation in the sex role orientation of females and males? We conceptualize marital role orientation as a continuum ranging from "traditional" to "modern" and including beliefs about behaviors for both sexes. Traditional marital role orientations are strong preferences for division of labor by sex and women's assignment to domestic and familial activities. Modern orientations are strong preferences for egalitarianism between the sexes in both domestic and extra-domestic institutions.

The data used in this analysis are from the 1979 Chicano Survey conducted by the Survey Research Center of The University of Michigan. Because our interest is in marital role orientation among respondents that were presently married, our analysis was limited to respondents presently living with a spouse for whom there were data on the dependent variable being considered: 401 females and approximately 310 males.

**Definition and Measurement of Variables**

**The Structural Predictors** include: Respondent's education, spouse's education, family income, age, work status (of self for females, of spouse for males).

**The Cultural Predictors** include: Language of interview (chosen by the respondent), Cultural Preference Scale

(respondent's preferences for Spanish language TV and radio, Mexican movies and entertainers), Observed Consumable Culture Scale (interviewers' observations of Mexican cooking, music and records, radio and TV listening and presence of Spanish books, magazines, newspapers in the respondent's home), Observed Decorative Culture Scale (interviewers' observation of Mexican calendars, artifacts, family portraits and religious items in the respondent's home). English chosen as the language of interview and a low score on the other three cultural predictors indicate high acculturation.

**The Marital Role Orientation** dependent variables include: **Marital Role Ideology Scale** (three item scale tapping degree of traditionalism/egalitarianism in decision making, housework, and power); **Women's Freedom Ideology Scale** (three item scale tapping women's right to work outside the home, continue education, and be principal source of family income). For both dependent variables, a high score indicates the egalitarian end of the traditional-egalitarian continuum.

**Findings and Discussion**

Multiple Classification Analysis (MCA), the statistical technique used to analyze the data, enables us to separate the independent effect of one class of predictors (such as the cultural or structural set of predictors) from those of another class. To obtain the marginal importance of culture and structure, we did three separate MCA analyses for each dependent variable: first, examining the set of five structural variables alone; second, examining the set of four cultural variables alone; third, examining both sets of variables. Then we obtained the **marginal importance of the cultural predictors** by subtracting the variance explained by structural predictors from that explained by both sets of predictors (thereby controlling for the structural variables) and we obtained the **marginal importance of structural predictors** by subtracting the variance explained by the cultural predictors from that explained by both sets of predictors (thereby controlling for the cultural variables).

The marginal importance of the two

**MICRO ONDA (CONT.)**

classes of predictors are shown in Table 1. For females, structural predictors show substantially higher marginal importance than cultural predictors. These results are clearly inconsistent with the acculturation framework. The variability in marital role orientation which can be separately assigned to one class of predictors almost totally belongs to structure. (Compare .12 to .02 for Marital Role Ideology and .15 to .01 for Women's Freedom Ideology.)

The results for males suggest that the predictive power of structure and culture is almost completely overlapping. The effects of the two sets of predictors cannot be separated. However, the small differences that do exist in their marginal importance are in the direction of structure. (Compare .02 to .01 for Marital Role Ideology and .08 to .04 for Women's Freedom Ideology.) These findings give no support to the acculturation framework but do raise questions about the relatively greater importance of structure for women's marital role orientations than for men's.

Table 2 presents the relative contribution of each predictor, prior to controlling for other factors (Eta-squares) and after holding other factors constant (Beta-squares). The data suggest that men's marital role orientation is most importantly affected by structural variables through the spouses' structural position when that

position has implications for their cognitive consistency. The effects of spouses' work status and education are strongly related to males' Women Freedom Ideology, an index composed of items about women's rights to work and education.

Table 2 also shows that for females the most powerful predictor of marital role orientation is education. This structural variable is one shown to be most consistently related to marital role orientation in the general literature, where ethnicity is not being examined.

If we ask how much does culture add to structure, as has been done in the general sociological literature, we must note the answer to be "almost nothing" for both females and males. However, if we ask how much does structure add to culture, if culture were used as the initial explanatory variable, the answer is "much for females, little for males." To understand why the acculturation framework has persisted in the literature, one must remember that the analysis of marital roles among ethnic groups has begun and ended with the use of cultural variables to explain change. Such studies have uncovered only the overlapping variance attributed alike to either culture or structure and have failed to reveal the unique explanatory power of structure in the transformation of family roles.

Table 1

**Total Proportion of Variance Accounted for and Marginal Importance of Marital Role Orientation by Structural and Cultural Predictors**

	Total Proportion of Variance			Marginal Importance	
	Structure	Culture	Structure & Culture	Structure	Culture
<b>Females</b>					
Marital Role Ideology	.217	.121	.245	.12	.02
Women's Freedom Ideology	.212	.073	.216	.15	.01
<b>Males</b>					
Marital Role Ideology	.117	.109	.129	.02	.01
Women's Freedom Ideology	.115	.082	.156	.08	.04

(Continued on next page.)

Table 2

## Relative Contributions in Marital Role Orientation by Structural and Cultural Predictors

	Females				Males			
	Marital Role Ideology		Women's Freedom Ideology		Marital Role Ideology		Women's Freedom Ideology	
	Eta <sup>2</sup>	Beta <sup>2</sup>	Eta <sup>2</sup>	Beta <sup>2</sup>	Eta <sup>2</sup>	Beta <sup>2</sup>	Eta <sup>2</sup>	Beta <sup>2</sup>
Respondent's Education	.196	.125	.152	.058	.092	.043	.033	.056
Spouse's Education	.091	.006	.066	.021	.072	.013	.071	.028
Family Income	.091	.038	.039	.024	.051	.015	.023	.016
Age	.010	.005	.048	.049	.015	.021	.012	.019
Work Status	.030	.003	.072	.028	.002	.001	.081	.042
Language of Interview	.116	.021	.081	.030	.081	.005	.081	.113
Cultural Preference	.020	.011	.009	.005	.036	.024	.002	.008
Obs. Consumable Cult.	.008	.038	.004	.008	.021	.045	.001	.007
Obs. Decorative Cult.	.017	.025	.002	.005	.010	.031	.000	.021

**Note:** Eta<sup>2</sup> measures the proportion of variance accounted for by one predictor not controlling for other predictors. Beta<sup>2</sup> measures the relative importance of each predictor holding all other predictors in the analysis constant.

## REVIEW NOTES

### Chicano Intermarriage: A Theoretical and Empirical Study

by Edward Murguía

San Antonio, Texas: Trinity University Press, 1982.

Reviewed by Armando Abney, Sociology, The University of Notre Dame.

A description of Edward Murguía's book, *Chicano Intermarriage*, announces it as "... the most complete study of Mexican American intermarriage to date," and this may very well be true in light of the scarce and uninformative literature on the subject. In this book, Murguía provides the reader with a theoretical review of Chicano intermarriage and an analysis of numerous variables taken from marriage records in the Southwest and their effect on intermarriage. Moreover, the book examines characteristics of males and females of the majority group to provide a more thorough examination than past studies on Chicano intermarriage have covered. Here Murguía

introduces the "breaking of ties" concept. Seeing both majority and minority individuals bound by subcommunal and family ties, he attempts to demonstrate statistically and theoretically the existence of individual characteristic variables as indicators of "breaking of ties" and the subsequent contact with the outgroup. This is a needed development in the field.

Murguía also incorporates a typology of "resulting lifestyles" and intermarriage. He believes the "non-ethnic intermarriage" type, one in which ethnicity is not emphasized, to be the most common among Chicano intermarrieds and their spouses.

For this study, Murguía utilized several statistical methods for testing the probability that a relationship exists; the strength of the relationship; and the direction of the relationship (either positive or negative). An attempt is made to test the variables under investigation and ascertain which are of primary importance in influencing (continued on next page)

## REVIEW NOTES (CONT.)

intermarriage. The ten variables are: 1) given names; 2) type of ceremony; 3) metropolitan or non-metropolitan place of birth; 4) Southwest or non-Southwest place of birth; 5) generation; 6) civilian or military residence at marriage; 7) civilian or military source of identification; 8) sex; 9) age at marriage; and 10) divorce. Most of the variables and their relationship to intermarriage were in the direction hypothesized; for instance, for Spanish surname males, first and second given names (i.e., Spanish, English or neutral) appears to have a very strong relationship for those who marry outside the Chicano community (i.e., those marrying out are more likely to have an English name than those marrying inside the group). For Spanish surname females, type of ceremony (Catholic, civil and Protestant) seemed to have the strongest relationship in predicting intermarriage (i.e., Spanish surname females who intermarry do so outside the Catholic Church). Other variables, according to Murguía, showing significant relationships were sex (Chicanas more likely to marry out than males) and generation (third generation marrying out at a greater rate than first and second generations). Murguía concludes that for non-Spanish surname females who marry Chicanos the "breaking of ties" concept is appropriate. The relationships not predicted for this group include: they were younger at marriage; less likely to be divorced; and more likely to be born in the Southwest than non-Spanish surname females who married inside the group. Murguía associates this with the relatively lower social class standing of the non-Spanish surname female who marries out. Pointing to the Davis-Merton proposition that while females of the dominant group marry down with reference to race or ethnicity; they marry up with reference to social class. The reviewer is not quite sure if this reference is plausible since no data is provided for socioeconomic status.

Taken as a whole, Murguía's book provides us with a good analysis of Chicano intermarriage. He investigates some variables that have been ignored in past studies (place of birth, residence and given names) and attempts to interject a theory which, although loose, may hold up under a more thorough investigation. The book,

however, suffers (as most studies on the topic do) in the area of data collection at a very elementary level. While his literature review is good, Murguía does not provide the reader with sources of data used for each study (i.e., marriage license records, census data, ethnographic studies, etc.), influencing variables (sex and social class) and omits some national studies involving Chicanos.

One could also disagree with the repetitive use of the terms exogamy/endogamy in this study (and almost every study similar to it). In "primitive" or rural societies the term exogamy would apply wherein a distinct group based on a distinct economic, political, religious system exists and members identify with the group and are identified by others as part of the group, and "out-siders" are identified as such. The idea of exogamy and endogamy requires sanctions -- political, religious and even socio-economic -- applied to members who "violate" such rules. Do Chicanos as a group fit into the idea of exogamy/endogamy? Maybe so, but only after a "reworking" of the terms.

This reviewer also takes issue with the author's idea of lifestyles of intermarrieds. Murguía does not provide data nor does he empirically defend his assertion that the "non-ethnic intermarriage" in which ethnicity is not emphasized is the most common. This reviewer's observations in the Southwest and in the Midwest suggest reason for doubt. In most cases, ethnicity in the direction of the Chicano spouse is clearly emphasized (albeit, in the majority of cases, not emphasized to the extent if both spouses are Chicano). Also, the use of marriage licenses as a source of data, while not seriously problematic, does have limitations since not all Chicanos have a Spanish surname and not all Spanish surname persons are Chicano. Also, there is a problem with persons of Mexican descent who attempt to "pass" into Anglo society. Also, Murguía neglects an examination of the socio-economic status of both spouses. While some of these criticisms may seem overly sensitive and minute, this reviewer feels that these issues need to be considered in such a study.

While studies of this type examining generation, sex and residence are fine, more concrete information is needed. And what is the more concrete information? The "problem" of intermarriage goes deeper than

(Continued on next page.)

REVIEW NOTES (CONT.)

an examination of surface variables. A more social-psychological systems analysis is in order focusing on socialization patterns, social class, self identity, language maintenance, ideology of both spouses, etc.

**La Frontera Perspective: Providing Mental Health Services to Mexican-Americans**

by Patricia Preciado Martin, Editor. Monograph No. 1.

Tucson, Arizona: La Frontera Center, Inc., 1979.

Reviewed by David Dennedy-Frank, San Luis Valley Comprehensive Community Mental Health Center.

This small monograph is a collection of articles by present and former staff of La Frontera Mental Health Center in Tucson, Arizona. It is an attempt to present some of the ways in which they work at providing culturally sensitive treatment to the large Mexican-American population they serve. A major assumption of the book is that only by paying attention to unique cultural characteristics will the traditional under-utilization of mental health services by Chicanos be reversed.

A major thrust of the work involves the now familiar call for bilingual, bicultural therapists who are able to initiate and respond to culturally relevant behavioral and attitudinal cues. For example, the book addresses "personalismo" and other unique Chicano interaction styles and speaks to a less stereotyped, more subtle interpretation of "machismo." Also included are some brief historical sketches of the Chicano drug culture that are meant to sensitize the reader to issues relevant to providing services to this population. While the quality of these presentations varies and while they primarily repeat themes found

Future studies should focus on the children of intermarrieds, the ramifications inter-marriage has for the Chicano community and maintenance of that culture.

elsewhere in the literature, the material presented remains important and timely.

More innovative are several research articles that deal with the issue of Chicano clients' expectations about therapy and the clients' perceptions of their own and the therapist's role in the treatment process. Of particular interest is Nelba Chavez's examination of these expectations and perceptions in clients who remain in treatment versus those who drop out. While these studies are exploratory and involve a relatively small number of subjects, they stimulate some interesting issues for further research. Also of note is an article by Pedro and Miryam Choca on doing therapy with Chicano families. Their synthesis suggests several different family typologies and specific intervention strategies with these types of families. Again, this effort is preliminary, but it is one important and necessary step in the process of theory building about the Mexican-American family and providing services to this unit.

In summary, it is encouraging to see a mental health center staff of service providers attempt to offer insights on culturally sensitive services for Chicanos. While much of the book only reminds us of issues addressed elsewhere, it could be well used as part of an introductory package regarding Chicano mental health, for example, in a college course or for new staff members in an agency serving Chicano clients. Several of the articles in the book also merit some scholarly attention as they introduce ideas that could be more thoroughly studied.

GRANTS & FELLOWSHIPSGRANTS TO INDIVIDUAL SCHOLARS IN HUMANISTIC RESEARCH

The American Council of Learned Societies offers support for humanistic research to persons with doctoral degrees or equivalent. For further details, write to the American Council of Learned Societies/800 Third Avenue/New York, NY 10022. AD: 12-15-82

GRANTS & FELLOWSHIPS (CONT.)FELLOWSHIPS FOR DOCTORAL RESEARCH IN EMPLOYMENT AND TRAINING

The Social Science Research Council announces a fellowship program designed to promote a greater breadth in the social and behavioral sciences related to employment and training and to increase the availability of experts as program administrators, specialists and researchers. Doctoral candidates should have all requirements except the dissertation completed before the award becomes effective. For further information, write to Fellowships for Doctoral Research in Employment and Training/1755 Massachusetts Ave., NW, Suite 410/Washington, DC 20036/(202) 667-8884. AD: 12-1-82

BASIC RESEARCH GRANTS

Grants offered by the American Philosophical Society are available for the promotion of knowledge through significant publications. The Society contributes to the cost of research, including necessary travel, meals and lodging, photocopying, and some expendable supplies. Grants are not intended for salaries, institutional overhead, expenses of publications, typing, predoctoral or doctoral research, nor for travel to meetings. Interested researchers with a PhD or equivalent should write to the American Philosophical Society/104 South Fifth Street/Philadelphia, PA 19106. AD: 12-1-82

POSTDOCTORAL FELLOWSHIPS IN HUMANITIES - STANFORD UNIVERSITY

Persons having completed the PhD in the humanities within the last five years are invited to apply for postdoctoral fellowships at Stanford University with departmental affiliation and limited teaching duties for one year. For further details, contact Stanford University/School of Humanities and Sciences/Building 1/Stanford, CA 94305/(415) 497-2275. AD: 12-1-82

CHARLOTTE W. NEWCOMBE DOCTORAL DISSERTATION FELLOWSHIPS

The Woodrow Wilson National Fellowship Foundation encourages original and significant study of ethical and religious values in all areas of human endeavor. Graduate students in the humanities at universities in the U.S. who have completed all doctoral requirements except the dissertation are urged to apply. Contact: J. Pinch, Program Officer/Woodrow Wilson National Fellowship Foundation/Box 642/Princeton, NJ 08540/(609) 924-4666. AD: 12-1-82

RESEARCH GRANTS IN WOMEN'S STUDIES

The Woodrow Wilson National Fellowship Foundation announces its program to encourage original and significant research on the lives, roles and history of women. Applicants must have completed all predoctoral requirements except the dissertation at a graduate school in the U.S. For application materials, write to Carolyn O. Wilson, Program Officer/Woodrow Wilson National Fellowship Fdtn./Box 642/Princeton, NJ 08540/(609) 924-4666. AD: 12-1-82

UCLA ETHNIC STUDIES FELLOWSHIPS

The Chicano Studies Research Center solicits applications for graduate and postdoctoral fellowships for Chicano scholars. These fellowships may also be used to supplement sabbatical salaries. Interested persons should correspond with Juan Gómez-Oviñones/Chicano Studies Research Center/University of California, Los Angeles/Los Angeles, CA 90024/(213) 825-2363. AD: 12-31-82.

GRANTS IN AID IN ANTHROPOLOGY

The Wenner-Gren Foundation offers research support in all branches of anthropology and related fields. Projects usually focus on cross-cultural, historical, biological and linguistic approaches toward understanding human origins, development and variation. Applicants should be individual scholars who are affiliated with accredited agencies. Predoctoral students with senior scholars assuming responsibility may also apply. Potential applicants should submit a brief description of the proposed project including anticipated starting date. For further information, contact Wenner-Gren Foundation for Anthropological Research, Inc./1865 Broadway/New York, NY 10023/(212) 957-8750. AD: 1-1-83 (for projects beginning June 1 through August 1, 1983).

## RECENT PUBLICATIONS

- Alurista. Return: Poems collected and new. Ypsilanti, Michigan: Bilingual Press/Editorial Bilingüe, 1982. 155 pp. Write to Bilingual Press/Dept. of Foreign Languages and Bilingual Studies/106 Ford Hall/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-0042. (\$8.).
- Balderrama, F.E. In defense of La Raza: The Los Angeles Mexican Consulate and Mexican community 1929-1926. Tucson: University of Arizona Press, September 1982. 115 pp. (\$7.95).
- Calavita, K. California's "employer sanctions": The Case of the disappearing law. Research Report Series, 1982, 39. Write to Center for U.S.-Mexican Studies/UC, San Diego Q-060/La Jolla, CA 92093. (\$3.).
- Crahan, M.E., (Ed.) Human rights and basic needs in the Americas. Washington, DC: Georgetown University Press, 1982. 343 pp. (\$81.95). This is a volume which argues that the achievement of security and the promotion of human rights are not antithetical but complementary.
- ECOS: A Latino Journal of People's Culture and Literature. Write to LAST Publications/Latin American Studies/U of Illinois at Chicago Circle/Box 4348/Chicago, IL 60680. ECOS provides a forum for addressing issues of Latino identity by exhibiting cultural and literary forms of expression.
- Gómez-Quinones, J. Development of the Mexican working class north of the Río Bravo: Work and culture among laborers and artisans, 1600-1900, Popular Series, 1982, 2. Write to the University of California/Chicano Studies Research Center Publications/405 Hilgard Avenue/Los Angeles, CA 90024. (\$6.50 plus 50¢ for handling.) Make checked payable to UC Regents.
- Hennelly, A. & Langan, J., (Eds.) Human rights in the Americas: The struggle for consensus. Washington, DC: Georgetown University Press, 1982. 291 pp. (\$8.95). This volume offers an interdisciplinary approach to a fundamental theme of contemporary political action and theory utilizing the three central intellectual traditions of our hemisphere -- the liberal, the Marxist and the Catholic.
- Knight, G.P. & Kagan, S. Siblings, birth order, and cooperative-competitive social behavior: A comparison of Anglo-American and Mexican-American children. Journal of Cross-Cultural Psychology, June 1982, 13(2), 239-249.
- La Opinión Latina. Rafael Cintrón Ortiz Cultural Center Student Bilingual Newspaper. Write to RCOCC/Latin American Studies/U of Illinois, Chicago/Box 4348 - UH 1401/Chicago, IL 60680.
- Revista CMHA is a new publication of the Chicano Mental Health Association documenting its five years of struggle. For copies, write to Revista CMHA/P.O. Box 2278/San Jose, CA 95109.
- Torres-Gil, F. The politics of aging among elder Hispanics. Washington, DC: University Press of America, 1982. Write to the University Press of America/P.O. Box 19101/Washington, DC 20036. (\$10.50).
- Ulibarri, S.R. Primeros encuentros: First encounters. Ypsilanti, Michigan: Bilingual Press/Editorial Bilingüe, 1982. 88 pp. Fictional stories of Tierra Amarilla with illustrations by Bob Conlin. Write to Bilingual Press/Dept. of Foreign Languages and Bilingual Studies/106 Ford Hall/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-0042. (\$6.).
- Voces desde Nicaragua: Revista bilingüe de la cultura en la reconstrucción desde los Estados Unidos. Escribir a Voces desde Nicaragua/3411 W. Diversey Avenue/Chicago, IL 60647. This periodical aims to bridge gaps between peoples and cultures by illustrating current changes of nicaraguenses through the presentation of societal and cultural perspectives.
- Zavaleta, A.N. (Ed.) The Borderlands Journal, fall 1981, 5. Write to The Borderlands Journal/Texas Southmost College/Brownsville, TX 78520. Annual subscription rates (publ. biannually) is \$8 for individuals and \$16 for institutions.

## LANGUAGE &amp; DISCOURSE

## CONTRIBUTOR'S NOTE

Materials and/or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

## PAPER REVIEW

"Communicative Testing in a Second Language." Paper by Marjorie Bingham Wesche of the Centre for Second Language Learning of the University of Ottawa, The Canadian Modern Language Review, Vol. 37, No. 3, March 1981.

Second language proficiency testing of adult foreign language learners has developed new directions during the past ten years. In addition to concern for assessment of proficiency in grammar, pronunciation, and basic vocabulary, increasing attention is being given to communicative functions and sociolinguistic competency in use of a new language. This paper by Bingham Wesche reviews these developments and the practical and theoretical barriers which must be overcome to use new communicative tests of proficiency. Many of the approaches, issues, and tests described are generally unfamiliar to persons working outside the ESL or foreign language teaching field. The communicative testing field as described by Bingham Wesche has some similarities and differences with preliminary work on the assessment of communicative competence as has been done in a few research studies with Hispanic bilingual children in U.S. contexts. The similarities are that both approaches emphasize the value of direct observation and evaluation of language use according to the demands and dynamics of criterion in social situations. A significant difference between the communicative testing field and communicative competence research is that the former utilizes simulations of natural language contexts in tests, with performance on a test being scored or rated according to level of performance. Communicative competence research, of course, takes place in real settings and it involves qualitative and not quantitative assessment of the discourse behavior of participants. Communicative competence research is oriented towards description of individuals' communicative strategies, and not only assessment of whether persons achieve communicative goals or not.

With these caveats in mind, reading of

the Bingham Wesche paper proves quite informative for persons interested in refined proficiency testing of Hispanic children and adults. The paper indicates that the simulated communicative situations depicted on tests should be as naturalistic as possible. They should allow the examinee to deal with everyday language encountered in a setting, with attention given to social variables and usage characteristics of a target language. Ideally, the responses of examinees should be scorable, not only for their correctness, but also for their social and usage appropriateness. Within a criterion language assessment setting, examinees should be tested for ability to perform a variety of language functions, and selection of functions for testing should be accompanied by an account of how well the functions tested cover the full range of speech and literary functions occurring in a criterion domain and setting.

Other valuable characteristics of communicative tests concern their measurement properties and feasibility. Test performance should be criterion referenced and reliable. While obtaining high examinee reliability of performance is important, just as important, is reliability of the scoring procedures used to evaluate examinee performance. Feasibility is an issue since the design of communicative tests necessarily involves various tradeoffs among factors such as the time required for testing, the number and depth of language situations covered on tests, the costs of developing and scoring tests, and the validity and reliability of tests. The paper includes a review of three communicative tests under current development. The last section of the paper also discusses how existing proficiency tests might be augmented to make them have more validity as tests of communicative skills.

**CALLS FOR PAPERS****SOUTHWESTERN SOCIOLOGICAL ASSOCIATION SESSIONS ON CHICANOS**

The 61st Annual Meeting of the Southwestern Sociological Association will be held in Houston on March 16-19, 1983. Papers on Chicanos are invited from all researchers. Contact Edward Murguía/Department of Sociology/Trinity University/San Antonio, TX 78284 / (512) 736-8509. Submission deadline: **11-1-82.**

**WESTERN SOCIAL SCIENCE ASSOCIATION ANNUAL MEETING**

Persons wishing to submit papers for consideration for the WSSA should first submit the title of the paper, name, affiliation, address of authors and an abstract not exceeding one page. Individuals interested in serving as moderators, discussants, or in some other capacity should also write to Juan R. García/Department of History, Room 215/Social Sciences Bldg./U of Arizona/Tucson, AZ 85721. Submission deadline: **11-15-82.**

**CENTER FOR BILINGUAL EDUCATION - ARIZONA STATE UNIVERSITY**

Papers are requested for publication in a volume on bilingual and bicultural phenomena and pedagogy. Both qualitative and quantitative research approaches are acceptable, however, the papers selected for publication will represent: a) state of knowledge papers in a specific field or subfield related to bilingualism/biculturalism; b) reports of well documented empirical findings; and c) rigorous analytical/theoretical frameworks relevant to bilingual thought and experience. Each paper must represent the work of the author(s) and shall not have been previously published. Submit papers to the Center for Bilingual Education/414 Farmer/College of Education/Arizona State U/Tempe, AZ 85281. Submission deadline: **1-15-83**

**LA PALABRA - UNA REVISTA CHICANA**

La revista invita personas a colaborar en el próximo número especial que será dedicado al maestro Don Luis Leal, conocido por sus contribuciones a la literatura mexicana e hispano-americana en general. Se buscan artículos sobre aspectos culturales, ya sean teóricos, filosóficos o históricos (revaloración de Aztlán, el concepto de la muerte en la poesía/novela, historia del cuento Chicano), así como algo sobre la nueva novela (y su posible influencia en la novela Chicana), o también sobre el ensayo (tal vez Octavio Paz y el movimiento Chicano). Escriba a Francisco A. Lomeli/Special Issue Editor/Department of Spanish and Portuguese/UC, Santa Barbara/Phelps Hall/Santa Barbara, CA 93106. Submission deadline: **Unspecified.**

**MEETINGS & CONFERENCES**

**EVENT:** Fall Conference on Bilingual Education  
**DATE:** October 28-30, 1982 **LOCATION:** Oklahoma City, OK  
**THEME:** Topics include English as a Second Language Methodology; Parental Participation in Bilingual Education Programs; Bilingual Education Programs in Secondary Schools; and Managing the Information Systems in Bilingual Education Programs.  
**CONTACT:** Mary Ann Bluebird/Trail of Tears Consortium/P.O. Box 769/Tahlequah, OK 74464.

**EVENT:** Conference for Teachers of Bilingual/Bicultural Children  
**DATE:** November 13, 1982 **LOCATION:** UT, El Paso  
**THEME:** A conference for teachers presented by teachers of bilingual/bicultural children.  
**CONTACT:** Marie E. Barker/College of Education/UT, El Paso/El Paso, TX 79968.

**EMPLOYMENT OPPORTUNITIES****FACULTY/RESEARCH HISTORY - POMONA COLLEGE**

Tenure-track asst. professor level position to begin fall 1983. Specialties sought include: 1) Chicano history, especially American Southwest; 2) economic/social history of American Southwest; 3) general history of Latin America and/or modern Mexico. Contact Steven Koblik, Chair/Department of History/Pomona College/Claremont, CA 91711. AD: **11-1-82.**

**INTERNATIONAL RELATIONS/U.S. FOREIGN POLICY - COLORADO COLLEGE**

Faculty appointment at the asst. professor or instructor level to begin fall 1983. PhD preferred, ABD considered. Persons should also be flexible enough to cover introductory and advanced undergraduate courses. Contact David D. Finley/Political Science/Colorado College/Colorado Springs, CO 80903. AD: **11-1-82.**

**COMMUNITY STUDIES - U OF CALIFORNIA, SANTA CRUZ**

Asst. professor level, although candidates with established scholarly background in minority issues at the community level may be considered for tenured appointment. Applicants should have PhD or equivalent, demonstrated scholarly interest and active involvement with a variety of community processes. Write to the Search Committee/Community Studies Board/Merrill College/UC, Santa Cruz/Santa Cruz, CA 95064. AD: **11-1-82.**

**SOCIOLOGY - U OF WISCONSIN, PARKSIDE**

Asst. professor or senior level appointment (possibly tenured depending on qualifications.) PhD with primary interests and training in social psychology to teach among the following: mental health, family, deviance or delinquency, as well as introduc-

(Continued on back.)

**LA RED/THE NET****Response Form No. 59****October 1982**

**ATTENTION READERS:** LA RED's mailing list is maintained on a computer interactive program which is updated every six months. Those wishing to continue their "subscription" to LA RED, must therefore "communicate" with the computer by submitting one of these forms at least once every six months.

1. Comments regarding this issue (content, format, timeliness).
2. Research problem and idea exchange. (A clear, concise statement of a problem which you would like other readers to react to; or an appeal for reader assistance on a research problem.)
3. Forthcoming events, meetings, programs, grants or fellowships. (Furnish complete details including application dates and the name and telephone number of a contact person.)

**EMPLOYMENT OPPORTUNITIES (CONT.)**

tory statistics on a regular basis. Write to Lionel A. Maldonado/Chair, Search Committee/Behavioral Science/University of Wisconsin, Parkside/Kenosha, WI 53141. AD: 11-30-82.

**ACADEMIC ADMINISTRATION****BORDER STUDIES - UTEP**

The Center for Inter-American and Border Studies seeks applicants with training and/or experience in U.S.-Mexico border, Mexican, or Latin American Studies for an associate director position. PhD preferred, but ABD and MA will be considered. Fluency in Spanish and English; administrative and proposal writing experience desired. Contact Oscar J. Martinez, Director/Center for Inter-American and Border Studies/UTEP/El Paso, TX 79968/(915) 747-5196. AD: 11-1-82.

**DEAN OF ARTS AND SCIENCES - TEXAS TECH U**

Position to be filled for fall 1983. For details regarding requirements, credentials needed and desired qualifications, contact Samuel E. Curl, Chairperson/Dean of Arts and Sciences Search Committee/P.O. Box 4169/Texas Tech U/Lubbock, TX 79409/(806) 742-2808. AD: 11-1-82

**OTHER****CLINICAL/COUNSELOR - STANFORD U**

Two positions are available with the Counseling and Psychological Services of the Cowell Student Health Center. Responsibilities include evaluation and short-term therapy/counseling. For further information, write or call Alejandro M. Martinez/Counseling and Psychological Services/Cowell Student Health Center/Stanford U/Stanford, CA 94305/(415) 497-3785. AD: 12-15-82.

LA RED/THE NET

Response Form No. 59 (Cont.)

October 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Name and address on label below are correct.

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428

This issue was mailed  
on October 4.

## REPORT TO THE NETWORK

No. 61  
November 1982

Toward the end of last month, on October 22nd to the 24th, members of the National Chicano Council on Higher Education held a three-day conference and annual meeting in Pomona, California. Organized around the theme of "strategies for increasing Hispanic presence in higher education," the conference drew some 130 participants. The structure for the event departed from traditional conference format, in that no formal presentations of lectures or papers were given -- instead, participants and "discussion leaders" assembled for panel and roundtable sessions which allowed for a great deal of exchange between invited speakers and participants. The topics of the various sessions all related to increasing Hispanic access to and participation in higher education, and included reviews of affirmative action; an examination of the status of Chicana faculty, students and administrators; a report by university officers on institutional responses to Hispanic higher education needs; presentations by foundation officers on resources currently earmarked for Hispanic education; and other topics. An especially informative and enjoyable session featured James Rosser, President of California State University, Los Angeles, and Tomás Rivera, Chancellor of the University of California, Riverside. The two education leaders related, in an epigrammatic, anecdotal "public conversation," the routes they, as minority educators, had traveled to reach the upper levels of academic administration.

The basic objective of the Pomona conference was to draw upon the knowledge

and experience of the full NCCHE membership in a weekend of exchanges and brainstorming, in order to define programmatic goals for NCCHE in the coming year. The relaxed atmosphere and numerous opportunities for discussion and debate during the conference worked well toward this end. NCCHE members and invited guests worked hard and long over the weekend, and directions for NCCHE's future activities were crystallized. The meetings produced not only the warmth and good feeling of coming together with familiar faces and long-standing NCCHE colleagues, but also concrete aims for NCCHE to concentrate upon in the months ahead. In future issues of LA RED, we will be reporting more on the outcomes of this meeting and on the initiatives NCCHE develops as a result of the wealth of input the meeting allowed. Our heartfelt appreciation is extended to those of you who made this annual meeting a success by joining us in Pomona.

NCCHE is currently seeking to expand its membership to include a much broadened base of Hispanics in academia, and interested persons are invited to request membership information from Carlos Arce at our offices here in Ann Arbor. We look forward to hearing from participants in the meeting about their reactions to the weekend's events. As with every occasion when we are able to bring our far-flung compañeros together for a conference, we return to the tasks we have in hand with fresh stimulation and determination -- gracias a todos por su ayuda.

**STAFF:** Marta Díaz (Editor), Ximena Poch, Jim Scheel, Carlos H. Arce, Jimmy Luzod, and Vilma Ortiz.

**LA RED/THE NET** (USPS 552 950) is published sixteen times per year (monthly, and quarterly in January, April, July and October) and distributed free of charge by the National Chicano Council on Higher Education/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106/(313) 763-5432. Second class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## CONTENTS

Micro Onda .....	2
Macro Onda .....	3
Review Notes .....	7
Language & Discourse .....	14
Problem & Idea Exchange .....	15
Calls for Papers .....	16
Grants & Fellowships .....	17
Announcements .....	18
Recent Publications .....	19
Employment Opportunities .....	20
Meetings & Conferences .....	22

**MICRO ONDA****The Economic Cost of Chronic Health Limitations for Hispanic Males**

by Ronald Angel, Rutgers University

An individual's vulnerability to disability depends, to a large extent, upon his or her social class position. In turn, one's social class depends upon one's occupation. Individuals in low-paying jobs face increased health risks as a result of occupational hazards and the diminished lifestyle resulting from poverty. In addition, individuals in lower socioeconomic classes encounter greater difficulties in compensating economically for chronic ill health. Jobs low in the occupational hierarchy require less education, provide few transferable job skills, and less often provide insurance in the case of disability. Clearly, then, one's ability to adapt economically to diminished health depends upon the requirements of one's present and potential occupation as well as upon the morbidity condition itself. Individuals with jobs in which a morbidity condition is less restricting (white collar versus blue collar, for example), and those with more education and more general job skills are better able to continue working than individuals without these resources.

Lower class individuals, therefore, are not only exposed to greater health risks, but are handicapped in their ability to compensate economically for ill health by transferring to more suitable occupations. While Hispanics in the U.S. differ markedly in their social class position, they are disproportionately represented among the lower classes. This is especially true for Chicanos and Puerto Ricans. A recent investigation of the economic consequences of disability within the Hispanic population attempted to determine the impact of Hispanic ethnicity and English language proficiency on the labor supply and income of Hispanic males. It was hypothesized that a lack of proficiency in English would be associated with lower social class membership, fewer transferable job skills, and an inability to compensate for a diminished earnings capacity through other sources of income, increasing the negative economic impact of poor health.

The prevalence of self-reported chronic health limitations for samples of non-Hispanic Whites (17,936), Chicanos (2,164), Puerto Ricans (430), Central/South

Americans, including Cubans (405), and other Spanish (664) males aged 18 to 64 was investigated using the 1976 Survey of Income and Education, a data set which has been a rich source of information on Hispanics. Unfortunately, the use of self-reports of disability presents serious problems. Individuals may normalize what may be fairly serious health conditions. That is, for certain individuals a diminished state of health may tend, in time, to be perceived as normal, depending upon such factors as how disruptive the condition is and how much adjustment is required, as well as the prevalence of ill health among one's reference group. The research reported on here provides some inferential evidence that Central/South Americans and poor Chicanos report unrealistically low levels of disability once other sociodemographic and economic factors which are associated with disability are controlled. Unfortunately, this would suggest that bias in the determination of rates of disability may be most serious for those groups who are most vulnerable to disability.

Clearly, self-reports lead to fairly conservative estimates of rates of disability. Nonetheless, because of the lack of better data on national samples of Hispanics, but with an appreciation in mind of the problems inherent in using self-reports of health as a criterion for determining disability, the reported research investigates the economic impact of disability for the various Hispanic groups and for non-Hispanic Whites.

The various groups report the following rates of disability: non-Hispanic White, 12.5%, Chicano, 12.6%, Puerto Rican, 17.3%, Central/South American, 8.9%, and other Spanish, 15.7%. In general, the disabled within all groups are older, less educated, work fewer weeks per year and fewer hours per week than their non-disabled counterparts. Partly as a result of these factors, the disabled tend to be poorer than the non-disabled. In general, the Hispanic disabled are more handicapped in these regards than are non-Hispanics. The families of disabled Hispanics are much more likely than the families of the non-Hispanic disabled to have incomes below the poverty threshold. This is particularly true

for Chicano and Puerto Rican families with a disabled member, 29% and 51% of whom are below the poverty level. In this analysis, Puerto Ricans consistently emerge as a group for whom poor health is very seriously handicapping.

The impact of Hispanic ethnicity and disability was investigated employing multivariate analyses which controlled for age, education, the number of persons under the age of 18 in the household, marital status, the number of wage earners per family, the wage rate and the unemployment rate in the area of residence, factors which might be related to disability and income. Results indicate that, after controlling for these factors, the presence of a health limitation greatly reduces the probability of full time employment among Hispanics in comparison to non-Hispanics. This was generally true for all components of labor force participation, such as hours worked per week, weeks worked per year, and one's hourly wage rate. Disability greatly reduces earnings for Hispanics in comparison to disabled non-Hispanics. The various national origin groups differ greatly in the extent to which they rely on other income sources to compensate for lost earnings. Puerto Ricans are much less likely than comparable non-Hispanics and other Hispanic groups to rely on non-welfare transfer income such as Social Security disability payments. On the other hand, disabled Hispanics rely more heavily than non-Hispanics on welfare.

This research revealed that a lack of English proficiency -- which was determined using survey questions which ask the respondent whether he or she is able to

speak and understand English at various levels of proficiency -- interacts with the presence of a health limitation to increase the economic impact of disability. A lack of proficiency in English greatly reduces all aspects of labor force participation and income for Hispanics, even after other sociodemographic and labor market factors are controlled. Disabled Hispanics who are less proficient in English are, generally, even more handicapped than Hispanics with greater proficiency in English.

This research suggests that Hispanic ethnicity, disability, and the lack of proficiency in English form separate dimensions of economic disadvantage which cumulate to greatly decrease an individual's economic well-being. Again, though this is generally true for all of the Hispanic groups dealt with, there is sufficient variation depending upon national origin to warrant further investigation. Factors such as immigration history, regional concentration, family structure, and the extent of social networks are factors which may influence a group's ability to deal with diminished health. In any case, it is important to determine which sociodemographic and social class factors increase the vulnerability of Hispanics to chronic ill health, and which characteristics are associated with the economic wellbeing of Hispanics who become disabled in order to be able to address the needs of this group.

Persons interested in related research may contact the author at the Graduate School of Social Work/536 George Street/Rutgers University/New Brunswick, NJ 08903.

**MACRO ONDA****Mental Health, Hispanics and Service**

by Rene A. Ruiz

This is the first of an intended two-part project. Here and now, I hope to provide an insight into the "state of the art," with emphasis on "art." More specifically, I submit for your consideration an impressionistic survey or overview which identifies and defines some constructs of major significance. For example, what does "mental health" really mean? And second, to elaborate on implications -- scientific, profession-

al, political, and others -- of some of the terms we have accepted for use, which have been imposed on us, or which we have developed. For example, the "health" component in the term "mental health" has been translated such that "health professionals" often claim jurisdiction and exercise administrative control over research and service delivery. As I hope to make clear, this interpretation has serious implications for Hispanic mental health, especially since

some "health professions" include relatively few Hispanics.

The second part of the project should be published in about one year following the appearance of this first part. The content will be similar, but the method of analysis will differ. Instead of an impressionistic state of the art document, deliberate effort will be expended to generate data bearing on constructs and implications discussed here. It would seem appropriate at that time, for example, to move beyond theoretical definitions of constructs such as "mental health" or "health professionals;" and instead, to examine the number of Hispanics who are actually receiving and delivering such services. With these introductory remarks out of the way, it seems appropriate to move to a discussion of some key concepts.

**Mental health.** The term is essentially archaic, clumsy and intrinsically self-contradictory. At least in the history of U.S. and Western European thought, it can be traced back through medicine from philosophy. Further, it seems to include elements of materialistic and non-materialistic reality. There is an implication of delivering a tangible product (medications, persuasion, psychotherapy, counseling, advice), to alleviate an assumed illness or disease with discernible symptoms (e.g., depression, anxiety, other subjective discomfort, maladaptive behaviors), which is generated by a psychological construct without physical referents (the "mind"). The argument is not that interventions do not modify behavior; this seems indisputable. The observation is that "mental health" goes beyond this point and implies the old Cartesian dualism; a spiritual mind in a physical body.

Most of us (I believe) recognize the implicit dualism in "mental health," but ignore it because it is not consistent with Western scientific thinking. We use terms such as the "mind" or "mental;" but we use them as metaphors for physical entities or processes. I'm referring to another set of descriptive labels used to explain mentation; central nervous system, neuropsychology, biochemistry, and so on. At the risk of being excessively speculative, I have a sense that this type of verbal gymnastics with respect to this particular topic -- metaphorical subterfuges to disguise an implicit

dualism -- is somehow easier to verbalize in English than in Spanish. Language use, of course, is one of the hallmark characteristics of culture group membership. So what I'm really suggesting is that at the level of gross conceptualization, Spanish speakers tend to lean toward monism more than dualism.

It is not the intent of the preceding paragraph to imply that either language (or its culture base) is superior or inferior -- merely to emphasize that both languages and cultures are different and that these differences are certainly associated with linguistic or communicative differences. Further, these differences may be related to differences in modes of conceptualization. It seems easier to imply dualism in English (e.g., "My mind is unsettled, but my body is fit.") whereas Spanish may lend itself more readily to monism (e.g., "I feel well."). Again, at the risk of being defensive, these thoughts are not inferences based on research -- they are merely hunches. The research is yet to be done.

Moving from the conceptual to other realms, it is essentially accurate to state that the "mental health" area is dominated by the "health" professions. Primary reference is to the professions of medicine (especially psychiatric). These four professions are listed in terms of degree of power exercised (e.g., administration), representation in the private practice arena (and ease of third party payment), and mean group income. In addition, of course, there is an impressively broad array of so-called "ancillary" professionals and paraprofessionals. Almost all social and behavioral sciences are involved in research with indirect consequences for mental health; and some are also involved in direct service delivery (e.g., medical sociology). Other groups deliver analogous or overlapping services; for example, the psychotherapy delivered by clinical psychologists and the counseling delivered by counseling psychologists seem much more alike than different (at least to me). Finally, there is the extremely large number of workers in closely related areas; occupational and physical therapists, practical nurses, child and spouse abuse counselors, etc.

One immediate inference which emerges is that those with the most power

and authority will dictate which concepts prevail. Thus in "mental health" -- where "health" professions dominate and physicians seem the most influential -- it follows that the "medical" model prevails. This seems neither morally good or evil (though I've heard strong arguments supporting both extremes!). It does mean, however, that whatever goes on in "mental health" -- whether research, service delivery, or administration -- will be seen through one set of filters, and not another.

The preceding analysis can lead to a seemingly unending series of disputations. To cite only one of the most obvious controversies, consider this question: "Do the roots of behavior (maladaptive or not) lie in unconscious complexes or in historic patterns of reinforcement?" Note further that proponents of either extreme argue retrospective (i.e., allege complexes or posit reinforcements), while neither presents research evidence to predict future behaviors.

Of greater interest to many of us, however, is a much different issue and in some ways, a more subtle one. Or at least, it is an issue that is rarely addressed in the mental health literature. There are relatively fewer Hispanics in positions to influence the field of mental health than there are in service delivery jobs without influence. Many more of us are "aides" of some type (usually with high school education or less) than "doctors" with a terminal degree in a mental health profession. The consequences of this underrepresentation are significant, and the impact of its heinous influence cannot be exaggerated. If you think these inferences represent hyperbole, consider the following: without Hispanic leaders and administrators in mental health, there is relatively little substantive impact on the field. Without Hispanic researchers there is a much reduced capacity to generate the data base necessary to create a culturally relevant mental health. Without Hispanic service delivery personnel at the level of independent professional practice there is almost no one qualified to provide culturally relevant mental health services. Finally -- and most important because it is the logical consequence of the preceding deficits -- without Hispanic input, Hispanics in need are doomed to receive mental health

services designed for a culturally different population. Personally, I remain unconvinced that therapists who speak only Spanish (or who are Spanish dominant) and who are trained primarily in the delivery of mental health services to other Spanish speakers, and who rely on models created by or based on Spanish speakers -- are ideally qualified to deliver culturally relevant mental health services to monolingual English speakers. I know of no place in the U.S. where this is done. Why then should I believe the reverse: that monolingual English speakers are the "best" therapists for monolingual Spanish speakers?

In concluding this section, I should like to identify a bias. I believe Hispanics who are culturally different, and who require mental health intervention, are best served by those who understand them best. Without suggesting that only Hispanics can treat Hispanics, I do believe we need service delivery personnel who are sensitive to our cultural differences from mainstream Americans. Whether you agree or not, keep this bias in mind if you decide to read on. It will help you understand other of my biases.

**Hispanics.** Having examined "mental health," two points are necessary to understand before the more complex construct of "Hispanic mental health" can be understood. First, Hispanics are culturally different from mainstream Americans; and second, the term "Hispanic" encompasses an extremely complex and diverse culture group. Let's examine these two propositions in more depth.

Every census reports significant group differences between Hispanics and non-Hispanics in the U.S. on a broad array of demographic characteristics. To cite only those of the greatest relevance to a discussion on mental health, there are measurable differences in language preference and use, religious affiliation, income, family size (and patterns of familial interaction), education, employment, health care, longevity, and others. In addition, there are differences in habit and tradition which confirm the inference that U.S. Hispanics are culturally different.

The case for intragroup diversity among Hispanics scarcely needs documentation. While we all share a cultural heritage

from Spain, we differ with respect to geographic area of origin, dialect, accent, degree of English-Spanish fluency, skin color, and others. The point is that while Chicanos, Cubans, Puerto Ricans and those from Central or South America are all "Hispanic," they are also all members of distinct Hispanic subcultures.

Granted that Hispanics are culturally different from both mainstream Americans and from each other, inter-related key questions emerge. How different are Hispanics from non-Hispanics, and from each other? What is the nature of these differences? Are these differences such that alternative treatment methods are called for? And last and most important, how do we know when Hispanics are different enough to require culturally relevant methods of treatment?

The concept being introduced at this point is acculturation.

Historically, Hispanics have been given the same treatment as non-Hispanics even when cultural differences between patient and therapist were so enormous that communication was impaired. Within the last decade or so, a new sophistication (perhaps "pseudo-sophistication" is a more appropriate label) has permeated the field. Level of acculturation is assumed to be dichotomous; and people with Spanish surnames are considered different (i.e., "unacculturated") and should be treated differently. Since this brief essay cannot discuss all details thoroughly, suffice it to state at this point that culturally relevant mental health treatment is preferred for the unacculturated, and that there are more refined methods available for measuring acculturation than surname.

Service. To discuss this complex area succinctly, it seems judicious to begin by asserting several underlying propositions. First, it seems reasonable that Hispanics pass through the same developmental phases as other humans, and experience more or less the same life problems. These global similarities do not deny the existence of specific differences. For example, Hispanic children from Spanish dominant homes learn English fluency slower in school than non-Hispanic children from English dominant homes. (But I hope we agree that the

reverse is true; English speakers learn to read Spanish more slowly.) Second, it seems equally reasonable that remediation procedures such as tutoring, counseling, psychotherapy and others can be helpful with some of the same problems among both Hispanics and non-Hispanics.

The third proposition is that those of us who are least acculturated need modified remediation. While the focus thus far has been on culturally relevant "treatment," it should be noted the logic generalizes to non-pathological behavior and intervention (e.g., bilingual education for bilingual school children.) Fourth, and this is admittedly speculative, we may need more intervention, remediation, counseling and/or psychotherapy.

The last point calls for additional clarification since it might be misinterpreted as suggesting that Hispanics are "crazy" and need to be "cured" or "locked up." No, my meaning is that Hispanics in U.S. society are plagued with a larger number of stressors which predispose problems in adjustment. To provide a common example, Hispanics earn lower incomes and complete fewer years of education. We all recognize (I assume) that education and income are interacting and self-perpetuating variables. Poor people can't afford to educate themselves or their children. But consider a less obvious point: relatively fewer Hispanics complete high school, earn baccalaureate degrees, or complete post-graduate degrees. Thus, we have a situation in which Hispanics have a greater need for Hispanic mental health, but fewer educated Hispanics are available to deliver the services or to conduct the requisite research. The purpose of affirmative action in higher education, of course, was to eliminate the artificial barriers which had traditionally prevented Hispanics from completing their education. Although a few hundred Hispanics have been permitted to earn terminal degrees in mental health professions, my sense is that post-graduate enrollment of Hispanics is declining. Thus, the prediction is for fewer Hispanics in Hispanic mental health, rather than more.

The final point I'll make about service is that it may be defined more broadly than psychotherapy, the prescription of medication or hospitalization. In addition to

prevention programs to foster mental health there are a host of interventions designed to alleviate problems in living not necessarily thought of as psychopathological in etiology. Specific reference is to programs in vocational and academic counseling, assertion training, parenting and value clarification; and the prevention of abuse of drugs, alcohol, spouses or children. The basic position is that society in general would benefit -- not just Hispanics -- with more of

these kinds of programs.

Conclusions. Hispanics are people like everyone else and have problems in normal development and of a psychopathological nature. At the same time, some of us are different enough to benefit more from culturally relevant types of intervention. We need more Hispanic scientists to help us develop new models of treatment and more Hispanic practitioners to deliver them.

### REVIEW NOTES

#### The New Bilingualism - An American Dilemma

by Martin Ridge, Editor. Los Angeles: University of Southern California Press, 1981.

Reviewed by Reynaldo F. Macías, Department of Curriculum and Instruction, University of Southern California.

Another year, another conference on bilingualism in the U.S. -- or so it seems. The New Bilingualism is the proceedings of a 1980 conference sponsored by the Center for the Study of the American Experience, part of the Annenberg School of Communications at the University of Southern California. The conference purported to be a candid exploration of many, but not all, aspects of bilingualism/biculturalism in the U.S. More accurately, it was concerned with the language policy implications of non-English languages in the U.S. There were two pre-conference working papers -- one focused on whether the United States should undertake to be officially bilingual/bicultural, by Doyce B. Nunis, USC History Department; the other was described as a "brief, objective, and dispassionate account of the bilingual/bicultural experience of the American people," by Stephen Wagner, a Massachusetts high school social studies teacher.

Three invited, formal presentations highlighting issues in an international, comparative perspective, were presented by Nathan Glazer, Graduate School of Education, Harvard University (for the U.S.), Maxwell Yalden, the Commissioner of Official Languages (for Canada), and Salomon Nahmad Sitton, General Director of Indian Languages of the Secretariat for Public

Education of Mexico. Canadian language policy is often included in this kind of conference. It is refreshing to see a Mexican contribution as well, limited though it was in scope. There were also panel discussions on six topics in addition to the formal presentations: culture and economics, education, law, politics, religion, and media. The book corresponds to these major components of the conference -- pre-conference papers, formal presentations (including a crude English translation of Sitton's Spanish text which included the English term "half-breed" apparently for the Spanish term "mestizo" and many distracting proofreading errors), and edited transcripts of discussions by panelists and the 38 invited conference participants.

This particular discussion of language politics in this country shares many of the narrow aspects of other such discussions, at the same time that it departs enough to provide some new information. It remains narrow for several reasons: 1) it continues to ignore the increasingly useful demographic data and analysis of language groups in the country; 2) it continues to mix popular myths about the ethnic and language policy history of the U.S. with more adequate but somewhat preliminary historical treatments of these topics; and 3) it continues to equate immigration with non-English language issues in such a way as to ignore the longer historical continuity of Spanish and American Indian languages in the U.S., and the particularities attendant to these languages and the groups which speak them.

One of the advantages provided by these proceedings is that they attempt to

explore the language issues in areas other than schooling. There is still a very strong tendency to reduce language policy issues to bilingual instruction (as in Glazer's presentation), but the explicit focus on law, politics, religions, and the media, contribute to a slightly better balance in the treatment of language policy issues, ethnicity, and the pro and con arguments in these language policy areas. It is in these edited transcripts that we can see most clearly the mixture of polemics, fact, and political whim over language issues. An analysis of the comments and positions taken by the participants would yield a fruitful profile of the various ideologies clashing over the language issue.

One is struck, however, by the uneven expertise various individuals brought to the conference. More importantly, one is struck by the editorial characterizations of various individuals at the conference. Abigail Thernstrom, for example, is described as having "written extensively" on "bilingual education or bilingualism," yet presents a very naive, distorted "history" of the 1960s, 1970s and the Bilingual Education Act of 1968. She continues the conservative polemics she developed on the bilingual provisions of the Voting Rights Act and the Bilingual Education Act in her contribution to the *Harvard Encyclopedia of American Ethnic Groups* ("Language: Issues and Legislation," 1980, pp. 619-629). Others at the conference were editorially characterized in a slightly different way. Beginning with Ramon Ruiz and continuing with David Maciel, and others, the editorial comments suggest that bilinguals, or pro-bilingual policy advocates are strongly and emotionally committed to their views as a result of personal experiences while "native English Americans" (read whites) are dispassionate, objective, and analytical (e.g. "like many native English-speaking Americans . . . had no visceral response to the language issue.") These characterizations were not completely systematic and may have been an unconscious result of a good attempt to provide a continuity to the edited transcript. But, how "each side" characterizes the "other sides" on these issues is extremely important for polemicists who, for example, broadly paint all pro-bilingual education advocates as either only interested in keeping their

jobs, or in politically manipulating their constituencies. It becomes a serious editorial error, then, not to attend to these characterizations in a fair manner.

A particular drawback of these proceedings is the editorial decision not to correct "errors of fact or interpretation when these were used in arguments," but only "when made inadvertently." Bilingualism and language policies are extremely emotional topics for most persons in this country. The lack of adequate historical and descriptive information on these topics creates tremendous misunderstandings and, often, simply maintains myths. A correction of errors of fact would have gone a long way to clearing the mythical air and distinguishing misunderstandings from disagreements.

Even editorial correction of apparently inadvertent errors was not sensitive to important distinctions which are often confused by polemicists. For example, Nathan Glazer is a public opponent of affirmative action programs and a self-admitted skeptic of bilingual instruction, yet was the presenter on United States language policy. (Although the Canadian and Mexican presentations were by persons who occupied government positions with official responsibility for these issues, a similar official counterpart was not selected for the U.S.) Glazer begins his presentation with an interpretation of the purpose of bilingual school programs: "Legally, they are now required for any student who has some difficulty in learning English." What was "inadvertently" left out of the sentence, it seems, is the word "in" between "learning" and "English." The legal requirement is not for students who have a problem "learning English" but for those who are not able to learn in or through an English language medium of instruction. This small word makes a difference as to whether the students are characterized as having a learning problem (an idea which is part of the bilingual "mythology" in this country), or are faced with an instructional situation where there is no understandable instruction.

The book is rife with the polemics, mythologies and misunderstandings of the language politics in this nation. As such, it is a good mirror to these politics. As a reasoned exploration and examination of the issues, however, it leaves much to be

desired. The positive aspects of the conference organization seem overshadowed by the weaknesses. The editor, Martin Ridge, indicates that "the conference papers and it would seem the book were successful because of the issues that they brought out."

### **The Politics of Language: The Dilemma of Bilingual Education for Puerto Ricans**

by Pastora San Juan Cafferty and Carmen Rivera-Martínez, Westview Press, Boulder, 1981.

Reviewed by Pedro Pedraza, Estudios Puerriqueños, City University of New York, New York City.

I have mixed feelings about this book because it deals with so much, but yet does not go quite far enough. The aim of the book is praiseworthy -- namely, to understand bilingual education by placing it squarely in the realm of the politics of language and by treating the socio-economic and historical contexts as the foremost of considerations. The presentation is well organized. The first few brief chapters concern issues of language, culture and identity, and the history of bilingual education in the U.S. and Puerto Rico. These chapters are followed by a discussion of what the authors consider the most distinguishing feature of the Puerto Rican situation, namely the pattern of circular migration between the island and the mainland. We then learn through case studies how this history and migration has been experienced by a variety of Puerto Ricans. The authors' treatment of these topics, however, has serious limitations, such as a lack of concern for the political implications of their conclusions and recommendations. For example, given their knowledge of history, I find perplexing the authors' reluctance to consider the relationship between Puerto Rico and the U.S. a colonial one. They trace the fluctuation of American policy decisions on language for the Puerto Rican education system, even noting its capriciousness and arbitrariness, without commenting on the type of political relationship which allows for such autocratic decision-making. These language policy decisions in fact went against both the advice of the native education establishment and popular opinion.

One would have hoped for a more grounded discussion of the issues in such an important area, so as to promote the quality and sophistication of the discussion of the issues, rather than merely a mixed collection of opinion and argument.

The authors have a very restricted view of education and language as social phenomena and consequently define the relationship between language and education narrowly. The assumption that education is a technical training process which imparts skills that endow individuals with a guaranteed passage to the good life needs to be questioned (see Giroux, 1981). Linguistic skills that function as cultural capital for individuals in our society is only part of the picture. In fact, I would contend that for a significant number of Puerto Rican students in the U.S. (perhaps the majority), the primary education problem is not, in fact, linguistic, if by linguistic one means simply the use of Spanish. A great many Puerto Rican students fail academically not because they are unable to use English (or for that matter, Spanish within the Puerto Rican school system), though dialect variation may complicate the matter. Rather, their academic problems stem from more fundamental issues confronting the education system, that is, what schools have to offer and how they offer it. It should be kept in mind that the island public school system has just as dismal a record of service to Puerto Rican students as mainland school districts and, except for a small but growing portion of the student body who are the children of return migrants, control of the school's language (Spanish) is not a problem there.

This is not to deny the obvious problem of inappropriate choice of language for pedagogy; after all, education is a form of communication and language in this sense is basic. Rather, the educational situation must be viewed as a symptom of more fundamental problems concerning dominance, exploitation, and social relations within a class-stratified society. I am not saying that to attempt such an analysis is a small task, but rather, that the potential for the development of such an understanding of

history is lost somewhere in the conceptualization and execution of this study. The book misses these larger implications principally because of the treatment the authors give the history of the overall milieu within which Puerto Ricans receive education.

A good example of this is the chapter portraying Puerto Rican migration. While tracing this population movement back to the turn of the century and accounting for migration in terms of national and international economic cycles, labor demands, geographic proximity, and job availability in New York are commendable, they still avoid a basic question. Why do Puerto Ricans have to leave their island in the first place? How is Puerto Rico connected to U.S. and world economic systems? What are the characteristics of those systems which, in their process of growth and change, produce the phenomenon we call the Puerto Rican diaspora? The authors begin and end their essay without questioning this part of the story, as if assuming that it all falls within the natural order of things, nor is there any reference to works which attempt such analyses (see Centro de Estudios Puertorriqueños, 1979). In addition, the authors place other limitations on their interpretations and fail to consider certain issues crucial to people in Hispanic communities.

Such a limitation can be seen in the use of case studies. The authors bias the reader's view of these real life examples by presenting them only as illustrations. I would suggest that rather than treating them as window dressing, these personal experiences could be used to piece together, as part of a larger puzzle, the ways in which people fit into the historical landscape broadly painted for us by the authors. Instead of dismissing respondents' interpretations as subjective impressions irrelevant to the analysis, I would treat them as data that can generate or test ideas about the human consequences of language policies. As social scientists, people are our ultimate concern and resource; otherwise, why bother including the illustrations?

Actually, the authors unwittingly did more than concretize their investigation with the case studies; implicitly they are part and parcel of the research and comprise an important aspect of the evidence and argument (all disclaimers aside). This theo-

retical shortcoming raises the issue of how some standard social science practices may bias work away from issues of central importance to our communities (for example, the negative aspect of life experiences). It also raises the issue of how social science investigators view and constitute their relationship to the subjects of their studies. In this I also fault the authors, for they seem to buy into the view that experts can rectify past wrongs, with a passive public following their lead. The implementation of change cannot be just a top-down process, but should actively engage those affected in order to avoid reduplicating alienating social relationships, and to enable people to direct and control their own life circumstances.

This brings me to the policy recommendations of the authors. While the call for a differentiated language policy by the federal government is warranted based on the demonstrated uniqueness of the Puerto Rican situation, the authors seem unaware of earlier attempts by Puerto Ricans in the U.S. to have this considered as a viable policy (see National Puerto Rican Task Force on Educational Policy, 1977). Neither is there any recommendation as to how to make Washington pay heed to this advice.

The suggestion that bilingual programs pass an implementation test before they are evaluated is a valid one, but the lack of discussion about what would be the criteria for evaluation is problematic. Again, if one assumes that standard measures of achievement, particularly language proficiency tests, are what the authors have in mind, then we may be back to square one in terms of effective schooling for change. The fact that Puerto Ricans travel between multilingual and bilingual nation-states whose dominant languages differ (not two monolingual societies as the authors claim), does not justify the unilateral imposition again of a language program, no matter how well-meaning. Even if these states are now more economically and politically integrated than ever before, one can only view Washington as the savior, if it is assumed that the continuation of this relationship is the solution and not the problem.

I agree whole-heartedly with the suggestion that the federal government put many more resources behind efforts to

improve the education experience of Puerto Ricans in the U.S.; this kind of assistance could also be offered in Puerto Rico. The suggestion for a national center to develop curriculum and materials for teaching national cultures, values, and history raises more issues than can be dealt with in this review. Suffice it to say that for Puerto Rican educators, the content and method of such instruction should be developed and scrutinized, but the discussion should not be monopolized by those holding myopic and uncritical views of the future.

In essence, I feel that the book is a much needed attempt to develop more com-

#### Images of the Mexican American in Fiction and Film

by Arthur G. Pettit, Texas A & M University Press, 1980.

Reviewed by Philip García, Population Research Laboratory, University of Southern California.

This posthumously published volume owes much to Cecil Robinson's *With the Ears of Strangers: The Mexican in American Literature* (1963). Like its predecessor, *Images of the Mexican American* examines the response of white American communicators to the conflicts arising from contact with the distinctively different Mexican. And, indeed, there are more than a few instances when Pettit appears to be leading us over previously traveled ground. In the words of the author, the present work differs from Robinson's watershed book in that it restricts its observations to the mythical characterization of the Mexican residing in what is now the U.S. Southwest, places its emphasis on materials produced explicitly for mass audiences, and explores the medium of film. In my view, the major difference, and therefore contribution, is that the book directs itself to systematically identifying recurring themes, motifs, and characters, and linking the popularity of these fictional expressions to the social background from which they stemmed.

The author is most successful at this task in his probe of the potboiler and dime-novels of the nineteenth century. Here the classification and analysis of elements are integrated to their fullest. The U.S. annexation of Texas is the social context which

prehensive analyses and policies which can serve Puerto Ricans. However, without examination of and willingness to change social science practices which hinder such efforts, we will be caught in the position of merely duplicating or certifying the status quo. No matter how sacrosanct traditional research practices may be in academia, it is the results research has for people in our communities that ultimately determines its value. For me, results must include such intangibles as knowledge and understanding that do not simply reify the social world, nor merely reproduce the relationships that constitute that reality.

gives birth to the first major white Mexican literary formula. The primary theme is the extension of U.S. territory beyond Texas. The protagonists are male, blue-eyed Anglo-Saxon adventurers of common stock; all are placed in situations which allow them to affirm their moral and physical superiority over their Mexican antagonists. The archetypal Mexican images are the now familiar decadent *hidalgo*, evil *bandido*, inept *peon*, and sexually amoral *doña* or *mestiza*; all of which reflect the preoccupation with the then-contemporary fears associated with abolition and miscegenation.

Similarly, the author offers an effective presentation of the second genre form that emerged: the decline and fall of the *hacendado*. Pettit contrasts symbols of a feudal class with young aggressive white settlers, and details how the economically exploitive image of the white protagonists was elevated to heroic status by their involvement in bringing American-style egalitarianism to the Southwest. A portent to the book's conclusion is the fact that the Mexican images are identical to those found in the conquest fiction, though the actions take place in the more romantic setting of the "great house."

The genre approach is also used to describe films from the cinema's beginnings to the end of World War II. From the review, it is clear that the early cinematic stereotypes are deeply rooted to the literary images of the previous century.

The final chapters focus more on authorship than categorizing the accumula-

ted works of the postwar years. Pettit offers us depictions of the Mexican from such noted authors as London, Shulman, and Steinbeck as well as filmmakers of the likes of Kazan, Peckinpah, and Penn. In all, the literary auteurs receive the more lengthy treatment; but then the cinema, it seems, has always lagged behind the printed word in the creative use of Mexican themes and characters. However, one cannot help but feel that this disparity is also related to the fact that the author, like others, is more at home with the rural Mexican image of the last century than with a portrait of the urban or contemporary Mexican.

The tenacity of the Mexican stereo-

#### Global Trends in Migration: Theory and Research on International Population Movements

Mary M. Kritz, Charles B. Keely and Silvano M. Tomasi, Editors. New York: Center for Migration Studies, 1981.

Reviewed by Gilbert Cárdenas, Department of Sociology, The University of Texas, Austin.

This volume consists of a collection of works originally presented at a conference on international migration held at the Rockefeller Foundation's Bellagio Study and Conference Center (Italy) in 1978. Organized into three sections, there are six articles covering theoretical issues, seven articles covering current international migration patterns and five articles on incorporation and return migration. As the title implies, the focus of the book is on global trends. The volume is impressive: the contributors, the range of topics and the geographical coverage make for a well-edited series on international migration. The value of this edition compared to the recent literature on international migration is the regional focus of most of the articles.

The contributors raise very important issues pertaining to the current flows and the socio-political situation of the migrants. For example, Aristide Zolberg underscores the view of international migration as deviance:

... the principle of freedom of exit has come to be generally acknowledged as a desirable norm so that the

types is the summary message of the work. But while their origins are aptly dealt with, the social realities which continue to make them enduring fixtures in American fiction are not. Thus the concluding remarks come to an abrupt halt, due in no small part to the author's decision to view the Mexican as a totally unique and localized entity of the Southwest. To achieve a better understanding of the persistent negative images, at some point Mexican characters must be evaluated along with other minority group portrayals, and the works of in-group auteurs like Anaya, Rivera, Treviño, and Valdez must be examined within a broad comparative framework.

states who violate it, are so to speak, on the defensive in relation to the international community. It is therefore startling that one cannot conceive of a similar consensus arising from what appears to be a concomitant principle: 'Everyone has the right to enter any country.' On the contrary, there exists a universal and unambiguous consensus on the very opposite principle, namely, that every state has the right to restrict the entry of foreigners. . . . Indeed, were the right of individuals to enter any country other than their own to be generalized, the world would thereby undergo a more radical transformation than it has experienced since the beginnings of modern times. It is the absence of such a right which demonstrates most dramatically the sense in which international migration is fundamentally at odds with the world (Zolberg, 6-7).

A high level of theoretical generality is offered in Elizabeth McLean Petras' chapter ("The Global Labor Market in the Modern World Economy"). It strikes me as being one of the most coherent theories of contemporary international labor migrations. Broad in scope, the theory is amicable to empirical research. The system-theory approach offered by Hans-Joachim and Hoffmann-Nowotny while interesting, appears to be too abstract and perhaps, not useful for empiric-

al research. Mary Kitz's chapter ("International Migration Patterns in the Caribbean Basin: An Overview") provides a good summary of migration and labor circulation. Alejandro Portes' use of the distinction between primary and secondary labor migration points to the importance of analyzing the various modes of structural incorporation including a third, the role of immigrant enclaves as a distinct mode of incorporation. The notion of the immigrant enclave is important, yet one may find it hard to separate the existence of secondary labor markets and ethnic enclaves. It is hard to think of an ethnic enclave removed from the secondary sector. Silvano M. Tomasi ("Sociopolitical Participation of Migrants in the Receiving Countries") contributes an excellent effort to conceptualize many issues that are typically neglected in international migrant research. These "non-apparent" immigration issues, i.e., human and civil rights of immigrants, and the forms of immigrant representation are given careful attention by Tomasi. The contradictory

#### Second Language Learning: A Review of Recent Studies

by Suzanne Izzo. National Clearinghouse for Bilingual Education, 1981.

Reviewed by Eugene E. García, Center for Bilingual/Bicultural Education, Arizona State University.

Suzanne Izzo's *Second Language Learning* delivers exactly what it promises -- a succinct (70 page) review of research in second language acquisition. The book is divided into three, somewhat arbitrary, but "commonsensical" domains which reflect variables potentially related to second language acquisition: 1) personal factors; 2) situational factors; and 3) linguistic factors. The review, however, fails to provide some important ingredients. First, it fails to provide a context for understanding the basic experimental, theoretical and applied tenets which have guided research in this area. Moreover, a definition of the phenomena, especially the distinction between second language acquisition and bilingualism (and other language contact phenomena) are not treated -- the introductory section runs less than a page. Therefore, the review will

status of immigrants will continue to be a major issue and conflict around these issues will certainly occur in the next few decades given the unwillingness of the major receiving societies to rectify the contradictory status of immigrants:

The temporary character of current migrations and the precarious legal status of migrants as formal members of a country whose legal regime cannot be applied in the migrant's country of residence leave migrant workers without basic human rights. The root of the problem is located in the issues of nationality or citizenship and membership in an international labor force that crosses national boundaries and is in a subordinate position in the labor market.

Kritz, Keely and Tomasi have made a very good effort in compiling well written chapters on very important issues concerning international migration.

be most helpful only to those individuals who are working in the field and share the "context" within which this review was written.

In addition, the review fails, except only briefly at the end of each section, to deal with the research in any analytic or critical sense. This style may be contrasted to that of McLaughlin (1978) in his review of similar second language research. His review task included addressing each study or set of studies and their conclusions critically, making the reader understand the particular methodological, theoretical and applied strengths and weaknesses. The present volume presents the studies in an organized fashion but fails to critically evaluate their contributions.

In sum, Izzo's efforts are clearly to be congratulated at the level of research review and organization. However, the volume is much like an annotated bibliography, lacking a substantive introduction as well as critical comments and analysis. The volume is highly recommended with these limitations in mind.

## LANGUAGE &amp; DISCOURSE

## Contributor's Note

Materials and or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

## Paper Review

Language proficiency as a moderator variable in testing academic aptitude. *Journal of Educational Psychology*, Vol. 74, No. 4, 1982, 580-587. Paper by the late Donald Alderman of Educational Testing Service. (Requests for reprints should be sent to R.P. Durán).

A longstanding concern of Hispanics regarding use of test scores has been accurate assessment of how language proficiency affects test scores. As far back as the early 1930s George Sánchez had pointed out that familiarity with vocabulary and language used on tests may affect Hispanics' performance. Over the years this point has reappeared periodically in analysis of Hispanics' test performance, but the issue has only been recently investigated in-depth with regard to Hispanics' performance on the Scholastic Aptitude Test. The paper under review, on how lack of English proficiency affects SAT scores, provides a research design and results that are valuable in guiding further work on how Hispanics language proficiency in English affects their test performance.

The Alderman study involved over four hundred students attending public and private high schools in Puerto Rico. The purpose of the study was to investigate how scores on the SAT test in English were related to scores on the Prueba de Aptitud Académica (PAA) test. The latter test is known widely as the Spanish version of the SAT. The goal of the study was to decide among two competing hypotheses. One hypothesis was that students' verbal and mathematics subscores on the SAT test would be predicted well from students' verbal and mathematics subscores on the PAA test. The alternative hypothesis was that SAT subscores would be predicted better from PAA subscores if English proficiency test scores of students were taken into account. In particular, the alternative hypothesis postulated that there was an interaction between PAA subscores and English proficiency test scores. According

to this latter hypothesis, students with high English proficiency test scores ought to show a different relationship between SAT and PAA scores than students with low English proficiency test scores. The English proficiency measures utilized were scores on the Test of English as a Foreign Language, the Test of Standard Written English and the English as a Second Language Achievement Test.

The results of the study supported the conclusion that more accurate prediction of SAT scores from PAA scores involved consideration of the English proficiency of examinees. A statistically significant interaction was found between PAA scores and language proficiency measures in predicting SAT scores. Students who were highest in English language proficiency showed a stronger relationship between SAT and PAA scores. According to Alderman, "Students apparently need a fairly strong command of English as a second language in order to succeed in demonstrating abilities evident on tests given in their first language when taking comparable tests given in English."

In concluding his paper, Alderman was careful to note that the results of his study should not be expected to generalize automatically to other populations of subjects. Generality of the findings of the study would require further research on different populations.

While the results of the Alderman study were found to apply to Puerto Ricans schooled and tested in Puerto Rico, there is some question as to whether the same results would be found with mainland Puerto Ricans or with Mexican Americans. One of the difficulties in conducting a study with the latter groups is that they would need to be capable of reading and writing Spanish well enough to be tested in that language. Use of the PAA would be appropriate only for some mainland Puerto Ricans and Mexican Americans. Replication of Alderman's research design with mainland Puerto Ricans and Mexican Americans could not be carried out in a straightforward fashion unless the Spanish versions of a college aptitude test was modified to reflect the variety of Spanish familiar to examinees. A second complication in carrying out a study would

be the diversity of language proficiency across two languages among mainland Puerto Ricans and Mexican Americans. Some persons would show more familiarity with English than with Spanish and thus would be inappropriate to include in a study. Yet a more subtle issue, is the possibility that some Hispanics with more skills in English than in Spanish, would still be unfamiliar with some of the English lan-

guage requirements of tests in ways that would bias interpretation of English aptitude test performance.

Note: The author of the paper under review, Don Alderman, passed away suddenly this year at the age of 35. His paper on the topic of how lack of English proficiency affects SAT scores was the last major piece of research he conducted at ETS.

## PROBLEM &amp; IDEA EXCHANGE

Ricardo Aguilar Melantzon/P.O. Box 261/UT El Paso requests that **articles in Spanish dealing with Chicano, Latin American, and Mexican affairs** be sent to him for consideration and possible publication in an important Mexican review *Plural de Excelsior*.

George Autobee/U of Colorado Health Science Center/Box A 049/4200 E. 9th Ave./Denver, CO 80262 is requesting research papers regarding the **Chicano Vietnam veteran** for a documentary. Areas to be covered are: delayed stress; agent orange; and future military participation of the Chicano.

Roberto E. Barragán/Treaty of Guadalupe Hidalgo Project/Chicano Press Organization/85 Edwards Hall/Princeton, NJ 08544 would like to exchange information and articles regarding the **Treaty of Guadalupe Hidalgo** and also its position in international law and politics.

Julio Barreto, Jr./Hispanic Link/1420 N St., N.W./Washington, DC 20009 is interested in obtaining articles, reports or references on **American corporate involvement in Latin American politics**. Relevant information is appreciated.

Max Benavidez and Kate Vozoff/1134-B Chelsea Ave./Santa Monica, CA 90403 are working on an essay for the Center for Latin American Studies at Vanderbilt University on **Mexican visual art in Los Angeles during the 1970s**. Any bibliography, information, names of artists and relevant information would be appreciated.

Leticia Díaz/National Center for Bilingual Research/4665 Lampson Ave./Los Angeles, CA 90720 is interested in securing any baseline and background information, research and evaluations on the **performance of English proficient students** in relation to their placement into remedial programs, grade promotion, and high school graduation, particularly in states where some minimum standard of performance has been established by state law or district policy.

Pedro Manuel Escamilla/239 Robin Hood/San Angelo, TX 76901 is interested in the **preparation of curriculum for teaching Spanish to Chicanos at the university level**, specifically grammatical components. Information is appreciated.

Leticia Galindo/5411-A Tallowtree Drive/Austin, TX 78744 is working on a research paper in the area of discourse analysis. Any materials, studies, or suggestions involving **discourse analysis within Chicano sociolinguistics** in particular would be of assistance.

Anthony Galván, III/4112 Bowser # 201/Dallas, TX 75219 would like to hear from people in the Dallas-Fort Worth, TX area regarding **Spanish language radio and television programming** in those cities. He is gathering sources for his dissertation on Spanish language broadcasting in the U.S.

Juan José Gloria Rocha/Universidad Nacional Autónoma de México/Calle Joaquín Romo 42/Col. Miguel Hidalgo/Del. Tlalpan/14410 México, D.F. is interested in receiving issues of Chicano (alternative) newspapers currently being published in the U.S. and any other articles, books, papers and periodicals related to the field of **Chicano press/journalism**. He is also interested in locating the Chicano Periodical Index (1967-1978) published by the Committee for the Development of Subject Access to Chicano Literature.

Tom Greaves/Trinity U/San Antonio, TX 78284 is compiling a bibliography of materials dealing with miners in the Western Hemisphere emphasizing the behavioral sciences, history and fiction. Sources on **Hispanic Americans engaged in mining** are needed. The current list of 400 sources is available to interested researchers by sending a self-addressed envelope with 37¢ postage.

Ralph Guzmán/Provost, Merrill College/U of California/Santa Cruz, CA 95064 along with professors María Eugenia Matute Bianchi and Pedro Castillo welcome comments from colleagues interested in case studies of Mexican children who migrate back and forth between the United States and Mexico. Their special interest is on the **consequences of migration on learning and feelings of self-worth**. Attention also paid to bi-national policy questions. The above mentioned professors held a planning conference in Santa Cruz, California with Mexican scholars on the international migrant child. They are now planning an international meeting for summer 1983 in Santa Cruz. Queries are welcome.

Jaime Inclán/Residency Program in Social Medicine/3412 Bainbridge Ave./Bronx, NY 10467 is interested in the **role and meaning of sayings - "dichos" - for Hispanics**. He would like help in obtaining the most complete list of "dichos" in order to study their use for therapeutic purposes.

Catherine Marshall/Rehabilitation Psychology Intern/La Frontera Center, Inc./502 W. 29th St./Tucson, AZ 85713 is studying **stress associated with working Mexican American women** and would appreciate exchanges or references on the subject.

Samuel A. Pérez/Center for Prof. Teacher Education/U of Texas/Box 19227/Arlington, TX 76019 would like information in **instructional strategies and techniques for helping Hispanic children improve reading comprehension** in elementary and secondary classrooms.

Carla Trujillo/Dept. of Educational Psychology/U of Wisconsin, Madison/Madison, WI 53706 is studying **variables associated with academic achievement among Chicanos** and is asking for any information in this area.

Larry Trujillo/Chicano Studies/UC Berkeley/Berkeley, CA 94720 is developing a data base on **police killings of Chicanos**. Please send any information, particularly since 1979.

### CALLS FOR PAPERS

#### NATIONAL CONFERENCE ON SOCIAL WELFARE

Abstracts are requested for proposed papers to be presented at the conference to be held in Houston on May 22-25, 1983. The theme of the conference is mobilizing society to meet new realities. Contact NCSW/1730 M Street, NW, Suite 911/Washington, DC 20036/(202) 785-0817. Submission deadline: **12-1-82**.

### GRANTS & FELLOWSHIPS

#### APA MINORITY DOCTORAL FELLOWSHIPS

The American Psychological Association requests applications from doctoral students who are U.S. citizens or permanent residents and show an interest in and commitment to careers in mental health, research, and/or services relevant to ethnic and racial minority groups. This program is designed to have impact on the status of ethnic and racial minorities in provision and receipt of psychological services and the formulation and conduct of psychological research. Contact Minority Fellowship Program/APA/1200 17th St., NW/Washington, DC 20036. AD: **12-15-82**.

#### LOUISE GILES MINORITY SCHOLARSHIP FUND

The American Library Association announces this program to increase the number of minority students in library science. Applicants should be entering a Master's program in an ALA accredited school. Contact Staff Liaison/ALA Louise Giles Minority Scholarship/50 East Huron St./Chicago, IL 60611/(312) 944-6780. AD: **12-15-82**.

#### INTERNSHIP PROGRAM IN COUNSELING AND CLINICAL PSYCHOLOGY

This APA-approved predoctoral program provides opportunities for intensively supervised training experiences in clinical services and community intervention skills for one year. All graduate course work should be completed by time of application. Contact Augustine Baron, Jr./Program Director for Training/Counseling-Psychological Services Center/UT, Austin/Box 8119, Union Station/Austin, TX 78712. AD: **1-10-83**.

#### ADMINISTRATIVE INTERNSHIP PROGRAM

The Woodrow Wilson National Fellowship Foundation maintains this program to help meet the need for well-trained administrative management at the historically Black colleges, Appalachian mountain schools, Native American, and certain other "developing colleges." Interns serve in a variety of administrative positions within colleges and at hospitals associated with these colleges. Candidates should hold an MBA, MPA, JD or an EdD in Higher Education Administration

and are selected on the basis of academic performance. Contact Director/Administrative Internship Program/Woodrow Wilson National Fellowship Fndt./Box 642/Princeton, NJ 08540/(609) 924-4666. AD: **1-14-83**.

#### POSTDOCTORAL FELLOWSHIPS FOR MINORITIES

The National Research Council announces this program to assist young teacher-scholars already engaged in college or university teaching and research to achieve greater recognition in their respective fields and to acquire professional associations that will assist them. Interested persons should be U.S. citizens and have a PhD or equivalent. Contact The Fellowship Office/National Research Council/2101 Constitution Ave./Washington, DC 20418. AD: **1-14-83**.

#### FELLOWSHIP PROGRAM FOR MINORITY GROUP SCHOLARS

The Rockefeller Foundation offers support of research designed to influence the understanding and resolution of minority group issues in America. While there are no rigid criteria, previous experience, research ability and PhD are important. Contact Research Fellowship Program for Minority Group Scholars/The Rockefeller Fndt./1133 Avenue of the Americas/New York, NY 10036/(212) 869-8500. AD: **1-15-83**.

#### INTER-AMERICAN FOUNDATION VISITING RESEARCH FELLOWSHIPS

These fellowships enable Mexican scholars, advanced graduate students based at Mexican institutions, and non-academic development practitioners to pursue individual research projects and to participate in the activities of the Center for U.S.-Mexican Studies at UC, San Diego. Fellowships are available only to citizens of Mexico for periods from 3-12 months. Senior level fellows should have a PhD or equivalent academic or professional experience, while junior level fellows must be candidates for a graduate degree at a Mexican or U.S. university or social science research institution. Contact Federico Salas/Centro de Investigación y Docencia Económica (CIDE)/Mexico City/(905) 570-2022 or (905) 520-1647. AD: **1-15-83**.

#### INTERNATIONAL RELATIONS FELLOWSHIPS

The Rockefeller Foundation sponsors these fellowships to further international cooperation and peaceful relations by assisting individuals with scholarly ability who seek to broaden their skills in relevance to foreign policies. Young men and women anywhere in the world, who have completed their academic and professional training and who have several years of work experience in the international field are urged to apply. Contact The Rockefeller Fndt./International Relations Fellowships/Box 40899/Washington, DC 20016. AD: 1-15-83.

#### LENA LAKE FORREST FELLOWSHIPS

The Business and Professional Women's Foundation supports research on women's employment and economic issues. Fellowships are open to men and women doctoral students and postdoctoral scholars or persons with demonstrated ability to execute research on the doctoral level. Interested persons should submit a brief

letter stating one's academic background and proposal topic. Write to Mary Rubin/Business and Professional Women's Foundation/2012 Massachusetts Ave., NW/Washington, DC 20036/(202) 293-1200. AD: 1-15-83.

#### TINKER POSTDOCTORAL FELLOWSHIP PROGRAM

The Tinker Foundation endorses the further understanding among the peoples of the U.S., Latin America, Spain and Portugal by providing professionals interested in Latin American and Iberian studies the opportunity to do research in the areas of social sciences, marine sciences and international relations. Applicants must have completed doctoral studies between 3 and 10 years ago and be a citizen of either the U.S., Canada, Spain, Portugal or Latin America. Write for application guidelines to Tinker Foundation, Inc./Tinker Postdoctoral Fellowship Program/645 Madison Ave./New York, NY 10022/(212) 421-6858. AD: 1-15-83.

#### ANNOUNCEMENTS

#### APA TASK FORCE ON HISPANIC WOMEN'S CONCERNS

Currently the Task Force is compiling an annotated bibliography on psychological research related to Hispanic women. All psychologists interested in contributing to this project or other activities of the Task Force are urged to contact the Task Force Chairperson. Additionally, readers of LA RED are invited to utilize their referral network of Hispanic women psychologists. Contact Hortensia Amaro, Chairperson/122 Holland St. 3/Somerville, MA 02144/(617) 628-8613.

#### ASSOCIATION FOR WOMEN IN DEVELOPMENT

AWID officially came into existence at the Wingspread Conference on May 12-14, 1982. AWID is sponsored by the Midwest Universities Consortium for International Activities, Inc., and their main goal is improving

communications about women in development issues. Interested persons should contact Jane B. Knowles, Coordinator/Midwest Universities Consortium for International Activities, Inc./Women in Development Network/310 King Hall/U of Wisconsin/Madison, WI 53706/(608) 262-3657.

#### CONCILIO DE ARTE POPULAR, INC.

The Concilio de Arte Popular, Inc. is a state-wide non-profit art service organization of Raza arts organizations and individual artists formed to promote and foster the artistic efforts of its members. Activities and services of CAP include publishing a monthly newsletter, compiling a portfolio of member organizations and individual artists, forming an extensive state-wide mailing list and providing grant guidelines. Contact Concilio de Arte Popular/3802 Brooklyn Ave./Los Angeles, CA 90063/(213) 265-4979.

#### RECENT PUBLICATIONS

- Aguilar, John L. Shame, Acculturation and Ethnic Relations: A Psychological Process of Domination in Southern Mexico. *The Journal of Psychoanalytic Anthropology*, 1982, 5(2), 155-171.
- Anaya, Rudolfo A. The Silence of the Llano. A collection of short stories. Write to Tonatiuh-Quinto Sol International Publishers/Box 9275/Berkeley, CA 94709. 173 pp.
- Bixler-Márquez, D.J. Improving the Spanish Instructional Ability of Bilingual Education Teachers: A Pilot Internship Program in Mexican Schools. *Journal of Multicultural Education*, 1982, 1(1), 75-90.
- Bueno-Musep Multicultural Special Education Project. Bueno-Musep Bilingual Special Education Annotated Bibliography. Falls Church, VA: Counterpoint Handcrafted Books, 1982. (\$15.35). To receive this one time only, limited edition at cost, place order before 2-1-83 by writing to Counterpoint Handcrafted Books/3701 South George Mason Drive, Suite 1613/Falls Church, VA 22041.
- Carrillo, J. Emilio, (Ed.). *The Journal of Latin Community Health*, fall 1982, 1(1). This semiannual publication is designed to provide a framework for assessing the social, medical, economic, and environmental factors affecting the health of the Latino population. Subscriptions may be obtained by writing to the Editor/The Journal of Latin Community Health/Box 152 C/107 Louis Pasteur/Boston, MA 02115. (\$12 students, \$15 professionals, \$25 institutions.)
- Daykin, David Samuel. Social and Community Support Systems in Hispanic Neighborhoods in New York City: A Public Policy Analysis. *Mental Health Policy Monograph Series*, fall 1980, 3. Contact Center for the Study of Families and Children/Institute for Public Policy Studies/Vanderbilt U/Nashville, TN 37203.
- Fernández, Roberto G. *La Vida es un Special*. Miami: Ediciones Universal, 1982. The Hispanic experience in south Florida; a mixture of fantasy, absurdity and the reality of a social-political milieu seeking to be static in an evolving world. Write to Ediciones Universal/3090 SW 8th St./Miami, FL 33135. (\$6.95).
- González, Alex. Sex Roles of the Traditional Mexican Family: A Comparison of Chicano and Anglo Student Attitudes. *Journal of Cross Cultural Psychology*, Sept. 1982, 13(3), 330-339.
- Jiménez, Francisco & Keller, Gary (Eds.). *Hispanics in the United States: An Anthology of Creative Literature*. The Bilingual Review/Press, 1982. (\$10).
- Keefe, Susan Emley. Help-Seeking Behavior Among Foreign-Born and Native-Born Mexican Americans. *Social Science and Medicine*, 1982, 16, 1467-1472.
- Ross, Stanley R. & McGann, Thomas F. (Eds.). *Buenos Aires: 400 Years*. Austin: University of Texas Press, 1982. (\$20). Write to UT Press/Box 7819/Austin, TX 78712.
- Sable, Martin H. *The Latin American Studies Directory*. Detroit: Blaine Ethridge Books, 1981. Write to Blaine Ethridge Books/13977 Penrod St./Detroit, MI 48223. (\$16.50).
- Sapiens, Alexander. The Use of Spanish and English in a High School Bilingual Civics Class. In John Amastae & Lucía Elías Olivares (Eds.), *Spanish in the United States: Sociolinguistic Aspects*. New York: Cambridge University Press, 1982, 386-412.
- Trevino, F.M. Vital and Health Statistics for the U.S. Hispanic Population. *American Journal of Public Health*, 1982, 72(9), 979-982.
- Valdés, D.N. *El Pueblo Mexicano en Detroit: A Social History* (\$5), and *Materials on the History of Latinos in Michigan and the Midwest: An Annotated Bibliography*. 1982. Available from the College of Education/Wayne State U/Detroit, MI 48202. (\$3.50).
- Valdez, Ramiro. *Hunger in Texas: A State of Need*. Write to the Anti-Hunger Coalition of Texas/3128 Manor Rd./Austin, TX 78723. (\$6).
- Valencia, R.R. Predicting Academic Achievement of Mexican American Children: Preliminary Analysis of the McCarthy Scales. *Educational and Psychological Measurement*, in press.
- Valencia, R.R. Stability of the McCarthy Scales for Children's Abilities Over a One-year Period for Mexican American Children. *Psychology in the Schools*, in press. Preprints of the above articles may be obtained by writing to the author/Oakes College/UC, Santa Cruz/Santa Cruz, CA 95064.

RECENT PUBLICATIONS (CONT.)

Diálogo, The Quarterly Newsletter of the National Puerto Rican Policy Network announces its premiere issue. Contact the Institute for Puerto Rican Policy, Inc./P.O. Box 860/Radio City Station/New York, NY 10101/(212) 489-5055.

Library of Congress. A Selective Listing of Monographs and Government Documents on the Falkland/Malvinas Islands in the Library of Congress. This 28 page reference booklet containing 200 citations for books and documents is available free of charge from the Library of Congress/Hispanic Division/Washington, DC 20540.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHBUSINESS/ECONOMICS - HERITAGE COLLEGE

Chairperson of business management dept. is being sought. MBA, interest in small business, multicultural economic development, rural/small town. Ability to work with Chicano, Anglo and Native American cultures. Contact W. Smith/General Studies Dept./Heritage College/Route 3, Box 3540/-Toppenish, WA 98948. AD: **Unspecified.**

CHICANO STUDIES/SOCIAL SCIENCE - UCLA

The Chicano Studies Research Center seeks resumes from prospective faculty candidates, with demonstrated interest in Chicano studies, for an anticipated opening in the social sciences/Chicano studies. Specialties sought, but not limited to, are women's studies and Mexico-United States studies. No department specified. PhD required. Level of appointment is open. Contact the Chicano Studies Faculty Development Committee/ c/o Carlos M. Haro/Chicano Studies Center/3121 Campbell Hall/UCLA/Los Angeles, CA 90024. AD: **2-15-83.**

CHICANO STUDIES - UC, SANTA BARBARA

Nominations and applications are being invited for a tenure appointment in an academic department and as Director of the Center for Chicano Studies. Appointment effective July 1, 1983. PhD required as well as outstanding achievement in research, administrative ability and experience. Contact Marvin Marcus, Chair/Search Committee for Director for CCS/Office of Research and Academic Development/UC, Santa Barbara/Santa Barbara, CA 93106. AD: **11-30-82.**

CHICANO STUDIES - U OF MINNESOTA

Chairperson sought to begin fall 1983. Assoc. professor with specialization in the social sciences or humanities; position will be joint with dept. of specialization. Contact the Search Committee/Dept. of Chicano Studies/U of Minnesota/Minneapolis, MN 55455/(612) 373-9707. AD: **12-15-82.**

ECONOMICS - NEW SCHOOL FOR SOCIAL RESEARCH, NY

Two tenure track positions available beginning fall 1983. Teaching and research in areas of international economics, economic development, class, and gender are required. Contact David Gordin, Chair/Dept. of Economics/New School for Social Research/65 Fifth Avenue/New York, NY 10003. AD: **Unspecified.**

ECONOMICS - EASTERN MICHIGAN U

Asst. professor for fall 1983, is sought by economics dept. at EMU. PhD required. Position entails teaching in macroeconomics, monetary economics and economic forecasting. Contact Eastern Michigan U/ Personnel Office/112 Welch Hall/Ypsilanti, MI 48197/(313) 487-3430. AD: **12-31-82.**

FINE ARTS/CHICANO STUDIES - UCLA

The Chicano Studies Research Center seeks resumes from prospective faculty candidates in fine arts, with demonstrated interest in Chicano Studies, for an anticipated opening in one of four departments. Art, including art history, dance, music and theater arts. MFA or PhD required. Contact the Chicano Studies Faculty Development Committee/ c/o Carlos M. Haro/Chicano Studies Research Center/3121 Campbell Hall/UCLA/Los Angeles, CA 90024. AD: **2-15-83.**

ENGLISH - U OF HOUSTON

The dept. of English at U of Houston is currently recruiting faculty for tenure-track positions in the following areas: literary criticism, linguistics/phonology, rhetoric, Mexican American studies. Contact Terrell Dixon, Chair/Dept. of English/U of Houston Central Campus/Houston, TX 77004. AD: **Unspecified.**

ENGLISH AS A SECOND LANGUAGE - CSU, LONG BEACH

Instructor with conversational fluency in a second language is sought to start January 1983. MA in TESL or applied linguistics. Women and ethnic minority candidates are encouraged to apply. Contact Karen Fox/American Language Program/CSU, Long Beach/1250 Bellflower Blvd./Long Beach, CA 90840. AD: **11-15-82.**

MEXICANO BILINGUAL LITERACY - HERITAGE COLLEGE

Curriculum development specialist sought for adult literacy project. MA or PhD, fluency in Spanish and experience required. Contact W. Smith, Chair/General Studies Department/Heritage College/Route 3/ Box 3540/Toppenish, WA 98948. AD: **Unspecified.**

PSYCHOLOGY - NEW MEXICO STATE U

Tenure track asst. professor sought for the counseling and educational psychology dept. to teach graduate and undergraduate courses to begin fall, 1983. PhD required. Contact Juan N. Franco, Chairperson/Search Committee/Dept. of Counseling & Educational Psychology/Box 3AC/New Mexico State U/Las Cruces, NM 88003/(505) 646-2121. AD: **1-31-83.**

PUBLIC HEALTH - UC, BERKELEY

Two tenure track positions available at the asst. and assoc./full professor level to begin 7-1-83. Both positions require expertise in public health nutrition as well as teaching, research and practical experience. Contact Chair, Dept. of Social & Administrative Health Sciences/403 Earl Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. AD: **1-15-83.**

SOCIAL WORK - ARIZONA STATE U

Asst. professor, tenure track to start August

1983. MSW or PhD, experience with community organization methods, plus knowledge and interest in industrial social work as well as familiarity and commitment to teaching and research in relation to south-western ethnic minority groups. Contact Ismael Dieppa/School of Social Work/Arizona State U/Tempe, AZ 85281/(602) 965-2795. AD: **12-17-82.**

SPANISH - COLORADO COLLEGE

Regular, full-time position at instructor or asst. professor level offered to PhD or advanced doctoral candidate with special competence in Chicano literature. Contact Salvatore Bizzarro, Chair/Dept. of Romance Languages/The Colorado College/Colorado Springs, CO 80903. AD: **12-15-82.**

SPANISH/BILINGUAL EDUCATION - EMU

Tenure-track position available for PhD in relevant field; fluent in Spanish and English; significant experience in bilingual teacher training; demonstrated abilities in program administration and grant writing. Contact the Chairperson, Bilingual Education Search Committee/112 Welch Hall/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-3430. AD: **12-15-82.**

SPANISH - YALE U

The dept. of Spanish and Portuguese is seeking an asst. professor for fall 1983. PhD completed with specialization in Chicano studies and a strong background in Latin American literature. Experience and publications preferred. Women and minority group members are encouraged to apply. Contact Chair, Search Committee/Yale U/Dept. of Spanish and Portuguese/New Haven, CN 06520. AD: **12-20-82.**

WOMEN'S STUDIES - U OF MICHIGAN

A strong scholar is sought for a joint tenured appointment between the women's studies program and either psychology, sociology, communications, sociolinguistics, or political science. Expertise in group process and commitment to teaching and research are desired for women's studies. The other departments have preferences which pertain to their respective needs. Contact Martha Vicinus, Director/Women's Studies Program/U of M/Ann Arbor, MI 48109/(313) 763-2047. AD: **Unspecified.**



LA RED/THE NET

Response Form No.61 (Cont.)

November 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ Name and address on label below are correct.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

IRENE GOMEZ-BETHKE  
4649 DECATUR AVE., NO.  
NEW HOPE, MN 55428

3738

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

This issue was mailed  
on November 5.

## REPORT TO THE NETWORK

Season's greetings, readers. With the closing of another year, we bring you good tidings. In this issue, we have prepared a cumulative index of all previously published Micro Ondas, Review Notes and Macro Ondas -- the more substantive features of LA RED -- for your perusal. What you will find on pages 16 through 19 are listings by title, author and the date in which reports appeared in the newsletter for easy reference. We hope that these listings will be useful to you, and we thank our readers for having suggested it.

As you will note, the number of reviews has steadily increased with two to three reviews per issue, and even five reviews in the November 1982 issue. In the coming year, we fully expect to match that record with a minimum of two to three reviews per month. Indeed we have already "commissioned" reviews from some half dozen Chicano scholars on a wide range of topics for 1983.

With respect to Micro Ondas, we are happy to report that for the first time, we seem to have a modest backlog -- that is, we are staying one month ahead of schedule. Please keep them coming in order that we

might continue to serve as a vehicle for sharing research notes.

In the way of Macro Ondas, we have lined up the following subject areas for the coming year: language; political economy/theory; Chicano urban history; the elderly; public health; political participation; Chicano youth; and perhaps one or two others. Your suggestions are invited.

And finally, we take this opportunity to inform our readers that during the course of the next couple of months, we will be contacting you by mail and requesting your input in updating our mailing list/resource file. Many of you have already been contacted and we appreciate your speedy reply. Although we have always maintained a steadfast "subscription" policy of mailing LA RED only to those readers who return a Response Form (the very last page of each newsletter issue) at least once every six months, we have presently dispensed with that policy in lieu of the mailing list updating form that you have or will soon receive.

With best wishes for the enormous changes that await us all in 1983, thank you and ¡adelante!

**STAFF:** Marta Díaz (Editor), Ximena Poch, Jim Scheel, Carlos H. Arce, and Vilma Ortiz.

**LA RED/THE NET** (USPS 552 950) is published sixteen times per year (monthly, and quarterly in January, April, July and October) and distributed free of charge by the National Chicano Council on Higher Education/Institute for Social Research/The University of Michigan/426 Thompson St./P.O. Box 1248/Ann Arbor, MI 48106/(313) 763-5432. Second class postage paid at Ann Arbor, Michigan.

**POSTMASTER:** Send form 3579 to P.O. Box 1248/Ann Arbor, MI 48106.

## **CONTENTS**

Micro Onda .....	2
Review Notes .....	4
Recent Publications .....	9
Language & Discourse .....	10
Grant Opportunities .....	11
Fellowships .....	11
Meetings & Conferences .....	12
Student Recruitment .....	13
Employment Opportunities .....	14
Review Notes Index .....	16
Micro Ondas Index .....	18
Macro Ondas Index .....	19
Announcements .....	20

**DEADLINE FOR NEXT ISSUE: DECEMBER 17, 1982**

## MICRO ONDA

# Bi-National Policy Questions Generated by Mexican School-Age Children Who Migrate Between the United States and Mexico

by Ralph Guzmán, University of California, Santa Cruz

Policy makers, educators, and social scientists, in both the United States and Mexico, are keenly concerned with the general question of immigration from Mexico to the United States. Numerous studies have been done over the past ten years, but while the general problem is now better understood, what happens to the learning ability of children who migrate is the question addressed in this paper. This paper examines the demographic context within which Mexican school children live; their social status in both Mexico and the United States; and the socio-psychological consequences of migration on their ability to learn and to become fully functional members of society.

What is reported here is based in part on standard bibliographic research, and in part on non-random data systematically collected in the Watsonville, California area between 1978 and 1981. The Watsonville community is located approximately 30 miles south of Santa Cruz and is the southernmost urban community in Santa Cruz County. Watsonville is completely dependent upon the area's agricultural land. Total population is estimated at 50,000 (Santa Cruz Express, August 5, 1982), of which more than 55 percent is Mexican. As in other areas in the United States, a non-documented population is suspected but not established. It is clear, nevertheless, that Watsonville's agricultural and unskilled work force is predominantly Mexican.

A major premise in this paper is that geographic mobility can cause severe learning problems for children. A second premise is that Mexican migrant children suffer a double penalty, one in U.S. schools and the other upon their return to Mexican schools. Third, the educational problems that Mexican children experience could be greatly diminished, or perhaps eliminated, if U.S. and Mexican school authorities proceeded aggressively to view themselves as colleagues and to cooperate in serving migrant children.

Qualitative data for this report was

gathered by students of mine during field study in the Watsonville area. While working at the Department of State in 1978, I also assigned foreign service officer to gather data about Mexican children who migrate. In 1981, on a visit to a local migrant camp, I recorded a series of open-ended interviews with 15 junior and senior high school students who identified themselves as Mexicanos, and who lived and studied in both Mexico and the United States. Finally, I contacted school administrators and migrant education teachers for additional insight into the experience of international migrant children. I spoke with five teachers.

**The Demographic Context.** Mexico is the nation that sends the greatest number of documented and non-documented immigrants to the United States. The total number of immigrants admitted with or without documentation is estimated to be a possible low of 1,800,000 or a high of 2,600,000 for the year 1978 (Select Commission Report, 1981). Reliable qualitative reports about children who migrate to the United States are difficult to obtain; we are forced to interpolate U.S. Immigration and Naturalization Service (INS) data and fugitive materials. While the INS does provide age and sex data for documented immigrants, it does not publish figures of all persons deported. I estimate that 50 percent of all persons coming to the United States from Mexico are less than 19 years of age. This estimate suggests a low youth population of 900,000 and a possible high of 1,300,000. In 1978 there were 25 state-operated migrant camps in California, housing 1,065 families, with average size of 3.9 persons, who self-identified as Mexican migrant workers and who actually returned to Mexico at the close of the harvest season. We know, from work done by other social scientists, that entire families make the journey from Mexico to the United States -- with and without legal documentation. Thus I suspect that the total population of Mexican migrant children attending school only in California is higher than present figures indicate. In 1971, 52 percent (51.9) of 25,994, the total number of legally

admitted Mexican immigrants, were under 19 years of age. In 1978, when the admitted (and reported) population reached 92,367, 40 percent (40.1) were under 19 years of age. These figures clearly relate to fiscal planning at the Elementary, Junior and Senior High School level.

Mexican migrant workers are not a recent phenomenon; they have been part of a migratory cycle that is traceable back to the turn of the century. But the character of migration, north from Mexico, may be changing. Women and children are no longer left behind. Fatherless families, a common feature in many sending towns and villages, are less common today. Women now follow their husbands, or simply join them when the trip north begins. Some family units are led by women, although we do not know how many or under what circumstances. When women stay behind with the children, their social role changes radically, and they become entrepreneurs, merchants, and local officials, roles previously exercised only by men. Finally, people who come to the United States from Mexico generally make several trips back and forth before they finally settle in one country or the other.

**General Social Status.** Mexican international migrant children run risks that many be greater than those their parents experience. Because of their youth they are much more socially visible. They are seen by teachers, counselors, social workers, and, of course, the police, and they experience institutional racism, as in the case of the state of Texas. Some southwestern school districts have tried to deny public school education to Mexican children who are suspected of being illegal aliens. In Texas, Nevada, and Idaho the parents of Mexican migrant children have been asked to produce proper immigration documents. Elsewhere they are charged fees which have the effect of excluding low-income migrants. For example, tuition at the Austin, Texas Independent School District is reported to be \$1,300 per year at the elementary school level, and \$1,728 for high school.

Mexico and U.S. educators are not linked by an International Migrant Student Record System (IMSRS), and thus they remain ignorant of each other's efforts to nurture the minds of children they teach in

common. Children are left to fend for themselves. Efforts in this study to understand student perceptions of their lives revealed negative feelings of self-worth, frustration, and sadness. The following responses were recorded in interviews with senior high school students in Watsonville:

Respondent A:

Cuando regreso a México no voy a la escuela porque nada más terminé la primaria y la secundaria. Se me hace que está muy difícil.

When I return to Mexico I do not attend school because I only completed primary and secondary. It seems to me that school is very difficult.

Respondent D:

Tengo problemas al estar viajando porque pierdo años con las mismas materias y es difícil aprender cosas.

I have problems because I travel so much. I lose grades in school and I have to repeat grades and subjects and it is difficult to learn things.

Respondent F:

Estoy perdiendo mucho; y no funciona bien, pues allá estoy estudiando y luego me vengo y aquí empiezo otra cosa luego me voy y están en otra cosa.

I am losing a lot. It's not working out. Over there I am studying then I come back over here and I start learning something else and then I return and they are on something else.

Modest efforts have been made to understand Mexican international migrant children and to link that information between U.S. and Mexican educators. One example is the Migrant Education Data International Record (MEDIR) based in Santa Cruz, California. MEDIR provides U.S. teachers from Santa Cruz County and educators who work in Gómez-Farías, Michoacán, Mexico, with books, films, and materials used by each other. A more extensive, bi-national program would

certainly diminish major problems in the learning experience of these children.

**Conclusions.** The educational problems that Mexican children experience in the United States are generally threatening and uncomfortable. Some conflict is experienced in school between Mexican children and the school teacher, and considerably more conflict between them and their Chicano peers. (I found no substantial evidence of conflict between Mexican and Anglo peers.) School teachers and administrators cannot always differentiate between Chicanos and Mexicans. The tendency to treat both groups on the basis of physical appearance causes severe discomfort to both. Mexican children are frequently perceived as outsiders (strangers) in U.S. schools and as a species of renegades when they return to Mexico. Peer dissonance in the U.S. and Mexico isolates these children and they are forced to keep to themselves.

Mexican school teachers are only now becoming aware of problems faced by

children who return each season from economic trips to the United States. In Gómez-Farías they are permitted late enrollment. Other Mexican schools refuse admission if the applicant is late.

Domestic migrant children, largely Chicano, are joined together by a network of information called the Migrant Student Record System (MSRS) that keeps schools attended by the child advised about achievement and other matters. The system cannot aid Mexican children who return to Mexico.

Goodwill towards Mexican migrant children can be found among many U.S. educators. Mexican educators have expressed similar feelings; however, we face a serious international problem and our data is simply not adequate.

Finally, comparative studies involving Swedish, German, Turkish, and other scholars are urgently needed. Clearly, the educational problems faced by children who come from Mexico and the United States are not peculiar to this hemisphere alone.

#### REVIEW NOTES

##### Mexico - United States Relations

Susan Kaufman Purcell, Editor. The Academy of Political Science, 1981.

##### United States Relations with Mexico: Context and Content

Richard D. Erb and Stanley R. Ross, Editors, The American Enterprise Institute, 1981.

Reviewed by Armando Gutiérrez, Mexican American Studies Program, University of Houston.

As I review these two books, I find myself in Mexico City administering a scholarship program wherein Chicano graduate students are given the opportunity to study Mexican history, political and economic structure, and contemporary social problems at the Colegio de México. One of our principle rationales in planning this scholarship program was that United States' students in general and Chicanos in particular, have only been exposed to a white perspective on issues related to Mexico and its relations to the United States. The idea, then, was to allow Chicanos to be exposed to

a Mexican view and hence "balance" the two points of view.

I point this out because both of these books claim to treat the issue of United States - Mexico relations from a scholarly and balanced vantage point. Yet a perusal of the authors of articles in the two books quickly discredits this claim. The Kaufman Purcell book lists a total of 25 authors: of these, 17 are whites, one is Mexican American (but conservative on Chicano roles in United States/Mexico relations), and 7 are Mexican. Startling as these numbers may seem, the book by Erb and Ross is even more skewed to the white side: of a total of 17 authors, 14 are whites, 2 are Mexican-American (again moderate to conservative) and only 1 is Mexican. While I concede that these books should be judged on content and not on surnames of the contributors, nonetheless the choice of contributors here highlights a major problem with books that treat relations between these two countries. Given the fact that in recent years even the most conservative political observers have

been wont to admit that the United States has been less than sensitive to Mexican perceptions and sensibilities, one would expect scholars to make a concerted effort to have Mexican views well represented. As regards these two works, this simply is not the case.

Perhaps the most startling and appalling example of this lack of sensitivity is contained in the introduction of the Erb and Ross book, which begins:

A few years ago the late dedicated and talented Mexican diplomat Ambassador Vicente Sánchez Gavito and I were serving as co-ordinators of a binational border research program. On frequent occasions we would discuss the issues affecting relations between our two nations. I soon discovered that our discussion inevitably began with Vicente spending the first half hour presenting the official Mexican position on the matter. I learned to listen quietly until he had finished. Then I would ask, "Vicente, can we now discuss the issue?" He replied with a grin, "Of course, my friend."

This patronizing attitude of the all-knowing and fatherly white man being patient and understanding with the rantings of the childlike Mexican makes one intensely suspicious that this work is simply another blue-eyed look at United States/Mexican relations. It may also explain the almost total absence of Mexican authors. After all, if Mexicans only spout the "official Mexican position," thus precluding rational and mature discussion of issues, why should they be asked to contribute to a "scholarly" work, such as this purports to be?

It is regarding this latter point that both books run into serious problems: neither one succeeds in being either a scholarly or a popular work. On the one hand, the editors of both books make it clear at the outset that the texts are meant to be academic, and most of the contributors are academics. Yet in terms of style and content there is a greater degree of ambiguity. The Kaufman Purcell book, for example, wavers back and forth from article to article between a scholarly treatment of

issues, and what might be described as a popular or even editorial treatment. Although no mention is made of it, there seems to have been a decision made to discourage much use of footnotes. Thus, in spite of the heavy representation of academics, few of the articles have more than a handful of notations. While this need not necessarily reduce credibility, it does impede those who might want to inquire further into the specific issues treated. The lack of reference occasionally hampers the authors. An article by Rodolfo de la Garza for example, treats issues without providing substantiating references. His treatment of the role of Chicanos in United States/Mexico relations is full of statements that, without references, have to be called into serious question. For example, de la Garza refers to "...the Mexican government's unofficial but well established policy of ignoring, manipulating, or even acting against Chicanos." Later he makes reference to "...Mexico's unwillingness to accept a Chicano ambassador from the United States until 1979." In discussions with Mexican academic and political actors, I have been unable to ascertain how these conclusions were drawn; without references such arguments, as important as they are, become highly suspect.

The Erb and Ross work suffers from the same problem. More academic in its orientation, the book has excellent contributions from Sidney Weintraub, David S. North, and others, most using a small but adequate number of references. On the other hand, a brief and weak essay by Leonel Castillo seems gratuitously inserted to appease Chicanos (the fact that the editors felt they had to appease Chicanos, however, is significant). Another article by Reuel and Lorann Stallones glosses over important health issues. Overall, the book is highly uneven in quality and tone.

An additional point of interest in the two works is their attention to the role of Chicanos in U.S./Mexico relations. In terms of quality, the articles that address this issue are uniformly mediocre, but both works acknowledge the importance of Chicanos. Particularly in the case of the Erb and Ross book (published by the rigidly conservative America Enterprise Institute) it is significant that they chose to include a

discussion of the role of Chicanos in the bilateral relations. I know of no earlier works in that area that have ever mentioned Chicanos, much less included entire articles on the group. That such recent works include a treatment of Chicanos testifies to the increasing Chicano clout at both the national and international level.

A final note to raise about these publications is the fact that in some important ways both books are dated. Both have 1981 publication dates, and much has occurred in this field in the last year or so: Mexico will soon have a new president; the peso has been devaluated no less than three times since 1981; both works refer to a \$30

**Fiesta in Aztlán: Anthology of Chicano Poetry**

by Toni Empringham, Ed., Capra Press, 1982.

**Flor y Canto IV and V: An Anthology of Chicano Literature from the Festivals Held in Albuquerque, New Mexico, 1977 and Tempe, Arizona, 1978**

Albuquerque: Pajarito Publications and Flor y Canto V Committee, 1980.

Reviewed by Cordelia Candelaria, Dept. of English, University of Colorado.

Never argue with a fiesta. There are always good reasons for them, however unreasonable or carefree or mad their joyousness may seem. As Carlos Fuentes writes in *Terra Nostra*, fiestas can mean "the recovery of forgotten collective bonds," or they can be a way of attaining "eternal time, today, today, today . . . love and the fiesta." Accordingly, our encounter with *Fiesta in Aztlán* (and, to some extent, with *Flor y Canto IV and V*) should resemble something like our participation in a feast-day celebration: spirited enthusiasm laced with an ironic awareness that the fiesta's pleasures may be fleeting and slight, though their form be ancient and profound.

Indicated in its subtitle, *Fiesta in Aztlán* is an anthology of Chicano poetry, a much neglected though much needed form in contemporary Chicano literature. Despite the presence of a handful of anthologies of

billion foreign debt, and that debt is now well over \$80 billion; and in the last year, Mexican banks have been nationalized. Needless to say, these two books do not touch upon these significant issues in the future of U.S./Mexico relations. But here, it is impossible to fault the authors for publishing too soon.

The Kaufman Purcell and the Erb/Ross books are most useful as introductions to issues involving U.S./Mexico relations. As university texts, they should be supplemented with works by Mexican authors. Moreover, their lack of adequate references and bibliographies make them useful only for the undergraduate level.

Chicano poetry, their deliberately limited scope and size has resulted in a gaping literary void. Scholars, teachers, poets, and readers have for some considerable time recognized the pressing and vital need for a comprehensive volume of Chicano poetry, knowledgeably selected and compiled. Sad to say, though *Fiesta in Aztlán* and *Flor y Canto IV and V* have several strengths, they do not (nor, apparently, were they intended to) fill the void. Neither their standards of selection nor their *raison d'être* were designed to do so.

A review of *Fiesta in Aztlán's* mechanics discloses that about one hundred of its pages contain poetry. The remaining pages comprise: 1) a fairly extended list of contributors in which each writer is given greater than normal space to offer biographical information and/or personal statements; and 2) a brief introduction. The anthology lacks indexes of any kind and also a general glossary, although the editor does provide English translations of Spanish words and phrases on the text page. Containing only thirty-three poems -- too small a sample to be comprehensive -- written by twenty-six writers, the book's design and layout is nonetheless attractive and professional, demonstrating the fine capabilities of small press production. For the anthology's three-part thematic format, editor Toni Empringham borrowed from Tomás Rivera's essay in which he observes "that *la casa, el*

*barrio* and *la lucha* . . . are constant elements in the ritual of Chicano literature." Empringham clusters her selections around this trinity of themes which she modifies slightly into "la familia," "the streets of the barrio," and "el mundo."

The editor's aims in compiling this book are admittedly modest: "to bring together a group of fine, strong poems in order to introduce them to new readers and to keep them alive for old ones." She is thus not guided by particular ideological or literary views, but by personal taste and by the degree of familiarity she brings to the material. As discussed below, although Empringham's taste is idiosyncratic and arbitrary at times, she does manage to achieve her aims, at least partly. She gathers together some of the best and most acclaimed pieces by some of the most talented writers. Alurista, José Montoya, Tino Villanueva, and Lorna Dee Cervantes, for example, are well-represented by several esteemed samples of their work. Both new and old readers can enjoy the convenience of having "Beneath the Shadow of the Freeway" and "La Jefita" side by side, as well as "must be the season of the witch" in the same volume as "Pachuco Remembered." Moreover, it is refreshing to find the poets' biographical statements at the end of the text longer than the typical two-line blurb. (Biographical profiles are not even included in *Flor y Canto IV and V* an anthology practically devoid of any helpful textual aids other than a table of contents.)

On the other hand, *Fiesta in Aztlán* suffers many of the deficiencies Rolando Hinojosa wrote of in his essay "Mexican-American Literature: Toward an Identification" -- "The selections for many . . . anthologies of Chicano literature are extremely poor in content, in style and in treatment of subject matter." Accordingly, *Fiesta in Aztlán* is ultimately not a successful anthology because the editor's selections are fundamentally unsound -- despite a few hits here and there. Acknowledging her "late in my life" discovery of Chicano literature, Empringham's introduction also reveals an ingenuous (some might say "naive") nostalgia for a quaint *raza* past defined by childhood memories of food and kitchen smells. Her ingenuousness coupled with her lack of in-depth knowledge of the

field explains how she could include pieces by Valle, Reyes, and Schmidt and totally ignore the work of such important poets as Leroy Quintana, Alberto Ríos, Inez Tovar, and Bernice Zamora. If fine poets like these (and Luis Omar Salinas, Gary Soto, and Angela De Hoyos, for that matter) were contacted and could not be represented for one reason or another, Empringham should have explained that. Without such explanation her principle of selection lacks cogency and therefore undermines the overall quality of her book. Further, it was a mistake to include "22 Miles" by José Angel Gutiérrez, whose primary calling is not poetry, and to overlook an excerpt or even mention of *I Am Joaquín*, a much more historically significant work written by Rudolfo "Corky" Gonzales, also someone whose primary vocation is not poetry. Similarly, the choice of "Recuerdo . . ." to represent Ricardo Sánchez's corpus is singularly misleading, for it is not characteristic of his typically much freer, flamboyant, and predominantly English-language style -- nor is it a "fine, strong" example of his work. I suspect it was used to round out the editor's family section which is dominated by portraits of mothers.

Overall, then *Fiesta in Aztlán* fulfills its editor's objective of presenting a few "fine, strong poems," but it falls far short of being an excellent representation of the finest, strongest Chicano poets and their work. Only about a quarter of the contributors to this volume are considered first rank -- that is, poets who have composed, published, and read their work actively and consistently over the years. It might be argued that the editor wished to introduce lesser known writers to the public, but, while this is laudable, it seems to me that it could have been best achieved by focusing on fewer poets for the very limited thirty-three pieces of poetic text. I wonder if Empringham's choices were governed more by her desire to stay within the Rivera triad than by other, more germane factors. If so, I fault that decision since *el mundo Chicano* is vastly more wide-ranging, complex, multitudinous, dynamic, and rich than what these three terms suggest -- and certainly more than what the range of poems in this anthology connote about the mundo.

The number and range of poets and

poetry in *Flor y Canto IV and V* is greater than *Fiesta in Aztlán's*, but that fact has more to do with the nature of the *Flor y Canto Festivals* than with the Editorial Committee's selection process. Dating back to 1975 when Alurista organized the first one, the *Flor y Canto Festivals* have continued to be annual public forums where *raza* gather to perform and to display their artistic work. As José Armas and Bernice Zamora explain in the first of two introductions to the anthology, "Chicanos from all over the country -- students, farmworkers, housewives, organizers, professors, pintos and many others -- make their way to these gatherings where they are guaranteed only one meal a day, a place to sleep, and an opportunity to present their art for 15 to 20 minutes. They are not paid for these efforts . . . The staff, too, who organize the *Flor y Cantos*, work under similar limitations, since there is a minimum of grants . . . to put on these national gatherings." The Festivals have overcome such obstacles and, at least for a time, as Bruce-Novoa has pointed out, were recognized as "the major event on the Chicano literary calendar." The Festivals have thus offered demonstrable proof of the creative energy and vitality of artists *del pueblo* in the face of a resistant mainstream publishing industry.

The volume under review represents both the fourth Festival held in Albuquerque in 1977 and the fifth held in Tempe in 1978. Material from both events were combined in one volume to save production costs which prohibited separate representations of the two festivals. A committee of editors from each event planned the selections for the anthology, adhering to a general principle of inclusiveness. As the Consejo Editorial of *Flor y Canto V* explains in its introduction, the editors sought to include all participants of the Festivals who had made their work available to them in manuscript and also to present the work of a few writers who could not attend but who submitted manuscripts nonetheless. As would be expected, the result of such a policy is an assortment of genres (poetry, short fiction, drama, essay, criticism) written by a wide range of individuals (over sixty) and even one group (el Teatro Libertad). The variety of modes, styles, and quality is equally diverse and uneven -- at least as diverse as the idioms

presented, which span an array of bilingual/monolingual/code-switching forms.

In view of the present volume's inclusive purpose, it is perhaps best to view it as a publication of proceedings from *Flor y Canto* -- that is, as an oral history record of Chicano creative expression rather than as an anthology of literature compiled and arranged according to strictly literary requirements. Such a view does not (nor, certainly, is it intended to) diminish the proceedings; it simply, realistically accepts the *Flor y Canto Festivals* for the spirited, all-embracing events they are. From this perspective, the reviewer's task is to be descriptive of the book's contents. Accordingly, the following description offers a summary of *Flor y Canto IV and V*, one that is obviously too brief and non-analytical to be exhaustive.

The largest section of the anthology is the first, which is devoted to poetry. Fifty-three poets appear on approximately 140 pages, and most of the writers are represented by at least two examples of their work. Although the bulk of the poetry section constitutes the work of unfamiliar writers, we find about a dozen and a half names of more established poets. Well-known writers like Alurista, Lorna Dee Cervantes, Abelardo Delgado, Angela De Hoyos, José Montoya, Leroy Quintana, Ricardo Sánchez, Reimundo Tigre Pérez, and Bernice Zamora appear here with material that, for the most part, has not appeared elsewhere. Also included in the anthology is the poetry of other published writers like Miriam Bornstein, Bruce-Novoa, Margarita Cota Cárdenas, Marina Rivera, Oscar Treviño, and even Miguel Méndez M., whose prose fiction is well-known within Chicano circles.

Criticism, in the form of two book reviews and six short essays, comprises the next largest section of the anthology. Half of the pieces are written in Spanish and half in English. Contributing to this section are such writers as Aristeo Brito, Jr., Ernestina Eger, Rosaura Sánchez, and Arnold C. Vento. In the short fiction section which follows the criticism, Justo S. Alarcón contributes a *cuento* written in Spanish, and José Armas and Orlando Romero offer two stories composed primarily in English. Two examples of dramatic material complete the

volume: a nine-scene *acto* by Gregorio Barrios and an excerpt from a play by the Teatro Libertad, a Tucson based group. As mentioned earlier, *Flor y Canto IV and V* contains no indexes, translations, or textual aids other than the table of contents, omissions which severely weaken the utility of any book as a reference work.

It has been fifteen years since the publication of the seminal Chicano protest poem *I Am Joaquín* and over forty years since Fray Angelico Chávez first published his poetry and even longer since other Mexican-American poets like Vicente Bernal and Joaquín Buelna published their work. In short, it has been long enough for the mass

of Chicano poetry to have grown to a size and quality deserving of a broad audience of appreciators and critics. That literary growth and achievement have, in fact, taken place, and the audience has also developed. One of the most common methods of reaching such an audience is through the anthology form, and it is long past time for a comprehensive anthology of Chicano poetry knowledgeably selected to be made available. Como dice el dicho: Si vamos a bailar en la fiesta, saldremos ayer. (Literally translated: If we are going to dance at the fiesta, we'll leave yesterday. Analogously, "the early bird gets the worm.")

### RECENT PUBLICATIONS

- Baca Zinn, M. Chicano men and masculinity. *Journal of Ethnic Studies*, Summer 1982 10(2), 29-44.
- Brady, R. & Rossman, C. (Eds.). *Carlos Fuentes: A critical view*. Austin: University of Texas Press, 1982. Write University of Texas Press/P.O. Box 7819/Austin, TX 78712.
- Cardoso, L.A. *Mexican emigration to the United States 1897-1931*. Tucson: The University of Arizona Press, 1980. (\$8.95).
- Cortese, A.J. (Ed.). *CACR Review*, 1982, 1(1) Fort Collins, CO: Colorado Association for Chicano Research Review. CACR/Colorado State U/Fort Collins, CO 80523. (\$5). This is the first issue of the official journal of CACR and is intended for professionals, students and others interested in research which is salient to academia and to the political awareness of the entire Chicano community.
- Cortese, A.J. Moral development in Chicano and Anglo children. *Hispanic Journal of Behavioral Sciences*, 1982, 4(3), 353-366.
- Dixon, M. & Jonas, S. (Eds.). *Revolution and intervention in Central America*. San Francisco: Synthesis Publications, 1981. Write Synthesis Publications/P.O. Box 40099/San Francisco, CA 94140. (\$5 for individuals, \$10 for institutions).
- Gil, C.B. The many faces of the Mexican American: An essay concerning Chicano character. *Working Paper Series*, 1982, 1. Seattle: University of Washington. Available from Working Papers Series/Centro de Estudios Chicanos, GN-09/U of Washington/Seattle, WA 98195. (\$2).
- Hoffman, A. *Unwanted Mexican Americans in the Great Depression: Repatriation pressures 1929-1939*. Tucson: The University of Arizona Press, 1974. (Third Printing, 1979). (\$6.45).
- Hoffman, H.H. *Cuento Mexicano index*. Newport Beach, CA: Headway Publications, 1978. Indexes stories in 674 anthologies. Especially useful for identifying short stories by author.
- Méndez, L. & Aguilera, M.T. (Eds.). *La Palabra y el Hombre*, abril-junio 1982, 42, Nueva época. (Precio de un ejemplar: \$60.00 MN; Suscripción anual: \$200.00 MN; en el extranjero: US\$10) Escribir a La Palabra y el Hombre/Apartado Postal 97/Xalapa, Veracruz, México. (Este número contiene una reseña de *Occupied America* por Rodolfo Acuña.)
- Muñoz, F. & Endo, R. (Eds.). *Perspective on minority group mental health*. Washington, DC: University Press of America, 1982. University Press of America/P.O. Box 19101/Washington, DC 20036. (\$10.25).
- Murguía, E. & Cazares, R.B. Intermarriage of Mexican Americans. *Marriage and Family Review*, Spring, 1982, 5(1), 91-100.

Trejo, A.D. (Ed.). *The Chicanos: As we see ourselves*. Tucson: The University of Arizona Press, 1979 (Second printing, 1980). (\$7.50).

A 1983 Chicano Engagement Calendar: A Year of Poetry de Paco de la Junta. Write Bread and Butter Press/2582 South Clayton/Denver, CO 80210 or Frank Trujillo/P.O. Box 351/La Junta, CO 81050. (\$6.95).

### LANGUAGE & DISCOURSE

#### Contributor's Note

Materials and or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-5704.

#### Conference Report

This is a report on the **Thirteenth International Congress on Linguistics** held in Tokyo on August 29 - September 4, 1982, as highlighted by Jacob Ornstein-Galicia/Dept. of Linguistics/UTEP/El Paso, TX 79968. The meetings of the Congress are usually held every four years and this was the first time they were held in the Far East. Approximately 1400 scholars were in attendance.

At the meeting, this participant presented a paper entitled "Linguistic and Social Aspects of Pachuco Caló." The paper described the linguistic and socio-cultural functions of caló, peculiar to the American Southwest, and known along the 2000 mile U.S.-Mexico border. While this variety was at one time associated principally with asocial and delinquent Mexican-American youth, during the past two decades, much of its vocabulary has been adopted in informal registers of Spanish (and English). Thus, it has become a bilingual code, and serves as an added vocabulary source of affective type, providing color and humor to Southwest speech. At the same time, younger Chicanos have begun to re-appraise the caló, assigning it higher status, and linking it with Chicano identity. Colleagues from other lands inquired mostly about the linguistic characteristics, that is, the innovations which typify pachuco caló, and also drew some analogies, both to black English in the U.S. and urban speech varieties in other large cities such as Madrid, Buenos Aires, Paris, Singapore and elsewhere. As it happens, there are correspondences.

This participant also coordinated and chaired a working group session entitled "Synchronic Processes in Language Contact

Situations World Wide: A Focus on Generalizations and Individualizations and Universals." Titles presented in this session included "Spanish-Portuguese Contact in Uruguay;" "Cross-Cultural Investigation of Kinesics: New Directions;" "Amerindian Indian Language Revival: Critical vs. Language Antiquarianism;" "On Intimate Code-Switching in Two Japanese Immigrant Communities in North America;" "A Socio-Cultural View of Language Contact;" and "Aspects of Language Contact in Africa."

In addition to these activities, this participant attended plenary sessions given by William Mackey of Laval University and founder of the International Center for Research on Bilingualism, and Einar Haugen, perhaps the first American scholar to give serious scholarly attention to bilingualism and other phases of language contact in the United States, beginning with his Norwegian language in America. These scholars addressed the general theme of the Congress which was that of formulating, describing and analyzing the state of the art. Other unusual opportunities may be symbolized by the chance to hear Professor Paul Jen-kuei Li, of the Institute of History and Philology, Academia Sinica, Taipei, Taiwan, who spoke on "Linguistic Variations of Different Age Groups in the Atayalic Dialects," based on his extensive fieldwork. Another was a paper on the contact vernacular called Russo-Norsk, resulting from contact of Soviet and Norwegian sailors in the Far North, and including the Murmansk run. Still another paper of interest was one by Sachiko Ide, of Japan Women's University, on the "Functional Aspects of Politeness in Women's Language." Professor Ide is among the first in Japan, and the Far East in fact, to explore the theme of differentiating between male and female language, and its reflections of the structure of society there.

### GRANT OPPORTUNITIES

#### NATIONAL CENTER FOR THE PREVENTION AND CONTROL OF RAPE

The National Center for the Prevention and Control of Rape (NCPCR), a program of the National Institute of Mental Health is soliciting proposals to support research on the causes of rape and sexual assault, mental health consequences of such acts of violence, treatment of victims and offenders, and effectiveness of programs designed to prevent and reduce such assaults. Within this context, the Center is concerned with projects with substantive emphasis in any one or more of the following areas: research on the causes of and factors that encourage rape and sexual assault; research on mental health implications of rape and sexual assault for victims of all ages and their significant others; research on the design, implementation and evaluation of

mental health services and treatment; research on prevention of rape and sexual assault and on intervention in mental health problems of sexual assault; and research on methodologies and/or techniques required to advance research in the above areas. Prospective applicants should note that unless explicitly focused on mental illness or mental health, the Center does not support studies of security arrangements, safety programs, the criminal justice or legal systems, the media, sex roles/relationships, cultural values, and other general social factors that may influence rape. Interested persons are advised to contact NCPCR staff for program boundaries and for consultation. Call or write Mary Lystad, Chief/NCPCR/5600 Fishers Lane, Rm. 15-99/Rockville, MD 20857/(301) 443-1910. Next application period: 2-11 to 3-12-83.

### FELLOWSHIPS

#### CIC MINORITY FELLOWSHIPS

The Committee on Institutional Cooperation administers three programs designed to increase the representation of various minority groups among PhD recipients in the fields of the humanities, the social sciences, and the sciences. Applicants should be U.S. citizens and possess a bachelor's degree from a regionally accredited college or university, or currently enrolled in graduate study. This program is designed to increase enrollment at CIC universities, therefore current CIC students are not eligible. CIC universities include, U of Chicago, U of Illinois, Indiana U, U of Iowa, U of Michigan, Michigan State U, U of Minnesota, Northwestern U, Ohio State U, Purdue U, and U of Wisconsin. For further details write to CIC Minority Fellowships Program/Kirkwood Hall 111/Indiana U/Bloomington, IN 47405. AD: 1-15-83.

#### FELLOWSHIPS FOR BILINGUAL EDUCATION

New Mexico State U offers graduate studies leading to the EdD or PhD degree through U.S. Dept. of Education, Title VII Fellowships. Contact Robert Gallegos/Bilingual Education Fellowship Program/Box 3 AC/New Mexico State U/Las Cruces, NM 88003. AD: 1-25-83.

#### DOCTORAL FELLOWSHIPS IN SOCIOLOGY

The American Sociological Association supports minority graduate students who wish to approach research on mental health issues relating to minorities, from an indigenous perspective. U.S. citizens and permanent visa residents who are currently enrolled in a sociology program are eligible to apply. Contact the Minority Fellowship Program/ASA/1722 N Street, N.W./Washington, DC 20036. AD: 2-1-83.

#### DOHERTY FOUNDATION FELLOWSHIPS

The Doherty Foundation offers fellowships for advanced study in Latin America in the disciplines of anthropology, economics, geography, history, politics and sociology, for a duration of one year. Fellows must spend twelve months in residence in Latin America and research must be undertaken by December 1, following application. Advanced graduate students as well as scholars in Latin American Studies are urged to apply. Contact, Doherty Fellowship Committee/Program in Latin American Studies/240 East Pyne/Princeton U/Princeton, NJ 08544. AD: 2-1-83.

#### FELLOWSHIPS IN APPLIED SOCIOLOGY

The American Sociological Association assists in the preparation of minority

students for careers as researchers and applied sociologists. U.S. citizens and permanent visa residents are eligible. Upon completion of their support, recipients of ASA awards are expected to engage in behavioral research or teaching or a combination thereof for a period equal to the period of support. Contact the Minority Fellowship Program/ASA/1722 N Street, N.W./Washington, DC 20036. AD: 2-1-83.

#### MINORITY ACHIEVEMENT PROGRAM

This program encourages institutions to respond creatively to the challenge of broadening the horizons for minority students and to prepare faculty and institutions to aid and encourage them in achieving their educational goals. All AAC institutional members in good standing may submit one application during a review period, initiated by either administrators, faculty, or students, but must be authorized by the chief officer of the membership unit. Contact MAP/Association of American Colleges/1818 R Street, N.W./Washington, DC 20009. AD: 2-1-83.

#### FULBRIGHT SENIOR SCHOLARS

The Council for International Exchange of Scholars (CIES) solicits applications for over 200 lecturing and research awards in all academic disciplines and most countries. Applicants should be U.S. citizens, possess a PhD or other higher degree, have significant professional or teaching experience and in

some cases, be fluent in a foreign language. Although there is no specific deadline, individuals should act promptly, to be considered for an award in 1983-84. Contact the Council for International Exchange of Scholars/Eleven Dupont Circle/Washington, DC 20036/(202) 833-4950. AD: **Unspecified.**

#### GRANTS FOR IMPROVING DOCTORAL DISSERTATION RESEARCH

The National Science Foundation supports this program to allow doctoral candidates opportunities for greater creativity in gathering and analyzing data than would otherwise be possible. Candidates should be doctoral students at U.S. institutions, who are initiating dissertation research. Formal proposals should be submitted through regular university channels by dissertation advisor. Contact the National Science Foundation/1800 G Street, N.W./Washington, DC 20550. (202) 357-7696. AD: proposals accepted anytime.

#### GRANTS INFORMATION

The National Science Foundation has available a brochure listing over 90 grant and fellowship programs. Entitled, A Selected List of Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens and Foreign Nationals, this publication is free of charge by writing to the Publications Office/National Science Foundation/1800 G Street, N.W./Washington, DC 20550.

#### MEETINGS & CONFERENCES

**EVENT:** Tenth Annual National Institute on Minority Aging  
**DATE:** February 20-22, 1983 **LOCATION:** Los Angeles, CA  
**THEME:** Surviving Today's Economy: Resources, Strategies, and Techniques.  
**CONTACT:** Shirley A. Lockery, Assoc. Director/Planning and Operations/U Center on Aging/San Diego State U/San Diego, CA 92182/(714) 265-4169, or Josephine E. Yelder/Social Science Division/Pepperdine U/24255 Pacific Coast Highway/Malibu, CA 90265/(213) 747-9611.

**EVENT:** National Conference on Images and Identities: The Puerto Rican in Literature  
**DATE:** April 7-9, 1983 **LOCATION:** Rutgers U, Newark, NJ  
**THEME:** Exploration and the interrelationship between Puerto Rican literature and the life and culture that literature reflects and creates.  
**CONTACT:** Asela Rodríguez de Laguna, Director/Images and Identities/Rutgers U/Dept. of Foreign Languages/Newark, NJ 07102/(201) 648-5594.

#### STUDENT RECRUITMENT & SCHOLARLY SUPPORT

##### BOWLING GREEN STATE U

Project Search is a minority recruitment program designed to identify minority students with 3.0 or higher grade point average and encourage their enrollment in graduate programs at Bowling Green. Stipends ranging from \$2,230 to \$5,779 are available for qualified students. Contact Project Search/424 Student Services Bldg./Bowling Green State U/Bowling Green, OH 43403. AD: 2-15-83.

##### KENT STATE U

The Graduate School at Kent State U actively recruits and supports minority students. Graduate assistantships, teaching fellowships and university fellowships are awarded to qualified individuals in amounts from \$3,150 to \$5,200. Contact the Graduate College/Kent State U/Kent, OH 44242. AD: **Unspecified.**

##### MASTER'S PROGRAM IN INTERCULTURAL MANAGEMENT

The School for International Training offers professional career preparation for individuals interested in acquiring management and training skills for use in human service in international and intercultural settings. This program can be completed in 14 months. Contact the Admissions Office/Master's Program in Intercultural Management/School for International Training/Upton 311-1/Brattleboro, VT 05301/800-451-4465. AD: **Unspecified.**

##### PSYCHOLOGY GRADUATE TRAINING FOR BILCULTURAL/MINORITY STUDENTS

The Oklahoma State U, Dept. of Psychology strives to increase the number of professionally trained graduate students in the areas of psychology and psychological research. Financial assistance is available in the forms of traineeships, fellowships and graduate assistantships. Contact Gloria Valencia-Weber, Coordinator/Diversified Students Program/Psychology Dept./North Murray Hall 208/Oklahoma State U/Stillwater, OK 74078/(405) 624-6030. AD: 2-15-83.

##### PSYCHOLOGY - UCLA

UCLA actively seeks ethnic minority students for its programs leading to a PhD in either clinical, cognitive, developmental, learning and behavior, measurement and psychometrics, personality, physiological or social psychology. Contact the Minority Affairs Committee/ c/o Felipe G. Castro/Dept. of Psychology/UCLA/Los Angeles, CA 90024. AD: 12-31-82.

##### CLINICAL CHILD PSYCHOLOGY - U OF NEW MEXICO

The U of New Mexico seeks qualified applicants for its clinical child psychology predoctoral internship program for 1983-84. Applicants should have a minimum of three years training in an APA approved doctoral graduate program. The program runs from September 1, 1983 to August 31, 1984; with a \$6,000 stipend. Special interest given to minority students interested in multicultural service programs. Contact Joseph Cardillo/Programs for Children/2600 Marble, N.E./Albuquerque, NM 87131/(505) 843-2970. AD: 2-1-83.

##### SOCIAL-CLINICAL PSYCH - WRIGHT INSTITUTE

The Wright Institute, Los Angeles offers a unique graduate program of study which examines the individual within a societal matrix. Minority students are strongly urged to apply. Contact the Wright Institute, Los Angeles/1100 S. Robertson Blvd./Los Angeles, CA 90035/(213) 550-0571. AD: **Unspecified.**

##### SOCIAL - PERSONALITY PSYCHOLOGY - NYU

This program's major areas of research emphasis include: social cognition, social development, applications of social-cognition to psychopathology, and advanced quantitative and computer techniques. Financial assistance is available in the form of traineeships, research and teaching assistantships, and loans. Contact Ms. Precious Sellers or James Uleman/Social-Personality Psychology Program/NYU/6 Washington Place, 7th floor/New York, NY 10003/(212) 598-2755. AD: 2-15-83.

EMPLOYMENT OPPORTUNITIESFACULTY/RESEARCHCHICANO STUDIES/SOCIAL SCIENCE - UCLA

The Chicano Studies Research Center seeks resumes from prospective faculty candidates, with demonstrated interest in Chicano studies, for an anticipated opening in the social sciences/Chicano studies. Specialties sought, but not limited to, are women's studies and Mexico-United States studies. No department specified. PhD required. Level of appointment is open. Contact the Chicano Studies Faculty Development Committee/ c/o Carlos M. Haro/Chicano Studies Center/3121 Campbell Hall/UCLA/Los Angeles, CA 90024. AD: 2-15-83.

ECONOMICS - U OF MASSACHUSETTS, AMHERST

One or two tenure-track or visiting positions as instructor, asst. professor or higher levels are being offered to PhDs in Economics. ABDs considered. Position begins September 1983. Contact James R. Crotty/Dept. of Economics/U of MA/Amherst, MA 01003. AD: Unspecified.

ECONOMICS - U OF WISCONSIN, WHITEWATER

One full-time teaching position to begin fall 1983 is available to persons with specialization in money and banking and statistics. PhD required; ABD considered. Contact Ashok Bhargava, Chairperson/Department of Economics/U of Wisconsin/Whitewater, WI 53190. AD: 1-21-83.

FINE ARTS/CHICANO STUDIES - UCLA

The Chicano Studies Research Center seeks resumes from prospective faculty candidates in fine arts, with demonstrated interest in Chicano Studies, for an anticipated opening in one of four departments; art, including art history, dance, music and theater arts. MFA or PhD required. Contact the Chicano Studies Faculty Development Committee/ c/o Carlos M. Haro/Chicano Studies Research Center/3121 Campbell Hall/UCLA/Los Angeles, CA 90024. AD: 2-15-83.

HEALTH PROFESSIONALS - U OF UTAH

Full-time nutritionist and full-time public health nurse sought for a university-operated community clinic. Both positions require college graduates with at least two-

years experience in public health or community setting. Spanish/English fluency or English/Southeast Asian language fluency required. Ability to work with diverse cultures essential. Call Carmen Ochoa at the U of Utah Medical Center at 1-800-453-0144, extension 5529. AD: Open until filled.

MODERN LANGUAGES - UTEP

PhD and specialization in Spanish required for this associate or full professor position, that will also include departmental chairmanship. Experience in administration and curriculum development highly desired. AD: 2-1-83. Also available is a teaching position at the asst. professor level in Spanish. MA required with specific training in translation/interpretation. AD: 1-31-83. Direct inquiries regarding both positions to Richard Ford, Interim Chair/Dept. of Modern Languages/UTEP/EL Paso, TX 79968.

POLITICAL SCIENCE - UTEP

Tenure-track asst. professorship available with emphasis on American politics. Contact C. Richard Bath, Chairperson/Dept. of Political Science/UTEP/El Paso, TX 79968. AD: 3-15-83.

PUBLIC HEALTH EDUCATION - UC, BERKELEY

Asst./assoc. professor, PhD or MPH desirable to teach health education with a focus on diverse population groups. Contact the Chairman/Dept. of Social and Administrative Health Sciences/405 Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. AD: 2-1-83.

PUBLIC HEALTH - UC, BERKELEY

Individual with expertise in analysis and policy formulation for improvement of public sector role is sought. PhD in an academic or professional area relevant to health and medical care is desired (medicine) with preference for a second relevant degree. Contact the Chair/Dept. of Social and Administrative Health Sciences/School of Public Health/405 Earl Warren Hall/UC, Berkeley/Berkeley, CA 94720. AD: 2-1-83.

SOCIOLOGY - U OF ARIZONA

One or more tenure-track positions may be available at the junior and/or senior levels

with teaching and some research support. Applicants should submit a vitae, documentation of research abilities, and letters evaluating research potential. To apply for non-tenured lectureships, send evidence of teaching ability. The above positions will begin fall 1983. Contact the Recruitment Committee/Dept. of Sociology/U of Arizona/Tucson, AZ 85721. AD: 1-15-83.

SPANISH - UC, RIVERSIDE

Visiting asst. professorship in Latin-American literature to begin July 1, 1983. Preferred emphasis in Mexican and/or Argentine literature. Teaching ability in 18th and 19th century peninsular literature desirable, though not required. Contact William W. Megenney, Chair/Search Committee/Box A/Dept. of Literatures and Languages/UC, Riverside/Riverside, CA 92521. AD: 1-31-83.

SPANISH - UC, RIVERSIDE

Tenure-track asst. professorship in Spanish-American literature to begin July 1, 1983. Specialization is open, but prefer emphasis in Mexican and/or Argentine literature. Teaching ability in Peninsular literature of the 18th and 19th century preferred, but not required. Contact William W. Megenney, Chair/Search Committee/Box A/Dept. of Literatures and Languages/UC, Riverside/Riverside, CA 92521. AD: 1-31-83.

SPANISH - U OF COLORADO, DENVER

Tenure-track position available at the asst. professor or senior rank. Individual sought to develop program in Spanish for the professions. Native or near-native fluency required. Position begins fall 1983. Contact Don Schmidt/Division of Arts and Humanities/U of Colorado at Denver/Campus Box 103/1100 14th St./Denver, CO 80202. AD: 2-1-83.

ACADEMIC ADMINISTRATION  
DIRECTOR OF UNIVERSITY RESEARCH -  
U OF SOUTHERN COLORADO

This director's position carries the responsibility of coordinating and promoting all research activities on campus and for

increasing the university's involvement in sponsored research activities. Qualifications consist of an earned PhD and a history of successful involvement with funded research or a master's degree and three years of successful administrative experience as a research director. Contact Nasario García, Chair/Search and Screen Committee/Director of University Research/Office of the Vice President for Academic Affairs/U of Southern Colorado/Pueblo, CO 81001. AD: 1-3-83.

VICE PRESIDENT FOR ADMINISTRATION -  
U OF OREGON

Minimum educational requirement is a bachelor's degree, preferably in a business/management administration related area; advanced degree preferred. Ability to administer affirmative action policies effectively is required. Position opens July 1983. Contact Joanne Carlson, Chair/Vice President Search Committee/103 Johnson Hall/U of Oregon/Eugene, OR 97403/(503) 686-3082. AD: 12-31-82.

DEAN, ARTS AND SCIENCES - U OF M,  
FLINT

Nominations and applications invited from candidates with experience in academic administration, and accomplishments in scholarship and teaching worthy of a tenured senior faculty appointment. Nominations (including complete addresses), and applications (including resumes) should be submitted to Gene Sullivan, Chair/Dean Search Committee/c/o Office of the Provost/U of M, Flint/Flint, MI 48503. AD: 1-3-83.

OTHERRESEARCH ASSOCIATE - SWVREP

A research associate is sought to direct and supervise research and political and demographic data analysis in Southwestern and Western states. Statistical skills and research of Chicano and Indian electorate experience required. Contact Willie Velasquez or Robert Brischetto/Southwest Voter Registration Education Project/201 N. St. Mary's St., Suite 501/San Antonio, TX 78205/(512) 222-0224. AD: Unspecified.

## LA RED'S REVIEW NOTES

Issue	Author and Title	Reviewer
1) MAR 1980	Mirandé/Enríquez -- <u>La Chicana: The Mexican American Woman</u>	M. Baca Zinn
2) APR 1980	Herrera-Sobek -- <u>The Bracero Experience</u>	M. Wreford
3) MAY 1980	Camarillo -- <u>Chicanos in a Changing Society</u>	C. Arce
4) JUN 1980	Barrera -- <u>Race and Class in the Southwest</u>	J. García
5) JUL 1980	Melville -- <u>Twice a Minority</u>	M. Baca Zinn
6) AUG 1980	Carter/Segura -- <u>Mexican Americans in School</u>	P. García
SEP 1980	None	-----
7) OCT 1980	Mora/Castillo -- <u>Mexican Women in the United States</u>	S. Soto
8) NOV 1980	Griswold del Castillo -- <u>The Los Angeles Barrio 1850-1950</u>	D. Valdés
9) DEC 1980	Robinson/Robinson -- <u>The Mexican American (Research Aids)</u>	R. Chabrán
10) JAN 1981	Bruce-Novoa -- <u>Chicano Authors</u>	M. Wreford
11) FEB 1981	Acuña -- <u>Occupied America</u>	R. Romo
12) MAR 1981	Barrera/et al. -- <u>1979 NACS Proceedings</u>	A. Hurtado
13) APR 1981	Padilla -- <u>Acculturation</u>	P. García
14) APR 1981	Levine/Padilla -- <u>Crossing Cultures in Therapy</u>	D. Dennedy-Frank
15) MAY 1981	Dunbar Ortiz -- <u>Roots of Resistance</u>	R. Griswold del Castillo
16) JUN 1981	García -- <u>Desert Immigrants</u>	L. Arroyo
17) JUN 1981	Corwin -- <u>Immigrants and Immigrants</u>	D. Montejano
18) JUL 1981	Rosenbaum -- <u>Mexican Resistance</u>	R. Salmon
19) AUG 1981	Vigil -- <u>Indians to Chicanos</u>	M. Melville
20) SEP 1981	Chicano Political Economy Collective -- <u>Chicano Labor and Unequal Development</u>	R. Acuña
21) OCT 1981	Bauman/Abrahams -- <u>And Other Neighborly Names</u>	M. Herrera-Sobek
22) OCT 1982	Miller -- <u>On the Border</u>	D. Bixler-Márquez
23) NOV 1981	Jaffe/Cullen/Boswell -- <u>Demography of Spanish Americans</u>	D. Alvérez
24) DEC 1981	Ríos-Bustamante -- <u>UCLA Anthology on Immigrant Workers</u>	J. Bracamontes
25) DEC 1981	Bustamante/Malagamba -- <u>Bibliografía Fronteriza</u>	R. Woods
26) JAN 1982	García -- <u>Operation Wetback</u>	M. López
27) JAN 1982	Hansen -- <u>The Border Economy</u>	R. Fernández
28) JAN 1982	Woll -- <u>Latin Image in American Film</u>	P. García
29) FEB 1982	Peñalosa -- <u>Chicano Sociolinguistics</u>	A. Aguirre
30) MAR 1982	Escobedo -- <u>Education and Chicanos</u>	R. Padilla
31) APR 1982	Durán -- <u>Latino Language</u>	M. Carranza
32) MAY 1982	Preciado Martin & Tijerina -- <u>Mental Health &amp; Human Services</u>	O. Ramírez
33) JUN 1982	R.T. Trotter II, & J.A. Chavira -- <u>Curanderismo</u>	I. Blea
34) JUN 1982	A. Barón, Jr. -- <u>Explorations in Chicano Psychology</u>	M.E. Bernal

35) JUN 1982	A. Tijerina -- <u>Human Services for Mexican American Children</u>	O. Ramírez
36) JUL 1982	K.F. Johnson & M. W. Williams -- <u>Illegal Aliens in the Western Hemisphere: Political &amp; Economic Factors</u>	E.T. Flores
37) AUG 1982	M.S. Meier -- <u>Dictionary of Mexican American History</u>	R. Acuña
38) AUG 1982	F. Newton, E.L. Olmedo, & A. Padilla -- <u>Hispanic Mental Health Research: A Reference Guide</u>	C. Arce/D. Carlson
39) SEP 1982	N. Elsasser, K. McKenzie, & Y. Tixier y Vigil -- <u>Las Mujeres: Conversations from a Hispanic Community</u>	L. Ybarra
40) SEP 1982	D. Runsten & P. LeVeen -- <u>Mechanization and Mexican Labor in California Agriculture</u>	R. Rochin
41) OCT 1982	E. Murguía -- <u>Chicano Inter marriage: a Theoretical and Empirical Study</u>	A. Abney
42) OCT 1982	P. Preciado Martin -- <u>La Frontera Perspective: Providing Mental Health Services to Mexican Americans</u>	D. Dennedy-Frank
43) NOV 1982	M. Ridge -- <u>The New Bilingualism: An American Dilemma</u>	R. Flores Macías
44) NOV 1982	P. San Juan Cafferty & C. Rivera Martínez -- <u>The Politics of Language: The Dilemma of Bilingual Education for Puerto Ricans</u>	P. Pedraza
45) NOV 1982	A.G. Pettit -- <u>Images of the Mexican American in Film and Fiction</u>	P. García
46) NOV 1982	M.M. Kritz, C.B. Keely & M. Tomasi -- <u>Global Trends in Migration: Theory and Research on International Population Movements</u>	G. Cárdenas
47) NOV 1982	S. Izzo -- <u>Second Language Learning: A Review of Recent Studies</u>	E.E. García
48) DEC 1982	S. Kaufman Purcell -- <u>Mexico-United States Relations, and S.R. Ross -- United States Relations with Mexico: Context and Content</u>	A. Gutiérrez
49) DEC 1982	T. Empringham -- <u>Fiesta in Aztlán: Anthology of Chicano Poetry, and Flor y Canto Committee -- Flor y Canto IV and V: An Anthology of Chicano Literature from the Festivals held in Albuquerque, New Mexico, 1977 and Tempe, Arizona, 1978.</u>	C. Candelaria
50) JAN 1983	S. Weintraub & S.R. Ross -- <u>Temporary Alien Workers in the United States, and J. Nalven &amp; C. Frederickson -- The Employer's View.</u>	G. Cárdenas
51) JAN 1983	J. Gómez-Quíñones -- <u>Development of the Mexican Working Class North of the Río Bravo, and J. Gómez-Quíñones &amp; D. Maciel -- Al norte del río bravo (pasado lejano) (1600-1930).</u>	D. Valdés

## LA RED'S MICRO ONDAS

Issue	Topic	Author
1) DEC 1979	Maquiladoras	P. Fernández Kelly
2) JAN 1980	Rural Poverty and Chicanos	M. Tienda
3) FEB 1980	Wisconsin Migrants	D. Slesinger
4) MAR 1980	Extended Family Support	O. Ramírez
5) APR 1980	Ethnic Identity	J. García
6) MAY 1980	Language Use and Status Attainment	S. García
7) JUN 1980	Chicanos in Rural Labor Markets	R. Rochin
8) JUL 1980	Chicano Unemployment in the 1970s	P. García
9) AUG 1980	Chicano Survey Reactions	M. Wreford
10) SEP 1980	Citizen Aspirations and Undocumented Workers	R. Baca/D. Bryan
11) OCT 1980	Chicana Teens and Contraception	S. Andrade
12) NOV 1980	Hispanic Elderly and Public Services	J. Cuellar/J. Weeks
13) DEC 1980	Higher Education and Chicanos	R. García
14) JAN 1981	Ethnic Background and Moral Judgement in Children	A. Cortese
FEB 1981	None	Nondelivery by contributor
15) MAR 1981	Chicano Endogamy	E. Murguía
16) APR 1981	Higher Education	J. Montemayor
17) MAY 1981	Occupational Mobility	M. Snipp/M. Tienda
18) JUN 1981	Intervention with Chicano Gangs	A. Hunsaker/T. Vicario
19) JUL 1981	Mexican Migration	R. Morris
20) JUL 1981	Loneliness in Migrant Children	B. Chesser/D. Inguanzo
21) AUG 1981	Mexican Elderly and Nursing Homes	R. Luevano
22) SEP 1981	Ethnic Biases of Teachers	L. Licón
23) OCT 1981	Chicanos in Rural Labor Markets	R. Rochin
24) NOV 1981	Chicanas Who Use Calo	L. Galindo
25) DEC 1981	Familism and Extended Families in the 19th Century	R. Griswold del Castillo
26) JAN 1982	Language Projections to the Year 2,000	L. Pol
27) FEB 1982	Financial Aid to Hispanic Students	M. Olivas
28) MAR 1982	Chicano Exogamy	C. Arce/A. Abney
29) APR 1982	Chicano Voting	C. Arce
30) MAY 1982	Hispanic Youth	R. Santos
31) JUNE 1982	Health and Medical Care Utilization of Chicanos	R. Angel
32) JULY 1982	Hispanic Elderly	C. Lacayo
33) AUG 1982	Income Differentials Between Chicano and White Male Workers	N. & R. Verdugo
34) SEP 1982	The U.S. Supreme Court & Public Education for Undocumented Immigrants	I.D. Torres
35) OCT 1982	Marital Role Orientation Among Chicanos	T.T. Curtis/M. Baca Zinn
36) NOV 1982	Chronic Health Limitations for Hispanic Males	R. Angel
37) DEC 1982	Mexican School-Age Migrant Children	R. Guzmán

## LA RED'S MACRO ONDAS

Issue	Topic	Author
1) JAN 1982	Hispanics in the U.S. Labor Market: An Overview of Recent Evidence	M. Tienda
2) MAR 1982	Empirical and Theoretical Developments in the Study of Chicano Families	L. Ybarra
3) MAY 1982	Demographic Research on the Chicano Population	L. Estrada
4) JUL 1982	The Condition of Hispanic Education	M.A. Olivas
5) SEP 1982	Estimating the Undocumented Population in the U.S.	M. García y Griego
6) NOV 1982	Mental Health, Hispanics and Service	R.A. Ruíz

## LA RED/THE NET

## Response Form No.62

December 1982

**ATTENTION READERS:** LA RED's mailing list is maintained on a computer interactive program which is updated every six months. Those wishing to continue their "subscription" to LA RED, must therefore "communicate" with the computer by submitting one of these forms at least once every six months.

1. Comments regarding this issue (content, format, timeliness).

2. Research problem and idea exchange. (A clear, concise statement of a problem which you would like other readers to react to; or an appeal for reader assistance on a research problem.)

3. Forthcoming events, meetings, programs, grants or fellowships. (Furnish complete details including application dates and the name and telephone number of a contact person.)

ANNOUNCEMENTSNACS CALLS FOR ENTRIES AND NOMINATIONS

The 11th Annual Conference of the National Association for Chicano Studies is slated for April 14-16, 1983 and will be held in Ypsilanti, Michigan. In addition to a **call for papers** that has been issued by conference planners (direct inquiries to Gary Keller/Graduate School/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-0042), the NACS Coordinating Committee is soliciting nominations for the **recognition of an influential scholar in Chicano studies**. Criteria for recognition include: a scholar's personal history of involvement in the development of Chicano studies literature or as a discipline, and their significant contributions to scholarly research and writing on the Mexican population in the U.S. A final activity for which participation is presently invited is the first **graduate and undergraduate student paper competition** sponsored by NACS. The competition is open to all students who are currently members of NACS. There will be separate divisions for graduate and undergraduate students. Further information on the paper competition or the nomination of Chicano studies scholars may be obtained from Miguel Carranza/NACS Chair/Institute for Ethnic Studies/UNL/Lincoln, NE 68588. Deadline for nominations: **1-15-83**. Deadline for submission of papers: **2-13-83**.

LA RED/THE NET

Response Form No. 62 (Cont.)

December 1982

4. Recent social science publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

☐ No comments at this time; keep me on the list for another 6 months.

☐ See changes or corrections made on label below. (Include phone changes.)

☐ Name and address on label below are correct.

☐ Add the attached names to the mailing list.

**LA RED/THE NET**

6080 Institute for Social Research  
The University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106

2nd Class  
Postage  
Paid at  
Ann Arbor  
Michigan

IRENE GOMEZ-BETHKE 3738  
4649 DECATUR AVE. NO.  
NEW HOPE, MN 55428